

INSPECTION REPORT

IREBY CHURCH OF ENGLAND SCHOOL

Ireby, Wigton

LEA area: Cumbria

Unique reference number: 112251

Headteacher: Mrs Heather Askew

Reporting inspector: Jean Morley
25470

Dates of inspection: September 10th – 12th 2001

Inspection number: 194507

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Ireby Wigton Cumbria
Postcode:	CA7 1DS
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Appropriate authority:	The governing body
Name of chair of governors:	Mrs Pauline Bibby
Date of previous inspection:	April 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
2547 0	Jean Morley	<i>Registered inspector</i>	English; Science; Art; Design and technology; Physical education; Special educational needs; Equal opportunities.	What sort of school is it? How high are standards: the school's results and pupils' achievements? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
1376 2	Norman Shelley	<i>Lay inspector</i>		Pupils attitudes, values and personal development; How well does the school care for its pupils? How well does the school work in partnership with parents?
2006 3	Gerry Slamon	<i>Team inspector</i>	Mathematics; Geography; History; Information and communication technology; Music; Religious education; Provision for the Foundation Stage.	How good are the curricular opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

With 39 pupils on roll, Ireby Church of England Primary School is very small. It is situated in rural Cumbria between Keswick and Carlisle. Its two classes cater for pupils aged four to eleven, though at the time of the inspection the two reception children were attending on a part-time basis only. Attainment on entry to the school is variable but average overall. Socio-economic circumstances are generally favourable, although the foot and mouth epidemic of recent months has had a significant impact on the village and surroundings. The school does not offer a lunchtime meal and, on the last available data, the proportion of pupils eligible to receive one was small. Sixteen per cent (six pupils) are on the register of special educational needs, a below average proportion. All pupils are white and there are none for whom English is an additional language. Since the last inspection there has been a complete change of staffing: the headteacher was appointed (from assistant teacher) in September 1999, the assistant teacher in January 2000, the school secretary in the summer of the same year, and the two part-time teachers in April and September of this year. The headteacher is currently unwell and is not in school. The full-time assistant teacher has assumed the role of acting headteacher until Mrs Askew's return, which is unlikely to be before Easter 2002. All other teaching staff are supply teachers. Despite her debilitating illness, the headteacher has furnished the inspection team with invaluable and detailed documentation.

HOW GOOD THE SCHOOL IS

This is a caring school where pupils make very good progress in their personal development and good progress academically. The school is well led and managed by the headteacher and the governing body. The overall quality of teaching is sound, although within that there are strong features and a weaker element. As a result of the teaching they receive, pupils achieve above average standards in most key areas of the curriculum: writing, however, is a *relative* weakness. Academic achievement is underpinned by the feature that is the *real* strength of the school: the success it achieves in helping pupils to become responsible young citizens. The spiritual, moral and social guidance pupils receive is very good, and is generated by a strong Christian ethos. Through its efforts, the school has become the hub of the village, and the relationship it shares both with parents and with the community at large is outstanding. Pupils benefit from - and enjoy - the community spirit that is engendered. Overall, provision of this quality reflects good value for money.

What the school does well

- Standards in mathematics, in science and in reading are above average at the end of both key stages.
- The school is well led and managed.
- Teaching is good for pupils in Years 1 and 2.
- Pupils' behaviour, personal development and attendance are all very good.
- Provision for pupils' spiritual, moral and social development is very good.
- The partnership with parents and the local community is excellent.
- Efficient administration has a strong and positive impact on the smooth running of the school.

What could be improved

- The standards pupils achieve in writing.
- The quality of some of the work set for pupils in Years 3 to 6.
- Pupils' annual reports, which need to comply with statutory requirements.
- The risk assessments undertaken by the school, which should complete all that is required.

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 April 1997. At that time, standards in English, mathematics and science were satisfactory. With the exception of the writing element of English - which remains satisfactory – pupils now achieve above average standards in all of these subjects. Standards in information and communication technology (ICT) were unsatisfactory in 1997. They are now good in Years 1 and 2 and sound in Years 3 to 6, where they are still improving. Pupils' behaviour and personal development are now *very good*, whereas at the time of the last inspection they were good. These improvements have been wrought despite significant staff changes during the past two years. When these factors are taken into account, improvement has been good.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			Similar schools
	1998	1999	2000	2000
English	A	A	B	D
mathematics	E	D	C	D
science	C	D	B	C

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

As no comparative data are yet available for the 2001 national tests, the results in this table relate to those taken in 2000. In isolation, they should be interpreted with caution, as the very small number of pupils involved significantly lowers the reliability of the figures. However, when considered alongside data from 1997-1999 and from 2001, they give a more reliable picture: a gradually improving trend to above average standards. While the 2000 data show above average standards in English and in science, and average standards in mathematics, the 2001 raw results are more encouraging still. All pupils achieved the level expected nationally in both mathematics and science, and 92 per cent achieved this level in English. (For an approximate comparison, the respective percentages nationally in 2000 were 71, 84 and 75 per cent.) Results at the end of Year 2 were variable in both 2000 and 2001, although good overall. Again, isolated percentages are not useful. What is useful, however, is to rank pupils' performance *across* the subjects tested: it is strongest in mathematics, less strong in reading, and weakest in writing. In fact, throughout the school and in both 2000 and 2001, writing was the weakest element in pupils' work - and by a significant margin.

Standards achieved in all other subjects are at least satisfactory. In geography and in ICT, they are good in Years 1 and 2.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Attitudes to school are predominantly positive.
Behaviour, in and out of classrooms	Pupils behave very well in school, and when representing their school on a visit or at a sporting event.
Personal development and relationships	Pupils get on very well together. They care for each other and are patient with each other. This is a key strength of the school.
Attendance	Attendance is very good.

Pupils' personal development is a strength of the school. There are plentiful opportunities for younger pupils to learn from their older classmates - particularly in Years 3 to 6 – and for older pupils to learn to care and to be patient. Everyone works and plays amicably and the extremely rare incidence of bullying is dealt with rapidly and effectively. Parents comment positively on the way that pupils behave when on school visits.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	*No judgement possible	Good	Satisfactory

**The children were attending school on a part-time basis only during the 2.5 days of the inspection and, as it was the beginning of the school year, had been in school for just three days in total.*

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

The quality of teaching (as observed in individual lessons) has improved slightly since the last inspection: unsatisfactory teaching has been eliminated and the proportion of very good teaching has increased. Of the eight lessons observed in the class for the younger pupils, the quality of teaching was very good in over half of lessons and good in the remainder. In the class for older pupils, over half of the teaching was satisfactory and the rest was good. The quality of teaching *seen* was good overall but the inclusion of other, more *global* features means that, over time, it is sound. It does not match the school's very good provision for personal development and this is an imbalance that should be redressed. A slight shift of emphasis away from collaborative learning in mixed age groups, particularly in the class for older pupils, would be a helpful start. In addition, staff are aware of where other improvements could be made: there is an overuse of worksheets that has a negative impact on writing standards, some inadequacy in teachers' marking and some lack of stimulation and challenge for the older pupils in school. Attention to these features will serve to make good teaching better: they should not, however, be allowed to distort a picture that is predominantly positive. Literacy and numeracy are taught well, although the development of writing skills in other subjects needs further development: dealing with the overuse of worksheets will bring about change here. Those in the class for younger pupils learn well. Older pupils make sound progress.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Pupils are taught a broad and balanced curriculum.
Provision for pupils with special educational needs	There is good provision for the six pupils identified.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for spiritual, moral and social development is very good and is a strength of the school. Cultural provision is good.
How well the school cares for its pupils	The school provides a good overall level of care.

The partnership the school enjoys with parents is exceptionally good. In addition, the school is the real hub of the community, so this total 'package' of partnership is of outstanding quality. The school offers very good provision for pupils' personal development and this is a key strength of its work. Provision for academic development is good, but the shift of emphasis referred to above will need to begin with consideration of exactly what constitutes the best possible writing opportunities for pupils throughout the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led and managed.
How well the governors fulfil their responsibilities	Governors work well on behalf of the school.
The school's evaluation of its performance	The school has a realistic view of its strengths and a secure understanding of what needs improvement.
The strategic use of resources	All monies are prudently and wisely spent.

The school is adequately staffed and those who support teachers in the classrooms make a very good contribution to pupils' learning. Accommodation presents some difficulties in relation to the physical education curriculum but the school copes with these in the best possible way. The headteacher has established a strong Christian ethos in the school; she oversees a strong emphasis on pupils' personal development, and academic standards are now improving steadily. Spending is prudent and well judged. In particular, spending on ICT – both for resources and staff expertise - has improved standards significantly since the last inspection.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<p>Parents are unanimous that:</p> <ul style="list-style-type: none"> • the school is well led and managed; • their child is making good progress; • the quality of teaching is good; • the school is approachable; • their child is becoming mature and responsible. <p>Over 90 per cent of parents feel:</p> <ul style="list-style-type: none"> • their child likes school and is expected to work hard; • the school works closely with them. 	<p>Thirteen per cent of parents feel:</p> <ul style="list-style-type: none"> • behaviour in school is not always good; • parents are not well enough informed about their children's progress; • there is not a good range of extra-curricular activities.

Inspectors found scant evidence to support the negative views of parents, although it is true that in *some* subjects in pupils' end of year reports a clearer statement is needed about the standards pupils attain. However, taken overall, the school does a great deal to keep parents well informed on the progress their child is making. There are *two* informative reports each year (incorporating a detailed section on personal development), and the opportunity to talk with staff on an informal basis whenever the need arises. Consultation takes place with parents over planned changes such as homework and school uniform. There are also information evenings on curriculum changes, such as literacy, numeracy and the Foundation stage, and open invitations to social events and performances. With respect to behaviour, pupils behave very well. Given the size of the school and the teachers' heavy workload, pupils are offered a good range of additional activities, including visits.

Inspectors agree with most of the positive views of parents. While pupils make good progress for most of the time, collaborative work sometimes prevents the older and more able pupils making the academic strides they could. The majority of teaching is of good or better quality but the excessive use of worksheets over time has a negative impact on pupils' progress in writing.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In a school of fewer than 40 pupils in all, where cohort sizes are clearly very small, results in national tests can be misleading. A more accurate picture can be gleaned by looking at the results achieved over a period of time. Doing so shows that test results in both key stages compare favourably with national averages. In English, for example, the end of Key Stage 2 results were well above average in 1999 and above average in 2000. In 2001, 92 per cent of pupils achieved Level 4 or above and 33 per cent achieved Level 5. This 2001 result is also above average, although, as national comparative data are not yet available, it is not currently possible to say by how much. In mathematics, the end of Key Stage 2 results in 1999 were below average, in 2000 they were in line with the national average, and in 2001 all pupils secured Level 4 or above, with 25 per cent achieving Level 5. Finally, in science, the 1999 result was below average, the 2000 result was above average, and in 2001, as with mathematics, all pupils achieved Level 4. The higher level was achieved by 33 per cent. As in the case of English, the 2001 results in both mathematics and science are above the national average.

2. In comparison with those of other schools, results are slightly less favourable, although they do show added value when viewed over time. The percentage of pupils eligible for free school meals (the data used for this calculation) is very small, and, based on a total school population of 39, may be less reliable as a predictor than would be the case in much larger establishments. Furthermore, the school has no *current* data as meals are no longer served at the school: all pupils bring a packed lunch. Overall, therefore, these 'less favourable' results should be interpreted with great caution, and more credence attached to the steady improvement that has been made to the current, above average standards.

3. At the very beginning of the school year, the best judgement about the attainment of children in the Foundation Stage can be made against the performance of those pupils who have just completed it - and are embarking on Key Stage 1. This suggests that children at this school do better than expected. No judgement is possible for current Foundation Stage children as there are just two in the reception year and, at the time of the inspection, they were attending on a part-time basis only. They had, in fact, been in school for just three days.

4. Inspection findings fully support the test data detailed above and show that, at the end of both key stages, standards are above average in mathematics, in science, and in most elements of English. However, writing is a relative weakness as standards just reach a satisfactory level: they should and could be better. In pursuit of high standards the school sets challenging targets: the only pupils who are judged unlikely to reach the levels expected nationally are those with significant special needs. Realistically, however, and with such tiny cohorts (five pupils currently in Year 6, for example) the school has little room for manoeuvre in its target setting process.

5. Pupils with special educational needs make the same progress as all other pupils in the school. Taken overall, this progress is good, although the greatest strides are made in the Foundation Stage and through Key Stage 1. The number of pupils on the register of special educational needs is very small but the school makes good provision for them. In particular, placing pupils with those of similar attainment, regardless of age, works well. For

example, those Key Stage 2 pupils who take their numeracy and literacy lessons in the Key Stage 1 classroom make very good progress.

6. In relation to other subjects, pupils achieve standards that are at least in line with those expected nationally. In information and communication technology (ICT), pupils achieve above average standards at the end of Key Stage 1, and sound standards at the end of Key Stage 2. They are making rapid progress towards above average standards by the time they are 11 and, given the current rate of progress, will soon achieve them. This represents very good progress since the last inspection, when standards were unsatisfactory in both key stages. In art, history and religious education throughout the school, and in design and technology at the end of Key Stage 2, pupils achieve sound standards. No judgement was possible on the standards pupils achieve in music and physical education throughout the school, or design and technology in Key Stage 1. However, discussions with pupils on their work in these subjects was positive, giving no cause for concern.

7. When compared with standards at the time of the last inspection, there have been improvements in mathematics, in science, in most elements of English, in ICT and in geography in Key Stage 1. Standards in all other areas for which judgements are possible have been maintained. The trend in standards is an upward one and is keeping pace with that taking place nationally. Scrutiny of the National Curriculum levels reached by individual pupils in their Key Stage 1 assessments and, four years later, of their Key Stage 2 results, shows that they do make the progress expected through this Key Stage. Furthermore, the predictions already in place for pupils currently in Year 6 appear realistic and attainable and, if reached, will continue the current trend of steady improvement.

Pupils' attitudes, values and personal development

8. Pupils' views of the school are, on balance, positive. Their behaviour, personal development and attendance are very good. This represents an improvement compared with the previous inspection, when they were judged to be good. Parents are very pleased with pupils' behaviour and particularly their conduct at out-of-school events.

9. When expressing their views of the school, older pupils say that they have a particular regard for their headteacher and for the school's caretaker, whose daughter died earlier this year. They have been pleased to play an important part, with many others, in designing and building a garden of remembrance to her.

10. The older pupils say that they are happy in the school and particularly enjoy sport and other activities. They are less enthusiastic about some of their lessons. Whilst they like art because it is practical and they can be creative, they say that there is too little practical work in science and too few opportunities for creative and imaginative writing. They dislike being given so many 'sheets' (worksheets) on which to do their work. They say that some subjects, such as religious education, do not sufficiently interest them. They enjoy assemblies because of the way in which they are presented.

11. Pupils' behaviour is almost always very good. On the few occasions when a teacher needs to intervene to maintain order or attention, pupils always respond immediately in a positive manner. There is rarely any need for serious disciplinary action. There have been no exclusions. Parents and others have described the standard of pupils' behaviour, when on out of school visits, as exemplary. Teachers and pupils confirm that instances of bullying are extremely rare.

12. Relationships between pupils are very good. They not only work well together but, quite naturally, offer help and suggestions without being asked and the suggestions are well received. They demonstrate an attitude of care, for example by looking after younger pupils. Pupils value the Christian faith and have respect for those of different cultures, lifestyles and beliefs. They recognise the different values that others hold and say how disappointed they are when they see certain pupils, who are from another school, behaving in insensitive and unkind ways.

13. Pupils respond well when given opportunities to organise their working materials and to make decisions about, for example, how to present their work. They take seriously any special responsibility they are given, such as that of class monitor. They are proud to be consulted by the school when a project is under consideration. By the time they leave the school, pupils are mature and responsible and well ready for the next stage of their education.

14. Attendance is well above the average for primary schools and there is no unauthorised absence. Pupils arrive punctually for the start of school.

HOW WELL ARE PUPILS TAUGHT?

15. Sixteen lessons were observed during the inspection: eight in each of the two classes. In the Foundation Stage / Key Stage 1 class, the quality of teaching in five lessons was very good. It was good in the remaining three. In the Key Stage 2 classroom, the quality of teaching was sound in five lessons and good in the remaining three. Taken overall therefore, teaching was very good in five lessons, (31 per cent) good in six, (38 per cent) and sound in the remaining five, (31 per cent). When viewed over time, however, the overall quality of teaching is sound. The reasons for this are explored in the paragraphs that follow.

16. In the Key Stage 1 and Foundation Stage class, the quality of teaching observed *during the inspection* was very good. Teaching of this quality is particularly commendable, as the teacher has stepped in at short notice to replace the headteacher, whose class under normal circumstances this is. The *overall* judgement of the quality of teaching in the key stage is, however, good. This slightly less favourable judgement reflects the effect, over time, of using too many worksheets with pupils, and the resulting limitation on writing opportunities of high quality. This was unmistakably evident in the work of pupils over the period of a full school year.

17. Please note that the detailed comment that follows in the next two paragraphs relates primarily to teaching the pupils in Key Stage 1. The Foundation Stage children, who share the classroom with them, were attending only on a part-time basis during the two-and-a-half days of the inspection and this made detailed comment and secure judgements impossible. However, although evidence relating to these youngest children is limited, the quality of the teaching they received when they *were* in school was very good: equal to that experienced by the older pupils.

18. Teaching in the Key Stage 1 classroom was lively and the lessons were fun. The teacher had a sharp focus to every session, responding to the full range of age and ability in the class. Her questioning was skilful because it was used not only to elicit answers but also to allow a thorough 'in-lesson' check on how well pupils had learned what she expected them to. The rapport she had established with pupils was delightful and her

strategies really did build on pupils' self-belief and self-esteem. This was most noticeable when, for

example, in literacy and numeracy lessons, she was joined by some Key Stage 2 pupils who had special educational needs. They clearly enjoyed their lessons in the Key Stage 1 classroom, responded with enthusiasm to the questions, and grinned with shy pride when the teacher delighted openly in their success.

19. Adult support is used well in this room, whether it is support from those employed by the school or that given voluntarily. The contribution that this makes to effective teaching should not be underestimated. Supporting adults know exactly what the teacher would like them to do, and the quality of their work with the small groups to which they are assigned ensures that pupils make the best progress. They are to be commended for the quality of their work.

20. In the Key Stage 2 class, the teaching observed was predominantly satisfactory and sometimes good. Inspectors were surprised at the apparent lack of motivation amongst these older pupils during their lessons as, given the general ethos of the school, this seemed incongruous. The village in which the school is situated, together with the immediate area, has been particularly badly hit by the foot and mouth epidemic. In addition, it is possible that the pupils actually miss the presence of their headteacher, of whom they are clearly very fond. While there is no *clear* evidence that either of these factors has had any impact, it would be unwise to rule out the possibility. Indeed, other evidence made available to inspectors suggests that teaching usually elicits a more enthusiastic response from pupils than was seen during the inspection.

21. Despite the pupils' lack of motivation, the very good quality of relationships in the classroom was evident. The teacher has an open and friendly manner with pupils and his willingness to share some of his own experiences and feelings added a positive dimension to several sessions, for example in a lesson relating to good citizenship, in collective worship, and in a literacy lesson. Pupils themselves work exceptionally well together. Opportunities to work in groups of mixed ages are very frequent and are accepted as a matter of course. Older pupils are patient with younger ones and willing to take time to explain.

22. While such group interaction leads to strong personal development, it sometimes stands in the way of the best academic progress, and a more equitable balance should be sought. In a science lesson, for example, pupils working in mixed age groups – ages seven, nine and ten would be typical – were given the task of making a simple circuit to light a bulb. The younger pupil learned well and benefited from the prior knowledge of his older classmates. The older pupils reinforced their previous knowledge through offering an explanation to the younger one. However, they had done this circuit – and more – when they were younger, and consequently their scientific knowledge was not advanced.

23. Where there are two additional adults in the room – as is often the case for literacy and numeracy – the considerable and recognised difficulties of teaching a class consisting of all Key Stage 2 children can be more readily overcome. The high quality support they offer was used well.

24. Literacy is well taught through literacy sessions in both key stages. However, literacy skills are not well developed through other areas of the curriculum. This leads to writing standards that reach just satisfactory levels. They should and could be better. The school is fully aware of this relative weakness and is attempting to address it. To do so will

necessitate a review of the writing opportunities afforded to pupils, and the issue is dealt with in detail in the English section of this report. The teaching of numeracy is satisfactory, although the development of pupils' mental, investigative and problem solving skills needs more thought, particularly in Key Stage 2. These issues are dealt with fully in the mathematics section of the report.

25. Certain teaching qualities are common to both key stages: teachers' subject knowledge is adequate across the curriculum and basic skills are usually taught well. Pupils are managed very well and behaviour does not get in the way of learning. They are reminded gently about the slightest indiscretion and there is seldom a need for a second reminder.

26. Pupils *do* know what their teacher wants them to learn and are clear about it. In particular, older pupils have a sound understanding of their own learning and the school is already considering (wisely so) one or two changes that would develop this further:

27. A review of the quality of teachers' marking would also be prudent, as it is not always as thorough as it should be, and when this is the case it does not give pupils the best opportunity to improve. While not excessive, there are too many examples of unmarked or cursorily marked work and too few where pertinent advice is recorded - to which the pupil can then refer.

28. Pupils make good progress overall in mathematics and in science and in most elements of English. In Key Stage 1 they are very well motivated and challenged, and they work hard. Across the full curriculum, their progress here is good. In Key Stage 2 these positive features are slightly less noticeable, although pupils still work at an acceptable pace, present their work neatly and take a pride in its appearance. This represents satisfactory progress overall. This sound progress is confirmed by a close analysis of data: the Key Stage 2 test results are useful for this purpose. Of the 12 pupils who took the tests this year, ten were in the school at the end of Key Stage 1. Clearly, a look at the improvement between one set of results and the other – in reading, in writing, in mathematics and in science – generates 40 separate pieces of data. In 26 instances this shows sound progress. In the remaining 14 instances, seven show better than average progress while, for the other seven, progress is less than expected.

29. In summary then, a review of the quality of teaching and learning in the school should focus on:

- the extent to which pupils are motivated;
- the level of challenge in the work set for the older / more able pupils;
- the quality and range of writing opportunities open to pupils.

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

30. The curriculum meets all statutory requirements. It is broad and balanced, and provides pupils with a relevant preparation for their next stage of education. The areas of weakness mentioned by parents concerning provision for art and music, have been resolved with the appointment of teachers with expertise in these subjects. The school makes good use of resources from within and from outside the school to enrich the curriculum. Priority is given to developing pupils' reading and numeracy skills, but opportunities to develop writing skills in other subjects have not yet been sufficiently well used. There is a detailed programme of personal, social and health education that

provides well for sex education and teaches awareness of the misuse of drugs. The school has forged very good links with the nursery from which pupils come, and with the secondary schools to which they transfer. Apart from weaknesses in personal research and extended writing, pupils are well prepared academically and very well prepared socially for the next stage of their education.

31. Curriculum planning is good, and weaknesses noted in the last inspection have been fully and successfully addressed. Policies and schemes of work in all subjects now guide planning and provide continuity in pupils' learning. Provision in English and mathematics has been strengthened by the official frameworks of the national strategies, both of which the school has implemented successfully. All pupils have a lesson each day in literacy and numeracy. Numeracy skills are satisfactorily developed across the curriculum. Provision for ICT is much improved since the last inspection. It has been developed in line with recent official guidance, and meets the revised national expectations. Pupils are beginning to apply their ICT skills in other subjects. Religious education is firmly based on the local agreed syllabus.

32. A homework policy is in place, clearly setting out a programme to support the curriculum. Most parents are happy with the amount of work set for pupils to do at home. A good range of visitors - such as drama groups, artists in residence and visiting speakers - helps to broaden pupils' awareness of the world. Good use is made of the local environment and other places of interest, such as London museums and cathedrals, to develop pupils' knowledge and understanding. The expertise of learning assistants, students and volunteers is well used in the delivery of the curriculum.

33. Pupils with special educational needs are identified early, and good provision is made for improving their learning skills so that they can keep up with their peers and retain self-esteem and confidence. The requirements of the code of practice for pupils with special educational needs are fully met. Individual education plans accurately identify targets for pupils' development. The school identifies pupils of higher attainment, but work provided for them does not always meet their needs and they have too few opportunities to develop individual learning skills. Apart from this, the school's equal opportunities policy is evident in all aspects of the life of the school.

34. The governing body is well informed and meets regularly to evaluate and review the curriculum. Governors responsible for the curriculum have access to school planning, and regularly visit the school to see the pupils at work and to help in classrooms.

35. The school makes very good provision for pupils' spiritual, moral and social development and good provision for their cultural development. The spiritual development of pupils is supported through assemblies, religious education lessons and the strong Christian ethos of the school. There are many opportunities for pupils to reflect on their own thoughts and feelings: in circle times and in times of prayer during the school day, for example. The sensory garden in memory of a past pupil encourages pupils' sense of awe and wonder as a place to be quiet and to think. There are very strong links with local faith communities. Visits to places of worship enhance the curriculum and contribute significantly to pupils' spiritual development. Assemblies provide opportunities for reflection, celebrate achievement and successfully create a sense of community. The daily act of worship fully meets statutory requirements.

36. The school's approach to improving pupils' moral understanding is very effective, and plays a strong role in their personal development. The very good relationships that exist, and the very good example set by all who work in the school, effectively supports pupils'

moral development and are major reasons why the school operates as an ordered and harmonious community. Themes used in assemblies and circle times enable pupils to assess moral issues such as honesty, trust, fairness and tolerance, and this has a positive effect on their very good behaviour. Pupils' very caring attitudes towards each other and their excellent behaviour when on day or residential trips, reflect their understanding of what constitutes acceptable moral behaviour. Pupils are also given a good sense of citizenship. A good example of this is the way they care for the school, its resources, and its gardens.

37. The social development of pupils is closely linked with their moral development. The strong Christian ethos of the school, which stresses respect for self and for others, provides an effective focus for pupils' social development. They are encouraged to relate to each other positively, and treat each other with respect and understanding. Concern for the physical and emotional well being of others, and respect for others' feelings, is evident in all aspects of school life. Older pupils in the school are made aware that they must provide a good example and should care for those who are younger, and Year 6 monitors respond to the needs of their peers thoughtfully and sympathetically. The school is very important to the local community. Pupils are given many opportunities to play a full part in the life of the village. A good example of this was where they used their newly acquired knitting skills to make a blanket for the oldest member of the community. Cards are sent to parents on the birth of babies and to families that suffer bereavement. Pupils take part in activities with consortium schools and welcome all members of the community on Grounds Day. They are offered many opportunities to contribute to the wider community through supporting various charities and making contact with pupils in a Kenyan school. The social development of Key Stage 2 pupils is further enhanced by annual residential trips.

38. Pupils are encouraged to appreciate and develop their knowledge of British culture and traditions, for example through history and visits to museums, churches and other places of historical and cultural interest. The school makes effective use of visiting speakers from a range of cultures, and of visits to different places of worship, to extend pupils' understanding of the richness and diversity of other cultures. Religious education lessons contribute well to this provision. The contribution that art and music can make to pupils' cultural development is satisfactory but has yet to be fully explored. The two newly appointed staff cover these areas of the curriculum and the work already planned for pupils is of good quality.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school provides a good level of care, support and guidance for its pupils. The assessment of academic progress is satisfactory and that of personal development is very good. The procedures for health, safety and general welfare are sound overall. These are similar to the findings of the previous report. Parents feel that their children are very well cared for and they appreciate the sensitivity of the school staff.

40. An appropriate policy for health and safety is in place and most procedures are effectively established and put into practice. Risk assessments have not been prepared for relevant curricular activities. For example, in science, technologies and physical education, any possibility of danger should be identified and relevant precautionary measures are taken. All members of staff are qualified to apply first aid. The procedures for child protection are in place, though the staff handbook includes only a brief reference to them. The school should ensure that temporary teachers and helpers are adequately briefed as part of their induction.

41. The quality of pastoral care is high. Pupils feel valued and secure. All the adults in the school are excellent role models and their treatment of the pupils is such that the pupils develop very good moral and community values. Good behaviour is expected, achieved and celebrated. Bullying is non-existent because pupils respect and care about each other. Attendance is high because pupils enjoy the school's environment.

42. The school is particularly successful in the way it helps pupils to become mature and responsible. The annual school report gives considerable attention to pupils' personal development. Seven personal skills are assessed. When weaknesses are identified, teachers specifically assist pupils to improve them. Aspects of personal development are often included in the targets set for pupils in the autumn and summer terms, and frequently feature in pupils' self targeting for improvement.

43. Opportunities are given to pupils to use their initiative and to be responsible in the course of their work. The introduction of a pupils' school council is on the school's agenda. Pupils' involvement in community projects and in the various visits out of school contributes considerably to their personal development.

44. There are effective systems in place for monitoring and supporting pupils' academic progress. The school is preparing to computerise data to enable it to collect and analyse information more easily and to track pupils' progress in a statistical way. Children's attainment is formally assessed when they enter the school, and good use is made of the information to guide planning in the Foundation Stage. Baseline assessment continues to be used for summative assessment at the end of the Foundation Stage and for the early identification of pupils with special educational needs. Pupils are informally assessed at the end of Year 1 through the use of questions from statutory end of Key Stage 1 tests. Results of statutory tests at the end of both key stages are thoroughly analysed and the data obtained is effectively used to plan for improvement. This has produced an improvement in standards in reading, comprehension and spelling in Key Stage 1. Most recently, the school has identified the need to improve writing throughout the school.

45. The arrangements for testing pupils each half term - in English and mathematics - provide a good basis for tracking pupils' achievement and setting targets. New arrangements, using optional National Curriculum tests, produce useful information on the progress they are making towards the long-term targets set for them. These arrangements, however, are not yet suitably refined to ensure that tasks set in lessons are always suited to pupils' needs. Nevertheless, the school's procedures and use of assessment in all subjects is continually evolving.

46. The school effectively supports pupils with special educational needs to meet targets set in their individual education plans. Teachers are fully aware of the differing needs of these pupils. There is good use of assessment procedures to identify pupils with special educational needs. A register is maintained and there are good procedures for placing pupils on this register, for keeping parents informed, and for reviewing progress.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. The school enjoys an excellent partnership with its parents. It has maintained the very good standards previously reported and has built upon them. Parents are very pleased with the school. They rate very highly the leadership and management, the quality of teaching, the approachability of the school and the teachers' expectations of pupils.

They are very pleased with the way the school works closely with them and with the pastoral care of their children. Just a few parents think that they could be better informed about pupils' progress. Inspectors agree that judgements on standards in some subjects should be made clearer on pupils' end of year reports. However, other attempts by the school to keep parents well informed are plentiful and of very high quality. A few parents tend to disagree that behaviour in school is good but inspectors judge that behaviour is very good. A few say that there is not an interesting range of extra curricular activities but inspectors judge that for a school of this size it does well to provide the extra experiences that are available to the pupils.

48. Parents are generally well informed about the life and work of the school. The prospectus and governors' annual reports comply with requirements. Parents are kept well up to date with events and developments. They receive information packs before the children join the school, and subsequent newsletters, and there are numerous meetings, all of which are very well attended by parents. The annual school report provides, unusually, excellent information about pupils' personal development. It describes well pupils' progress in the core subjects but, although it does describe what has been taught in other subjects, it omits to report the pupils' achievement in them.

49. The headteacher describes the parents of Foundation Stage and Key Stage 1 pupils as excellent at regularly helping their children to read and to complete homework. Many parents, grandparents, governors and local residents help regularly in school. The whole community supports all the public activities of the school and generously supports all the fund raising efforts of the recently revived 'friends of school' association. Parents are always welcome at the school and are actively encouraged to be involved. The school consults its parents on all significant issues, and parents say that the school is most sympathetic to individual problems.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The inspection team were unable to meet with the headteacher either prior to or during the inspection, but she provided detailed documentation. This, together with the information forthcoming from parents, staff and governors, indicates that she is an effective and professional headteacher, highly respected and much liked. All who know her comment on the spirituality she engenders, and all present at the parents' meeting agreed with the parent who said that his child had "a concept of Christianity that goes beyond a superficial understanding"? She clearly leads by example, and her particular but by no means only strength lies in providing very well for the spiritual, moral and social development of pupils. This underpins their academic progress. She has put much time and effort into building strong links between school, parents and the community at large, and the results are outstanding. Both the headteacher and the governing body have a clear and shared sense of direction, the foundation of which is the pastoral care of pupils. In addition, this is a listening school. Governors and staff alike are open to suggestion and keen to tackle any change that will benefit the pupils. They are well placed to make further improvements. As has been made clear elsewhere, there are some improvements needed in teaching related to the match of work for *some* pupils and on *some* occasions, more helpful marking in pupils' books, and a reduction in the use of worksheets. Taking all these features into consideration, the quality of leadership and management is good.

51. Improvement since the last inspection has been good, despite complete staffing changes, and the school has dealt successfully with the key issues from the last inspection:

- Standards in ICT have improved from being unsatisfactory in both key stages to being good in Key Stage 1 and satisfactory in Key Stage 2. Standards for the older pupils are poised to rise further as existing skills are built upon.
- There are schemes of work for all subjects and the school makes good use of QCA materials.
- Lessons now have clearly defined objectives although, on occasions, those set for Key Stage 2 pupils need to be more specific to particular groups.
- Assessment data is adequately used to help teachers plan further work.
- There is now a very well considered school development plan that sets realistic targets against sensible priorities.
- Teaching is monitored through a sound performance management system.

52. The governors are industrious on behalf of the school and impressively committed to their task of supporting and guiding its development. Several governors help regularly in classrooms and their work there is well targeted and of high quality. Governors question changes that are proposed by the headteacher, to satisfy themselves that they will be in the school's best interests. It is to the credit of the headteacher that governors confirm this to be the case almost without exception. They are well informed about financial matters and have been wise to build up the budget surplus. Pupils due to join the school are now fewer in number than those who will leave, and the 'leaner years' for which they have been planning have now arrived: 12 pupils left last term and there are only two children in the current reception class. A drop of ten in a school of fewer than 50 pupils is clearly a significant one. Owing to the current illness of the headteacher, the chair of governors has stepped in to oversee the change planned for the coming September. This is to move from a four to 11 school, to incorporate nursery age children.

53. The curriculum is managed in a way that befits a school of this size. Each of the two teachers plans for the key stage(s) of pupils in their class, and then they work together to dovetail the curriculum for pupils as they move from one class to the other.

54. Day-to-day administration is very efficient and, in addition, the secretary is a particularly welcoming 'first face' to parents and visitors alike. She has brought much expertise to the job, and her remit has broadened as the school has learned the full extent of her talent. Her additional role as clerk to the governing body is an added bonus. During the absence of the headteacher, she has been able to offer invaluable assistance to the acting headteacher in relation to administration and financial matters. Effective use is made of technology, for example in running financial systems and in producing pupils' reports. The first steps are now being taken towards receiving and dealing with documentation from the LEA via electronic mail.

55. The school uses its additional monies wisely. Standard Fund money has provided a classroom assistant to Key Stage 1 and has increased administrative help; DfES money has provided literacy and numeracy resources, and other funding has been used to refurbish the kitchen building so that it can be used for both Foundation Stage children and as an additional teaching area. A consortium bid with two other local schools secured £5 000, which is being used to purchase software and set up web sites. All has been money wisely and prudently spent, with due regard paid to obtaining best value and to raising standards in the school.

56. The school building and grounds do place some restrictions on the effective teaching of physical education. The disadvantages are no school field, a walk to the village hall for gymnastics and dance, and a long journey to the nearest swimming pool. Evidence suggests that despite these difficulties, physical education is effectively taught.

Accommodation is adequate for all other areas of the curriculum and is kept scrupulously clean by the caretaker. The school grounds are delightful and add a genuinely spiritual dimension to the school environment: to walk through the school gate is to walk into a lovely garden. There are nooks and crannies for the children to explore, a lawn to play on, flower beds to enjoy, and a vegetable patch, tended by pupils who then enjoy the fruits of their labours. There is also an adventure playground, a large wooden sculpture by a local craftsman depicting a range of life and seasonal cycles, and a peaceful memorial garden. The garden was created by the school and the local community working together. All the pupils contributed, too. Look amongst the plants and in the pond, and you will notice many clay frogs and other garden creatures. The school has an annual 'Grounds Day' when anyone who wants to can come and help to tidy up.

57. Staffing arrangements that pertained during the inspection were clearly temporary. However, the curriculum is taught well. Paid and voluntary support staff do sterling work and make a significant and positive difference to pupils' progress, particularly so because each class comprises either three or four separate year groups.

58. Staff new to the school are offered high quality support to enable them to do their job as effectively and quickly as possible. This is on offer to all members of staff: teaching, support and administrative. The headteacher and the assistant teacher are both qualified initial teacher training mentors, and the school offers places to several students each year. Each area of the curriculum is adequately resourced.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

59. In order to raise standards in the school, the headteacher, staff and governors should work together to:

- Improve standards in writing by carrying out a thorough review of current writing opportunities in all subjects where written work is undertaken. This should incorporate: (Paragraphs: 27, 65, 66, 67)
 - * the development of a whole school, documented plan which ensures the systematic development of writing opportunities of high quality, including those for independent research;
 - * a very significant reduction in the proportion of pupils' work for which worksheets are used;
 - * careful and regular assessment and monitoring of the standards that pupils achieved and the progress they have made;
 - * a review of the school's practice related to marking pupils' work to:
 - eliminate the practice of leaving work unmarked;
 - reduce to a minimum that which is marked with a cursory tick;
 - increase the proportion of marking that offers advice to pupils on how they can improve their work.

- To allow all the pupils in Key Stage 2 to make the full academic strides of which they are capable, ensure that all work set : (Paragraphs: 10, 22, 74, 75)
 - * is stimulating;

- * takes account of the full range of age and ability in the class, particularly that of the older and more able pupils;
 - * maintains an optimum balance between mixed-age group-work and individual work.
-
- Ensure that each pupil's annual report complies with statutory requirements by describing their achievement in all subjects.
(Paragraph: 48)

 - Complete the risk assessments already undertaken to include curricular activities in which there is a significant risk of injury.
(Paragraph: 40)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	9

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	6	5	0	0	0
Percentage		31%	38%	31%			

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	39
Number of full-time pupils known to be eligible for free school meals	1

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	0
Number of pupils on the school's special educational needs register	6

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	5
Pupils who left the school other than at the usual time of leaving	2

Attendance

Authorised absence

	%
School data	3.1
National comparative data	5.2

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	4	0	4

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC Level 2 and above	Boys	3	3	4
	Girls	N/A	N/A	N/A
	Total	3	3	4
Percentage of pupils at NC Level 2 or above	School	75 (100)	75 (100)	100 (100)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 2 and above	Boys	3	4	4
	Girls	N/A	N/A	N/A
	Total	75 (89)	100 (100)	100 (100)
Percentage of pupils at NC Level 2 or above	School	75 (89)	100 (100)	100 (100)
	National	84 (82)	88 (86)	88 (87)

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

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	1	5	6

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	1	1	1
	Girls	4	4	4
	Total	5	5	5
Percentage of pupils at NC Level 4 or above	School	83 (71)	83 (57)	83 (57)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC Level 4 and above	Boys	0	1	1
	Girls	4	4	4
	Total	4	5	5
Percentage of pupils at NC Level 4 or above	School	67 (71)	83 (86)	83 (71)
	National	70 (68)	72 (69)	79 (75)

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	39
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes:

YR– Y6

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	17.7
Average class size	19.5

Education support staff:

YR – Y6

Total number of education support staff	3.0
Total aggregate hours worked per week	41

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

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.

Financial information

Financial year	1999-2000
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	£
Total income	118699.00
Total expenditure	113041.00
Expenditure per pupil	2406.00
Balance brought forward from previous year	6510.00
Balance carried forward to next year	12168.00

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.0
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parent's and carers' survey:

Questionnaire return rate

	79.1
Number of questionnaires sent out	47
Number of questionnaires returned	34

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64.7	32.4	0	2.9	0
My child is making good progress in school.	50.0	50.0	0	0	0
Behaviour in the school is good.	44.1	38.2	11.8	0	5.9
My child gets the right amount of work to do at home.	50.0	35.3	5.9	2.9	5.9
The teaching is good.	79.4	20.6	0	0	0
I am kept well informed about how my child is getting on.	63.6	24.2	12.1	0	0
I would feel comfortable about approaching the school with questions or a problem.	85.3	14.7	0	0	0
The school expects my child to work hard and achieve his or her best.	82.4	14.7	0	0	2.9
The school works closely with parents.	79.4	11.8	5.9	0	2.9
The school is well led and managed.	73.5	26.5	0	0	0
The school is helping my child become mature and responsible.	64.7	35.3	0	0	0
The school provides an interesting range of activities outside lessons.	62.5	25.0	12.5	0	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

60. At the time of the inspection there were only two children in the Foundation Stage. During the week they were being gradually introduced into the school. This practice, together with other induction procedures, is very effective in ensuring that children's first experiences of school are happy ones. At the time of the inspection they had attended for just three days, but they were not in school for the full two and a half days that the inspectors were there. Hence, opportunities to observe them at work were limited and detailed comment is not possible. Nevertheless, the children were included fully in class activities during their time in school and worked happily alongside the Year 2 and Year 1 pupils with whom they will share a classroom. Planning for them was analysed, and inspectors are happy that they will be taught in accordance with the recommended areas of learning for children in the Foundation Stage.

ENGLISH

61. At the end of both key stages, pupils attain above average standards in reading, and in speaking and listening, but their writing skills reach just satisfactory levels. Viewed overall, however, standards are good. This is an improvement since the last inspection, when they were judged to be satisfactory.

62. Pupils of all ages listen attentively. Even the youngest have the capacity to concentrate for a significant period of time. Key Stage 1 pupils, for example, were fully attentive and engaged for more than 30 minutes in a 'carpet' literacy session, helped of course by a lively and fun-filled lesson from their teacher. Good listening skills extend across the full curriculum. Pupils in a Key Stage 2 art lesson showed how carefully they had listened when their teacher gave them a seemingly endless string of instructions. These were for making and then drawing a pipe cleaner engaged in some kind of movement. The pupils followed them without a problem.

63. Pupils speak confidently to their teachers. They are given opportunities to speak in front of a large audience when they undertake the Christmas and summer productions. Their vocabulary – technical or imaginative – is not extensive, but is equates to what is expected nationally. The pupils learn to explain things well because, as they work their way through the school, they have many opportunities to work with younger pupils where they need to use this skill.

64. Pupils' reading skills are good. While there is no doubt that the school follows the 'spirit' of the National Literacy Strategy, it has not adopted a group reading system. However, given that there are just 39 pupils in the whole school, it is easy to see that would be a virtually impossible task to establish reading groups where the text would be a good match for each member of the group. Hence, the school has been wise to adhere to a one-to-one system of reading sessions. Approximately one half of all the pupils in the school were heard reading by inspectors. In every instance the book was an appropriate match for the ability of the pupil, and the range of books selected by pupils showed that fiction and non-fiction books are both freely available and equally popular. Reading diaries showed that, in Key Stage 1, parents make a valuable contribution to the progress their child makes in reading, by listening to them read on a regular basis. This contribution

lessened through Key Stage 2 although some pupils would benefit from continued support; this is being actively pursued.

65. Writing standards are satisfactory throughout the school. They should and could be better at the end of both key stages, but particularly at the end of Key Stage 2. That is not to say, however, that the cause of the weakness lies predominantly in Key Stage 2. It does not. The key weakness relates to the overuse of worksheets. It applies equally to both key stages and needs to be addressed urgently throughout the school. The proportion of writing that is undertaken on worksheets is excessive: their overuse is not a slight one. Analysis of the complete writing experiences of any pupil in Key Stage 1 - and for the duration of a full school year - reveals that virtually all writing in science, geography, history and personal and social development is on worksheets. In mathematics the proportion is still very high, and in English it exceeds 60 per cent. Little other writing is undertaken by these pupils. A similar exercise in Key Stage 2 shows that, on average, over half of the pieces of work that the pupils undertake throughout the course of the school year are on worksheets. In addition, some of the work that is not in this format is copied text. A look at the entire year's work of any one pupil in the school is a revealing exercise. It is repetitious and lacks excitement. Key Stage 2 pupils, totally without prompting, highlighted 'sheets' as something about their lessons that they really did not like.

66. Within literacy lessons, basic writing skills are taught to at least a satisfactory standard and usually well or very well. This is wasted effort, however, because pupils do not have the opportunities they should, in other areas of the curriculum, to develop these skills. Because pupils spend so much time filling in missing words, writing labels or captions in boxes, or completing sentences for which the beginning has already been written, it is little wonder that, even at the end of Key Stage 2, they still have to concentrate hard on the fundamental skills involved in longer pieces of writing. This needs a rapid and thorough rethink.

67. What is needed initially is a plan that sets out clearly the 'ideal' writing experiences for pupils in each year group. This should then be followed by the implementation of the plan. Clearly, the benefits will not be felt immediately because pupils will have new skills to learn. However, it *is* the action necessary if current writing standards are to improve. If done well, it will encompass ways of using geography, history, science, mathematics, citizenship and religious education to develop the basic writing skills that are already taught well in literacy lessons. It will also build further on the rapidly developing use of ICT. Conversely, it will enable pupils to use their writing skills to produce better work in all of these subjects. The opportunity should be taken to open up exciting writing experiences for pupils across the curriculum, including opportunities for pupils to undertake independent research. A review of marking strategies should also be incorporated for, while the quality of marking is not unsatisfactory, it does not do as much as it could to help pupils make progress.

68. Two literacy lessons were observed, one in each class. The quality of teaching was good in one and very good in the other. There were no significant weaknesses in either lesson, although what set the better one apart was the lively delivery and the excellent deployment of the support offered by the additional adult in the room. Evidence from pupils' written work suggests that the basic skills are well taught throughout the school, and that pupils make good progress in these lessons. Currently, however, too much of the benefit that could and should be accrued from this teaching is lost because pupils are too constrained by the use of worksheets in other subjects. The school should now turn its attention to developing these skills – specifically in writing – in new and exciting ways in other subjects of the curriculum. This should be accompanied by improvements in marking that act as reminders to pupils about what they need to do to improve.

MATHEMATICS

69. Inspection evidence indicates that standards achieved by pupils in the current Year 2 and Year 6 are above age-related expectations. This represents a significant improvement since the last inspection, when attainment at seven and eleven was judged to be in line with national expectations. Pupils enter the school with average attainment and they make good progress in their learning over time in Key Stage 1. Pupils make satisfactory progress overall in Key Stage 2, particularly in number work which is central to the requirements of the National Curriculum and the National Numeracy Strategy. However, they are less secure in devising and explaining the strategies they use to solve problems, and not enough is expected of them in this respect. Another issue affecting progress in Key Stage 2 is that not enough is expected from pupils in the presentation of their work. An over-dependence on worksheets results in gap-filling exercises. As a result, pupils at the end of Year 6 do not present information and results in an intelligible and organised way as required by the National Curriculum. This also means that pupils cannot assess their own progress as well as they could and teachers' marking cannot be effective in showing pupils how they can improve. However, as explained in the teaching section of the report, the school is ready to embark on making improvements.

70. Teachers in both classes plan their lessons carefully, but not enough use is made of assessment when considering tasks for pupils of different attainment in Key Stage 2. The National Numeracy Strategy is now firmly embedded and lessons follow the prescribed format. As a result of the emphasis placed on mental agility, most pupils develop a confident understanding of the number system and are becoming increasingly proficient in mental computation as they move through the school. This is a strength, and pupils benefit from regular practice at the start of lessons. There is a wide range of ages and abilities in both classes but teachers use a variety of methods to help ensure that all pupils are involved in this whole class session. For example, in the very good Key Stage 1 lesson observed, the teacher used particularly effective methods to get pupils to understand what each digit in a two-digit number represents. By the end of the lesson, Year 1 pupils could use towers of cubes to represent numbers such as 23, explaining the value of each digit. Year 2 pupils went on to gain an understanding of the value of each digit in a 3-digit number. All pupils were highly motivated by the teaching: they readily volunteered to answer questions and worked with good concentration on the follow-up tasks provided. Analysis of pupils' work shows that by the end of Year 2, pupils devise and use effective strategies to solve number problems and know that $10p + 10p + 10p + 10p + 5p + 2p + 1p = 48p$. They try different approaches to overcome difficulties when solving problems and have a good understanding of mathematical symbols. They are taught to classify 3D and 2D shapes using their properties including that of reflective symmetry. Pupils are given opportunities to apply their knowledge in practical situations as, for example, when they weigh the ingredients for hot cross buns or measure lines in centimetres.

71. Although pupils in Key Stage 2 make satisfactory progress, not enough use is made of assessment information when considering tasks for pupils of different attainment and age. This results in some pupils losing interest and concentration. In the lesson observed, older pupils made satisfactory progress in developing strategies for solving problems such as $2012 - 1984$. Younger pupils were effectively supported by learning support assistants, for example in devising strategies such as $12 + 20 + 3$ when adding 12 and 23. Analysis of pupils' work shows that, apart from explaining their strategies and giving results in an intelligible, organised way, all other aspects of mathematics are given due consideration. By the end of Year 6, pupils have a sound understanding of fractions, percentages and decimals. They find perimeters and areas of simple shapes, using the appropriate

formulae, and make 3D models by linking given faces or edges. In their work on data handling, pupils show that they understand the conclusions demonstrated by graphs and diagrams, including pie charts. However, too little use is made of science to develop data handling skills in a meaningful way, or of other subjects such as design and technology and geography, to develop numeracy skills across the curriculum. The recent focus on information and communication technology is having a positive impact on pupils' data handling skills.

72. There are good procedures in place for assessing pupils' progress. Pupils are regularly tested and targets are set for future learning. As mentioned above, too little use is made of assessment information to plan work for pupils in Key Stage 2. Homework is effectively used to support pupils' learning and independence. There is a satisfactory range of resources to support teaching.

SCIENCE

73. As a result of good progress through the key stage, pupils achieve good standards in science at the end of Key Stage 1. Standards at the end of Key Stage 2 remain good. Progress through this key stage is sound.

74. Coverage of all elements of the science curriculum is systematic. Science has sufficient emphasis in the curriculum as a whole: recorded work from both key stages shows that this is clearly the case. There are three two-year 'rolling programmes': for Years 1 and 2, Years 3 and 4, and Years 5 and 6. However, as pupils in Years 3 to 6 are taught as one class, they undertake the same *element* of the curriculum at the same time, repeating it two years later. This is an entirely satisfactory arrangement, although if it is to function well the work set needs to be targeted more specifically at pupils of differing ages and abilities than is currently the case.

75. There are three elements in the school's provision that require particular attention:

- The first applies throughout the school. The majority of work recorded in science is completed on worksheets. While this is excessive in both key stages, it is a greater problem in Key Stage 1. In Key Stage 2, however, there are also too many occasions where pupils copy text, rather than generate their own.
- The second is confined to Key Stage 2. Close scrutiny of pupils' books shows that, in too many instances, all pupils do very similar work. In lessons, the emphasis on collaborative work is strong, and pupils frequently work in mixed age groups: one pupil from each of Years 3, 5 and 6 would, for example, be typical. This clearly pays dividends for relationships and for pupils' personal development as the older pupils learn to be patient and to explain to the younger ones. Unfortunately, however, it has a 'capping' effect on the best possible progress for the older / more able pupils in the group. This is one area of the curriculum where the school needs to redress the balance – to which reference has been made earlier in this report – between the emphasis placed on pupils' personal progress and on their academic progress.
- Marking should be more thorough and do more to show pupils how they might improve.

76. By the end of Key Stage 1 pupils name the main body parts and distinguish between living and non-living things. Within the non-living category they sub-divide according to the material from which an item is made. They recognise that there are 'parents and children'

in species other than humans, naming ram, ewe and lamb, for example. They learn about simple forces – pushes, pulls and friction – and indicate the stronger of two magnets by noting how long a string of paperclips each will hold.

77. By the end of Key Stage 2 they are aware of the skeletal similarities between humans, lizards, fish, frogs, dogs and birds. They undertake practical work to prove that bones grow as one gets older, and they incorporate ICT data handling skills into their work. They know that movement is closely linked to muscle contraction and can list some constituents of a healthy diet. They understand that pollination can result from the activities of insects and from wind, and know the technical terms for the parts of a flowering plant. Practical work on seed germination is basic and lacks challenge, particularly for the older pupils in the class, as was the practical work on circuit building seen during the inspection.

78. Two science lessons were observed, one in each key stage. The quality of teaching was good in Key Stage 1 and sound in Key Stage 2. In Key Stage 1, the particular strengths of the lesson were the very good relationships and the meticulous care taken to ensure that all groups had equal opportunity to contribute and to learn. This encompassed girls and boys; Years 1, 2 and reception; the most able; and those with special educational needs. In the Key Stage 2 lesson – an introduction to electricity – the practical task of lighting a bulb from basic equipment was entirely appropriate for pupils in Years 3 and 4 as they were meeting this topic for the first time. For the older pupils it was useful as a revision exercise, and their previous learning was certainly revitalised and consolidated when they explained various possibilities and ‘reasons why’ to the younger members of their group. However, in terms of investigational skills, more should have been expected of them so that *their* rate of progress had the potential to match that of the younger pupils in the class, which was good.

ART AND DESIGN

79. Very little art work was available to support a secure judgement in either key stage: there was little work on display, no individual pieces had been retained for those pupils whose work in other subjects was available, and few pupils had sketch books. Nevertheless, it was possible to see an art lesson in each of the two classes and it was also possible to look at a full unit of planning for Key Stage 2. This was of high quality. From this limited evidence it is clear that pupils achieve standards that are satisfactory. The use of the QCA scheme as a basis of planning ensures that all elements of the art curriculum are taught.

80. The quality of teaching seen was good in one lesson and very good in the other. Neither lesson had any significant weaknesses and pupils learnt well. The activities planned provided a good level of challenge for all pupils, and teachers’ subject knowledge was good in both cases. In Key Stage 1, where the teaching was very good there was scrupulous attention to detail, and questioning was used to check on pupils’ understanding of what they were doing. There were very good links with literacy, as the text being used that week was also used as a starting point for the art lesson. Furthermore, the element of choice open to pupils in selecting paper size, brush size and paint colours offered a challenging degree of independence to these young pupils.

DESIGN AND TECHNOLOGY

81. No design and technology lessons were timetabled during the inspection. Nevertheless, some Key Stage 2 planning was available, as was the previous work of some Key Stage 2 pupils: together these support a judgement that, in Years 3 to 6, standards in the subject are at least satisfactory. Teachers' plans for past work and for future work were carefully scrutinised. These were based on the QCA scheme for the subject and linked well with work in other areas of the curriculum. For example, 'to make something that will shine light' runs concurrently with the electricity topic in science. The quality of planning was very good.

82. A limited range of artefacts was available. Pupils produced books that had an interesting and challenging range of moving features – from pop up mechanisms to sliding tabs and rocking and rotating pictures. Inspired by the poem 'The Teacher's Day in Bed' by David Orme, pupils had produced fabric collages. Mobiles on display in the Key Stage 2 classroom showed attention to detail – not only in the decoration applied to baubles of various sizes but also in getting the balance accurate between each of the four arms. Pupils have regular opportunities to work with food. They have recently completed a sandwich-making task and are soon to harvest the produce from their school vegetable patch – broad beans, runner beans, marrows and potatoes - and have what Year 6 pupils call 'a feast with bangers'!

83. There was no planning and no artefacts available relating to Key Stage 1, so no judgements are possible on the standards pupils attain in this key stage. (A design and technology focus and an art focus alternate each half term, so the absence of current planning or current work was not a concern.)

GEOGRAPHY

84. During the inspection one lesson was observed in Key Stage 1, which, together with analysis of pupils' work, indicates that standards are above those expected for pupils aged seven. The school's timetabling arrangements gave no opportunity to observe teaching of geography in Key Stage 2. Although it is not possible to make secure judgements about teaching and learning in this key stage, additional evidence was gathered from the analysis of pupils' work and teachers' plans, and from discussions with staff and pupils. This evidence indicates that pupils make satisfactory progress.

85. The quality of teaching in the lesson observed in Key Stage 1 was very good and, as a result, pupils made very good progress in their learning. They were highly motivated by the imaginative and inspired way in which the teacher presented the lesson. They were taken on a 'trip' to visit an island, which the teacher and adult helpers had created in another part of the building. This stimulating learning experience so captured pupils' imagination that they were telling each other not to step into the 'sea' which surrounded the island. In this lesson, pupils learnt how an island differs from the mainland and went on to construct their own maps showing the geographical features such as streams, valleys, waterfalls and muddy bogs. The lesson was based on very good planning and clear learning objectives. Pupils of all abilities and of different ages were very well provided for, and adult support was efficiently used in this respect. Analysis of displays and of pupils' work shows that by the end of Year 2, pupils have a well-developed understanding of their locality, pointing out the different features of the area such as the churches and their own homes. They gain a good knowledge of a contrasting locality, such as the Isle of Struay. To get first hand information, they have written to a pupil in Struay to find out what life is like there. This is another fine example of the imaginative teaching these pupils enjoy.

86. Indications are that pupils attain standards in line with national expectations by the end of Year 6. The main reason why progress is slower than in Key Stage 1 is that too many worksheets deprive pupils of opportunities to investigate and to write up their findings using suitable vocabulary. Analysis of pupils' work shows too little difference between what pupils of different ages and abilities are expected to do. Work and displays indicate that pupils are developing a sound knowledge of physical processes, such as how a river works. In this work they study rivers of Britain and the world. For example, in their work on the Nile, they

can identify the countries it runs through. When pupils are given the freedom to research topics such as *transport* or related to work carried out on residential trips, they enjoy the task, present it with pride, and show that they are capable of investigating information to support their work. More use needs to be made of this skill to support pupils' work in geography.

87. The school makes good use of field trips and residential experiences to places such as London and Bradford, to widen pupils' understanding and experiences. In this respect, the subject makes a good contribution to their social and cultural development. Adults who have accompanied pupils on these visits report that their excellent behaviour strongly supports their learning. The school needs to make more use of assessment information to plan work that will challenge all pupils in Key Stage 2, and to ensure the development of research skills in all age groups.

HISTORY

88. Owing to the school's timetabling arrangements no lessons in history were observed in Key Stage 1 during the inspection, so no judgement on the quality of teaching or learning in this key stage is possible. One lesson was seen in Key Stage 2: teaching was satisfactory, ensuring that pupils made sound progress. This, together with thorough analysis of pupils' work and discussions with teachers and pupils, indicates that pupils achieve standards that are similar to those expected for their age at the end of Year 2 and Year 6. Although the curriculum meets National Curriculum requirements, an over-dependence on worksheets in both key stages leaves little room for pupils to develop their skills of enquiry and written communication. No history lessons were observed during the last inspection, so no judgements on standards were made at that time.

89. Pupils in Key Stage 1 are offered an interesting curriculum, which builds well on their understanding of the past. They are encouraged to find out about the past by talking to older people, such as parents, grandparents and other people in the local community. They are provided with simple sources of information - such as books and pictures - to stimulate their interest. A display of pupils' work on 'Holidays Past and Present' shows that they are taught to recognise changes in the lives of themselves, their family and others. Analysis of past work shows that they learn about the lives of notable people, such as Florence Nightingale and King Harold, as well as events from the history of Britain, for example the story behind Bonfire Night. By the end of Year 2, pupils show an increasing sense of chronology and begin to perceive why people in the past acted as they did.

90. Pupils in Key Stage 2 continue to develop their sense of chronology and understand that the past can be divided into different and distinctive periods of time. In the lesson observed, pupils made satisfactory progress in their learning when considering the reasons for immigration as a preparation for future work on 'Invaders and Settlers'. The teacher showed good knowledge and a clear understanding of what he wanted pupils to learn. Younger pupils and those with special educational needs were well supported in their work by a classroom assistant and a voluntary helper. However, the lesson was not sufficiently well adapted to meet the particular needs of older, higher attaining pupils, and, as a result, some contributed little during the whole class session. Expectations of what they can do are too low. These pupils need to be stimulated by more opportunities for personal research using a wide range of sources, including information and communication technology. Pupils' behaviour in the lesson was very good and, although some pupils lacked enthusiasm when

sitting listening to the teacher, they applied themselves well to written tasks. Analysis of pupils' work shows that by the end of Year 6 pupils have a factual knowledge and understanding of aspects of the history of Britain and other countries, as, for example, through their work on Roman Settlers, Ancient Greece, and Britain since 1948.

91. The scheme of work guides teachers' planning but assessment procedures are not effective in determining what pupils' know, understand and can do. As a result, skills are not progressively developed as pupils move through the school. Although the school does not have a wide range of books to support pupils' learning, visits to places of historical interest are well used to enhance the curriculum. Recent improvements made in provision for ICT mean that the school is now well placed to help pupils develop research skills that are so important to this subject.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

92. The development of information technology has been a major focus for the school since the last inspection, when standards achieved by pupils were below national expectations and progress in learning was unsatisfactory. The school has wisely appointed a teacher with expertise in the subject and the headteacher has attended a 5-day course to improve her own knowledge. These initiatives, together with the adoption of nationally available guidelines for the teaching of information and communication technology, are having a positive impact on standards, and appropriate skills are now being taught in all year groups. As a result, attainment levels are above those expected for pupils at the end of Key Stage 1, and are in line with what is expected by the end of Key Stage 2. Pupils in Years 5 and 6, although making good progress in their learning, have not yet had time to experience all the elements of the information technology curriculum. All pupils are taught in the newly developed computer room, which houses all of the computers. The school is considering ways of making greater use of this facility throughout the school day, so that information and communication technology can be used more fully as a tool for learning in all subjects of the curriculum.

93. Two lessons were observed during the inspection, one in each key stage. The quality of teaching and learning in these lessons was good. Teachers plan effectively, using national guidance. Explanations are clear and, consequently, all pupils, including those with special educational needs, understand what they are to do. In both these lessons, pupils' enthusiasm, very good behaviour and willingness to discuss their work made a very positive contribution to their learning. Pupils in Key Stage 1 make good progress in learning to save, retrieve and print their work. Pupils in Year 1 and Year 2 were observed using a programmable toy to help them with their geography work on islands. By the end of the lesson they could enter a range of instructions to get the turtle to follow a prescribed route on their maps. In this lesson, a volunteer helper was very well used to teach younger Year 1 pupils how to use arrows to follow directions such as 'two up, one across and one down' on a computer screen.

94. Work produced by pupils in Key Stage 2 shows that by the end of Year 6 the pupils have been taught how to enter text and manipulate it by changing font, size, style and colour. Pupils combine pictures with text, and confidently compose and edit their work on screen. They carefully consider layout and presentation to enhance their topic work, and to produce work with text, maps, graphs and pictures. Pupils are becoming familiar with the function of graphics and are growing in confidence in using clip art and digital images from a scanner. They take a lot of pride in their work; the resulting projects are very attractive to the

reader and pupils are justifiably proud of what they have produced. By the age of eleven, pupils are able to use LOGO to draw 2-D shapes on the screen, including squares, rectangles and triangles, and use 'repeat' to shortcut strings of instructions. They confidently access information from CD-ROMS, but so far they have less experience of simulation packages and monitoring technology.

95. Data handling skills are suitably developed across the school. By the end of Year 6, pupils confidently use the formula bar to enter data, as, for example, when a pupil classifies information in his topic on *trees*. This is having a positive impact on pupils' knowledge and understanding of data handling in mathematics and across the curriculum.

96. Information and communication technology is also being increasingly used to support work in other areas of the curriculum, and the school plans to extend this provision. Since there are now no computers in the classrooms, there needs to be greater use of the computer room to support learning throughout the school day. The school has this in hand.

97. Pupils have now been assigned their own folders so that teachers can use this information to assess pupils' work and to provide extra support where necessary. Teachers ensure that all pupils, including those with special educational needs, have equal access to computers, and the more able pupils are well used to help those who are less confident. Cabling for direct access to the Internet has recently been completed, and new equipment to support developments in control and monitoring are now in place. Year 5 and Year 6 pupils are given further opportunities to use computers and to receive specialist teaching during their residential trip to Winmarleigh Hall. The school is working closely with two other schools to develop the curriculum and to develop web sites. These initiatives help to widen pupils' information and experiences in communication technology as well as enhancing their social development. The school is now well placed to continue to raise standards and to make increasing use of information and communication technology to support the other subjects of the curriculum.

MUSIC

98. No music lessons were observed during the inspection. No judgements can therefore be made on standards pupils achieve or on the quality of teaching and learning. One brief observation was made during the previous inspection, when pupils made satisfactory progress and attained standards expected for their age.

99. At the meeting with the registered inspector before the summer break, parents expressed the opinion that there was insufficient provision for music. The school has responded to this concern and has now employed a specialist music teacher to teach all pupils. Planning is based on national guidance and meets National Curriculum requirements. Planned provision for instrumental tuition will help to raise the profile of music in the school. The school ensured that music makes a positive contribution to pupils' social development even before the specialist teacher was appointed. Pupils have regular opportunities to work together in preparing for public performances, which are appreciated by the local community.

PHYSICAL EDUCATION

100. There were no physical education lessons timetabled during the period of inspection and it is therefore not possible to make any judgements on the standards pupils achieve.

Discussions with pupils confirm, however, that the full range of activities is covered, despite the limitations resulting from accommodation and the rural location of the school.

101. Until recently, all pupils have had a weekly swimming lesson, even though the distance to the swimming pool meant that a whole afternoon was used for 30 minutes in the water. Some changes are planned to make better use of curriculum time, but adequate swimming opportunities will be maintained. The school playground is used for games lessons – football, netball and rounders – as there is no field. The village hall is used for gymnastics and dance and there are extra-curricula activities in football, netball and orienteering. The school won the county orienteering championship last year. There is little doubt that the school makes best use of the facilities available.

RELIGIOUS EDUCATION

102. Standards in religious education match those expected by the locally agreed syllabus for pupils aged seven and eleven. One lesson was observed in each key stage during the inspection. The quality of teaching and learning in these lessons was good in Key Stage 1 and satisfactory in Key Stage 2. Throughout the school, pupils are increasing their knowledge and understanding of Christianity and other faiths.

103. By the end of Key Stage 1, show a sound understanding of the richness and diversity of different religions, by looking at Christianity and Judaism. Through regular visits to their local church pupils are able to recognise and understand the purpose of different parts of the building. They are beginning to understand the significance of baptism as a sign of belonging. Pupils know that a major element in different faiths is that of caring for one another and the environment. They are taught key events in the lives of Jesus and Moses, and study a range of Bible stories such as that of David and Goliath. In the lesson observed in this key stage, pupils were being asked to consider events that take place in the different seasons as a preparation for the annual Harvest Festival. Year 2 pupils could order Harvest, Ascension, Christmas and Easter into the right season, and understood that Harvest Festivals are held ‘to thank God for our food.’ They are also taught about festivals in other faiths, as, for example, when they learn about the significance of light in many of these.

104. By the end of Key Stage 2 pupils have a sound understanding of the origins of Christianity and of the life and times of Jesus. In the lesson observed, pupils were studying different stages in the life of Jesus, such as his birth, his journey to Jerusalem when he was twelve and his work as a carpenter. The teacher successfully made pupils realise that although he is God and he performed many miracles, Jesus lived as a normal person when on earth. Pupils have a sound knowledge of the Bible and many can, for example, name the four evangelists. Most pupils listened with interest, but a significant number were not motivated to contribute to the class discussion. Pupils build on what they have learnt in Key Stage 1 and are also introduced to Hinduism. The part-time teacher who teaches religious education in this key stage has good knowledge of the subject and a clear plan for its future development. As a result, she is beginning to motivate pupils’ interest and understands that more needs to be done in this respect. As in other subjects, such as English, mathematics, history and geography, an over-dependence on worksheets has limited opportunities for pupils to research and to present their findings in an ordered and meaningful way.

105. Work throughout the school is effectively supplemented by visiting speakers such as the vicar and people from other cultures, as well as by visits to churches, mosques,

synagogues and temples. The planned visits, which form an integral part of the curriculum for all classes, are appreciated and enjoyed by the pupils, whose behaviour on these trips is always respectful. The school ensures that the subject makes a strong contribution to pupils' spiritual, moral, social and cultural development. To ensure that pupils make the progress of which they are capable, teachers need to use assessment information more fully when planning lessons, so as to build on what pupils' know, understand and can do. The school joins with the local community in church services such as Harvest, Christmas, Easter, Ascension and to celebrate the end of the school year. This further develops pupils' understanding of Christianity as well as supporting their sense of community. The school supplements its own range of artefacts by borrowing resources from the Diocesan library.