

INSPECTION REPORT

DOWNHOLLAND HASKAYNE CHURCH OF ENGLAND PRIMARY SCHOOL

Haskayne, Ormskirk

Lancashire

Unique reference number: 119479

Headteacher: Mrs P Winrow

Reporting inspector: Mr Martin Newell
10638

Dates of inspection: 3rd – 6th December 2001

Inspection number: 197363

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 Aided
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Black-a-Moor Lane Haskayne Nr Ormskirk Lancashire
Postcode:	L39 7HX
Telephone number:	0151 526 0614
Fax number:	0151 526 0614
Appropriate authority:	The Governing Body
Name of chair of governors:	Rev P Robinson
Date of previous inspection:	September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
10638	Martin Newell	Registered inspector	Equal opportunities Special educational needs English Science Art and design Geography Music	The school's results and pupils' achievements Pupils' attitudes, values and personal development How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9593	Barbara Sinclair	Lay inspector		How well does the school care for its pupils? How well does the school work in partnership with parents?
25352	Geraldine Taujanskas	Team inspector	Foundation Stage Mathematics Information and communication technology Design and technology History Physical education	How good are the curricular and other opportunities offered to pupils?

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Lynrose Marketing Limited
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Six Mile Bottom
Newmarket
Suffolk
CB8 0TU

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is situated in the village of Haskayne in Lancashire, about 6 miles from Ormskirk. It is a Voluntary Aided Church of England school and there are currently 37 pupils on roll. This represents a fall in numbers from the time of the last inspection and is as a result of the falling birth rate in and around the village that the school serves. The largest number of pupils in any given year group is seven and the smallest is four. There is considerable pupil mobility and often pupils do not spend their full educational lives at the school. The vast majority of pupils are of white ethnic origin and no pupils have English as an additional language. Approximately 30% of pupils are eligible for free school meals and this is above the national average. A similar percentage of pupils are identified as having special educational needs, which again is above the national average. No pupil has a statement of special educational need. The number of children that start at the school each year is very small but assessment data over time shows that the children come to school with a variety of levels of attainments but overall attainment is below average.

HOW GOOD THE SCHOOL IS

This is a good school with a number of strengths. Given the starting point of many pupils, they achieve well in most areas of the curriculum by the time that they leave school. Pupils behave well and have good attitudes to work and to school in general. This, together with the good quality of teaching in Years 1-2 and for the older pupils in the school, helps to create an effective learning environment where most pupils make good strides in their learning. The school nurtures pupils' personal and social development in a very effective manner. This is a very caring and supportive school where pupils' welfare and well-being is given much importance. Procedures for assessing and tracking pupils' attainment and progress in English, mathematics and science are good and are constantly being refined and improved. Very good procedures are in place for monitoring and improving attendance. Parents greatly appreciate and value the quality of education that the school provides. The school is well led and managed by the headteacher who has played a pivotal role in setting a clear and accurate agenda for school improvement. Taking all factors into account, this is a school that is providing good value for money.

What the school does well

- By the time that pupils leave school they are achieving well in most areas of the curriculum.
- Teaching is good In Years 1-2 and for the older pupils in school.
- The good attitudes and behaviour of the pupils make an important contribution to the quality of learning.
- The school makes very good overall provision for the personal and social development of its pupils.
- It is a very caring and supportive school with very good procedures in place for ensuring pupils' welfare and for improving attendance.
- The school is held in high regard by parents.
- The school is well led and managed by the headteacher who has set a clear and accurate agenda for school improvement.

What could be improved

- Standards in writing.
- How pupils record their work so that it matches their oral knowledge.
- The accommodation to enhance provision for pupils' physical development.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made good progress since the time of the last inspection in 1997. In terms of the key issues for improvement that were identified, there have been significant improvements in attainment and provision in information and communication technology. Appropriate schemes of work are now in place to support teaching and learning in all subjects of the curriculum. Significant improvements have been made in the quality of teachers' planning and in procedures for assessing and tracking pupils' progress and attainment. Rigorous procedures have been put in place to improve attendance rates and these have proven successful. There is still room for improvement in the provision for pupils' physical development as this impacts negatively on levels of attainment. Many of the strengths identified at the last inspection have been maintained and in some instances built upon. The headteacher, since her appointment two years ago, has played a significant role in moving the school forward and under her leadership the school is well placed to continue the process of development and improvement.

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
	1999	2000	2001	2001
English	A*	C	B	A
mathematics	A	E	C	B
science	A	D	B	A

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

This is a small school with only a small number of pupils in each year group and so comparisons with national statistics should be treated with caution. At present there are only 5 pupils in Year 2 and 5 pupils in Year 6. The above table shows the school's results at the end of Year 6 in the National Curriculum tests over a three-year period against all schools and against similar schools for 2001. Results in 2001 show attainment in English and science to be above the national average and at an average level in mathematics. When compared to similar schools attainment is well above average in English and science and above average in mathematics. Thirteen pupils were in this particular cohort. Inspection findings show attainment in English, mathematics and science to be at an average level with attainment in writing below average. The fluctuating levels of attainment can be explained by the small number of pupils in each year group, the varying number of pupils with special educational needs and the relatively high level of pupil mobility that is a feature of this school. The overall trend in the school's average points score over a three-year period was broadly in line with the national trend. Pupils of all abilities, including those with special educational needs, in Years 3 and 4 are currently making satisfactory progress while the pupils in Years 5 and 6 make good progress and by the time that pupils leave school they achieve well in relation to their ability. The targets that the school sets in literacy and numeracy are sufficiently challenging and demanding but it is sometimes difficult for the school to be accurate because of the level of pupil mobility.

By the end of Year 2, on the basis of the 2001 National Curriculum test results, attainment in mathematics is above the national average, above average in reading and below average in writing. When compared to similar schools attainment is well above average in reading and mathematics and average in writing. The small number of pupils assessed each year, together with the fluctuating percentage of pupils with special educational needs, makes comparisons with national data unreliable. Inspection findings show attainment in reading, mathematics and science to be at an average level and attainment in writing to be below average. Pupils of all abilities, including pupils with special educational needs, are generally making good progress over time.

Pupils' attainment by the end of Year 2 and Year 6 is in line with national expectations in art and design, design and technology, geography, history, information and communication technology, and music. Attainment in physical education is at the nationally expected level by the end of Year 2 and Year 6. Attainment in the gymnastics aspect of the subject is below average due to the restrictions in accommodation, which makes it difficult for this element to be taught in an appropriate manner. Pupils of all abilities make satisfactory progress overall with progress for pupils in Years 3-6 often good.

The children's attainment when they start school varies from year to year but is slightly below average overall. Children make satisfactory progress and, as a result, the majority of children, by the time that they start in Year 1, are on track to achieve the nationally recommended Early Learning Goals in all areas of learning except in physical development. Few children exceed the early learning goals. In personal and social development children make good progress and a high percentage of children achieve the expected level. The lack of suitable accommodation for children's physical development means that children do not make the progress of which they are capable and attainment by the start of Year 1 is below the nationally expected level.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils show good levels of enthusiasm and take a full and active part in lessons. Pupils clearly enjoy coming to school.
Behaviour, in and out of classrooms	Good. Pupils behave well and are friendly and polite. They work well together and are always ready to help one another.
Personal development and relationships	Very good. Relationships between pupils and adults are good, and in some instances very good, and contribute much to the quality of life in the school. Older pupils in particular show very good levels of independence and are keen and eager to take on class and school responsibilities
Attendance	Good. The rate of attendance has improved significantly over the last two years and is currently above the national average. Pupils arrive punctually to school allowing lessons to get off to a brisk and productive start.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Satisfactory	Good	Good

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

The small size of the school means that children in the Foundation Stage are taught with pupils in Years 1 and 2. The quality of teaching for children in the Foundation Stage is satisfactory overall and good for children's personal and social development. Tasks are generally appropriately matched to the needs and abilities of the children, although on occasions children are not provided with opportunities to learn through investigative and practical activities. Teaching over time for pupils in Years 1 and 2 is good in English, mathematics and science and, as a result, pupils make good strides in their learning. The school employs an additional part-time teacher for the morning sessions and this enables pupils in Years 3 and 4 to be taught literacy, numeracy and some science as a separate group from the pupils in Years 5 and 6. In the afternoon sessions all the pupils in Years 3-6 are taught by a single teacher. The quality of teaching in literacy and numeracy is good for the pupils in Years 1-2 and 5-6 and satisfactory for pupils in Years 3-4. Where teaching is at its best in literacy and numeracy, tasks and activities are closely matched to meet the needs of the pupils and, as a result, pupils make good progress. When teaching is not as good, it is because there is not enough pace in the lessons or there is not a high enough expectation as to how much work pupils are expected to complete or record in their books. Teaching in a number of areas of the curriculum is often good for pupils in Years 5 and 6 and this makes a significant and important contribution to how well pupils achieve by the time that they leave school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The school provides a broad and balanced curriculum in most areas, although not all elements of the physical education curriculum are covered in sufficient depth because of deficiencies in accommodation. The school provides a good range of extra-curricular activities and visits and visitors bring an added and important further dimension to the quality of pupils' learning.
Provision for pupils with special educational needs	Satisfactory. Pupils are identified at an early stage and appropriate and challenging targets are then set in pupils' individual education plans. The best teaching ensures that these plans are used to guide and inform lesson planning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. There are particular strengths in the provision made for pupils' social and personal development. Provision for pupils' spiritual and cultural development is good. The school promotes very positive values and attitudes. Adults are good and, in some instances, very good role models.
How well the school cares for its pupils	This is a very caring and supportive school where pupils' well-being is of paramount importance. The school has very good procedures in place for monitoring and promoting good behaviour and attendance. Good procedures are in place to assess pupils' performance in English, mathematics and science. The school is developing assessment procedures for other subjects of the curriculum.
How well the school works in partnership with parents	Very good. The school has developed a strong partnership with parents and there are very high levels of parental satisfaction with the quality of education that the school provides.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well led by the headteacher who has played a significant role in the continued development and improvement of the school. Strategies to monitor and evaluate teaching and learning are becoming increasingly effective and helping to raise standards.
How well the governors fulfil their responsibilities	Good. The Governing Body is well informed, supportive and works very well with the staff of the school. The Governing Body meets all its statutory requirements and is effective in holding the school to account for the quality of education that it provides.
The school's evaluation of its performance	Good. The headteacher has set up good procedures for assessing and tracking pupils' progress in English, mathematics and science. The information is analysed effectively and used well to set challenging targets for individual pupils to achieve. The School Development plan provides a useful tool for measuring and tracking whole school developments. Both the headteacher and the Governing Body have a good overview of the school's strengths and weaknesses.
The strategic use of resources	Good. The school uses all available funds well to support educational developments and to help raise standards. Staff, resources and accommodation are used well to have their biggest impact on helping to improve the quality of pupils' learning. The school applies the principles of best value well when purchasing goods and services.
The adequacy of staffing, accommodation and learning resources.	There are enough suitably qualified teachers and support staff for the number of pupils on roll. The range, quality and quantity of learning resources are generally satisfactory. Resources in information and communication technology are good. The accommodation is limited and some aspects are in need of refurbishment. There is inadequate provision for physical education and development.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The fact that their children enjoy school and are making good progress. • The quality of teaching. • The standard of behaviour. • The approachability of all staff and the information that the school provides about how their child is getting on. • The partnership between the home and school. • The expectations that the school sets and how the school helps children to become mature and responsible. • How well the school is led and managed. 	<ul style="list-style-type: none"> • The amount of homework that is set. • The range of activities outside of lessons.

The vast majority of parents show high levels of satisfaction with the quality of education that the school provides. Inspection findings support many of the very positive views of parents. A small percentage of parents are not happy with the amount of homework that is set. Inspection evidence indicates that the amount of homework that is set is similar to that found in most schools and is therefore judged to be satisfactory. A larger percentage of parents are dissatisfied with the range of the activities that the school provides outside of lessons. Inspection evidence shows that given the small size of the school, it provides a good range of activities outside of lessons that bring an added dimension to pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The children's attainment when they start school varies from year to year but is slightly below average overall. By the end of the Foundation Stage the majority of children achieve the nationally recommended Early Learning Goals in all areas of learning except in the area of physical development. A higher percentage of children exceed the goals for their personal and social development. A lack of an appropriate outdoor enclosed play area and restrictive space in the school hall hinder opportunities for children's physical development. The children benefit from teaching that is at least satisfactory and often good in the area of personal and social development. This ensures that children of all abilities make satisfactory progress over time and are appropriately prepared for the transition to the Key Stage 1 programmes of study at the end of the Foundation Stage.
2. By the end of Year 2, on the basis of the 2001 end of Key Stage 1 National Curriculum test results, pupils' attainment is above the national average in mathematics and reading and below the national average in writing. When compared to similar schools attainment is well above average in reading and mathematics and average in writing. However, the small number of pupils assessed each year, together with the fluctuating percentage of pupils with special educational needs, makes comparisons with national data unreliable. There are only five pupils currently in Year 2. Inspection findings show that attainment in reading, mathematics and science is in line with national expectations and attainment in writing is below the nationally expected level. Pupils of all abilities, including pupils with special educational needs, are generally making good progress over time in English, mathematics and science, although progress in writing is less secure because over time pupils have not been taught the necessary skills to become accomplished writers. The school is already addressing the issue and standards are improving.
3. By the end of Year 2, pupils' attainment in reading and speaking and listening is in line with national expectations. Pupils are taught a range of different reading skills and strategies and this enables them to tackle unfamiliar words and phrases in an appropriate manner. Pupils have a satisfactory knowledge of a range of authors and are able to use contents and index pages to locate information. Speaking and listening skills are at a satisfactory level. Pupils listen attentively and are always ready to take part in discussions, although their vocabulary is not particularly expressive. Standards in writing are improving but are presently below national expectations. Pupils are being provided with opportunities to write for a range of audiences but pupils do not use an expansive vocabulary or pieces of work fizzle out after a lively opening.
4. By the end of Year 2 standards in mathematics and science are in line with national expectations. Pupils have a secure grasp of number and pattern and the emphasis on developing mental agility which is a feature of many numeracy lessons is having a positive impact on standards. Pupils' knowledge of shape, space and measures is satisfactory although not all pupils can draw or measure shapes accurately. Pupils draw graphs and interpret the data appropriately. When provided with the opportunities, the pupils transfer their number knowledge satisfactorily to help them solve different problems. In science pupils use a satisfactory level of scientific vocabulary and most have a secure understanding of the notion of a fair test. Pupils have a secure scientific knowledge across all elements of the subject. Pupils do not always record their work in

sufficient depth or detail and this sometimes hinders pupils when asked to recall work and topics that they have studied.

5. Pupils' attainment at the end of Year 2 is in line with national expectations in art and design, design and technology, geography, history, information and communication technology, and music. The quality of teaching is never less than satisfactory and there are particular strengths in the teaching of design and technology, geography and some aspects of information and communication technology. This results in pupils of all abilities making at least satisfactory progress in all areas of the curriculum with good progress being made in the acquisition of specific skills in design and technology and information and communication technology and good gains made in pupils' geographical knowledge. Although attainment in physical education is at an expected level overall, attainment in gymnastics is below average because pupils have limited access to apparatus because the school hall doubles up as a classroom.
6. By the end of Year 6, on the basis of the 2001 National Curriculum test results, pupils' attainment in English and science is above the national average and at an average level in mathematics. When compared to similar schools attainment is well above average in English and science and above average in mathematics. Only a small number of pupils are assessed each year and this, together with the fluctuating number of pupils with special educational needs and the relatively high level of pupil mobility which is a feature at Key Stage 2, makes comparisons with national data unreliable. There are currently only five pupils in Year 6. Inspection findings show attainment in English, mathematics and science overall to be in line with national expectations and below the nationally expected level in writing. The teaching arrangements are that pupils in Years 3 and 4 are taught as a separate group from the Year 5 and 6 pupils for literacy, numeracy and some aspects of science. The teaching for the younger Key Stage 2 pupils is satisfactory whilst for the older pupils it is consistently good and at times very good. As a result, pupils of all abilities in Years 3 and 4 make satisfactory progress and the pupils in Years 5 and 6 make good progress. By the time that pupils leave school they are achieving well in relation to their ability.
7. By the end of Year 6 pupils' speaking and listening skills are at an average level. Pupils listen attentively both to the teacher and to the contributions made by classmates. Pupils show a good level of confidence in taking part in small group and class discussions and talk enthusiastically about the work that they have completed. In reading, standards are at an expected level. Many pupils read fluently, with expression and with appropriate levels of understanding. Pupils have sufficient skills to locate information quickly, with the higher attaining pupils able to read and understand beyond the literal level. The weakness is in writing where over time pupils have not been directly taught the skills to produce sustained or extended pieces of factual, imaginative or creative work. The pupils' lack of expressive vocabulary further hinders progress. The school is already addressing the issue by the introduction of a scheme of work for writing that ensures that the necessary skills to enable the pupils to become accomplished writers are taught in a direct and progressive manner. The school has also recognised the need to ensure that every opportunity is seized on to enhance pupils' writing skills in other areas of the curriculum and to put a greater expectation on pupils as to how much they write and record, not just in English but also in other areas of the curriculum. These are accurate areas for improvement. Pupils' number skills are at an expected level. The effective implementation of the National Numeracy Strategy is improving pupils' ability to calculate accurately and quickly and to devise different ways of solving numerical problems. Pupils have a secure knowledge of space, shape and measures and handle data in an appropriate manner. Standards in science are in line with national expectations and pupils show a secure scientific knowledge across all

elements of the subject and pupils have a satisfactory understanding of fair testing which they apply in differing practical contexts.

8. Pupils' attainment in art and design, design and technology, geography, history, information and communication technology and music is in line with national expectations. There are particular strengths in the teaching of information and communication technology, and elements of geography, design and technology and history. Standards in information and communication technology have improved significantly during the last two years, which owes much to the good quality of teaching and subject knowledge provided by the headteacher. The quality of teaching in these subjects means that pupils of all abilities are making good progress and by the time that they leave school achieve well in relation to their ability. There is little evidence of any underachievement and pupils fulfil their potential. Inspection evidence indicates that attainment overall in physical education is in line with national expectations with strengths in swimming and dance. The area of weakness is in gymnastics because the lack of appropriate facilities means that pupils simply do not get enough opportunities to practice and refine their gymnastic skills.
9. This is a school that is constantly striving to raise standards. The permanent staff within the school work together very well and are always ready to reflect critically on how they teach in order to secure improvement. The quality of teaching that is never less than satisfactory and is often better, particularly for the older pupils in school, means that pupils achieve well by the time that they leave school. The high levels of commitment from the headteacher, teaching and support staff indicate that this is a school that is well placed for further continued improvement.

Pupils' attitudes, values and personal development

10. Pupils throughout the school have good attitudes to the school and to their work and this makes a significant contribution to the effective learning environment that is prevalent within the school. The attitudes and behaviour of pupils have remained a strong feature of school life since the time of the last inspection. In the Foundation Stage, children develop good personal and social skills which help them to become more independent. They are always ready to take a full and active part in all lessons, respect property and resources and help up with tidying up at the end of lessons. Their learning is further advanced when more opportunities are provided for them to learn through investigative and practical tasks as well as the more formal structured ones. The good behaviour and attitudes that children have in the Foundation Stage contribute well to their learning and to the progress that they make.
11. In Years 1–6, the vast majority of pupils readily set to work when requested, are prepared to offer solutions to problems and are keen to please their teachers. Pupils with special educational needs have similar positive attitudes to work and the sensitive manner in which their needs are met enables them to take a full and active part in lessons and in the life of the school as a community. Many pupils arrive early to school and occupy themselves on reading tasks or on the computers. These activities provide good preparation for the day ahead. All parents who responded to the questionnaire sent out before the inspection agreed that their children like school and that this impacts positively on the progress that they make. Most pupils are pleased to be engaged in conversation with adults and to discuss their work with adults. This is particularly the case for the older pupils in school who talk with great interest and excitement about topics that they have studied. Pupils' commitment to work, the concentration that is sustained and the readiness to help one another make important

contributions to the effective learning that is a feature of many lessons. Although many pupils discuss a whole range of issues with enthusiasm and interest, their recorded work is not always at this same high level. This is partly due to the fact that not all teaching puts a high enough expectation on how much work pupils should complete in a given time and partly because some pupils enjoy the discussion aspect of lessons far more than the recording aspect.

12. Behaviour in class and around the school is good. Teachers and support staff monitor pupils' behaviour and support those pupils who sometimes find it difficult to behave well all the time. Under the guidance of the headteacher all staff set high expectations for good behaviour and these expectations are reinforced at every opportunity. In the vast majority of lessons pupils behave well and this means that lessons proceed without undue interruption and with a pace that is conducive to effective learning. All parents who responded to the questionnaire felt that the standard of behaviour in the school was good. There have been no exclusions during the last academic year and during the inspection there was no indication of oppressive behaviour. Pupils are very respectful of the feelings and beliefs of others. Only occasionally do some of the younger pupils at Key Stage 2 behave in a less appropriate manner. This is usually when the teaching lacks a sense of pace and the pupils become a little restless. Such instances are the exception rather than the norm.
13. The provision that the school makes for pupils' personal development is very good. Relationships between staff and pupils are good. Adults provide good role models for pupils and pupils are aware that adults in school are supportive and can help to resolve any difficulties they might encounter. Adults in school work to engender an atmosphere of emotional and physical security in which pupils thrive. Many opportunities are provided for the older pupils to undertake personal study and research using both books and computers. Pupils respond to these opportunities with great maturity, responsibility and enthusiasm. Playtimes and lunchtimes are well supervised and pupils take part in many playground games, particularly skipping, with a great sense of fun and enjoyment. In all classes, pupils enjoy taking on monitorial roles and responsibility. Pupils' involvement in and helping to organise many community based activities adds to their learning experiences, as does the impressive number of members of the local community that visit or help in the school. Opportunities for pupils to use their initiative are well promoted within the classroom and pupils are only too willing to initiate or take part in fund raising activities for people or communities less fortunate than themselves.
14. The attendance rates throughout the school are good and currently above the national average. There has been a noticeable and significant improvement since the last inspection and effective systems and procedures have been implemented to encourage and support this important aspect of pupils' education and development. Most pupils arrive punctually so the day starts smoothly. Registers are maintained in a clear, accurate and effective manner. Monitoring of absences is dealt with swiftly and efficiently.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

15. With only 37 pupils on roll the school is very small when compared to other schools. The headteacher has a heavy teaching commitment. The school only has two permanent teachers on the staff and a temporary part-time teacher. The children in the Foundation Stage are taught together with pupils in Years 1-2. At Key Stage 2, the part-time teacher teaches the pupils in Years 3 and 4 for literacy, numeracy and some

science. These sessions are always in the mornings. Pupils in Years 5 and 6 are taught by the headteacher for all subjects of the curriculum apart from music, which is taught by a music specialist that visits the school, and design and technology, which is taught by the other permanent teacher. This provides the headteacher with some limited time for her leadership and management responsibilities. In the afternoon sessions all the pupils in Key Stage 2 are taught together. During the week of inspection, teaching was good in two-thirds of lessons and satisfactory in the rest of the lessons. A detailed scrutiny of teachers' planning, pupils work and lengthy discussions with pupils about their learning indicates that over time teaching is good in Years 1-2 and good for pupils at Key Stage 2 overall. The teaching of literacy, numeracy and some aspects of science for pupils in Years 3 and 4 is satisfactory. Teaching is consistently good, with features of very good practice, in these areas of the curriculum for pupils in Years 5 and 6. Teaching at both key stages, but particularly at Key Stage 2, has some strong features in information and communication technology, design and technology, geography and history. Teaching in the Foundation Stage is satisfactory with strengths in the teaching of children's personal and social development. The quality of teaching has improved since the time of the last inspection with significant improvements in the teaching of information and communication technology. The school is well placed to continue to improve the quality of teaching and learning because of the commitment of the full-time staff and the readiness to reflect critically on how they teach in order to provide a good quality of education for all pupils.

16. The quality of teaching in the Foundation Stage is satisfactory with some good features and some features in need of further development. Children of all abilities make satisfactory progress overall and are appropriately prepared to start work on the National Curriculum programmes of study by the time that they start in Year 1. The children are taught with the pupils in Years 1 and 2 and the teacher works very hard to ensure that the needs of all children are met. A wide range of activities are planned that are based upon children working towards, achieving and, where appropriate, exceeding the nationally recommended Early Learning Goals. Relationships within the class are good and the quality of teaching ensures that learning is an enjoyable experience. Children show good levels of enthusiasm, particularly when they are provided with opportunities to learn through investigative, practical and role-play activities as well as more formal tasks. Such opportunities are not as consistent as they could be and on occasions this prevents learning from being stronger. Teaching is good in the area of personal and social development, with the teacher doing much to ensure that children quickly settle into class routines, building up children's self-esteem and confidence and encouraging children to become independent in their actions. The school has plans already in hand to appoint a full-time classroom assistant to work alongside the teacher to further improve the provision that is made for children in the Foundation Stage. This, together with improvements in the provision and accommodation for children's physical development, should facilitate the opportunity for more practical activities across the areas of learning that will bring a further dimension to the quality of children's learning.
17. The school has introduced the National Literacy and Numeracy Strategies in an effective manner which is having an increasing impact on the standards that are achieved. The impact is particularly evident for pupils in Key Stage 1 and for the older pupils at Key Stage 2. In these classes, the shared text, whether it be extracts from Shakespeare or "Elmer Comes to Haskayne", are read with vibrancy and this helps to enthuse and capture the interest and imagination of the pupils. Lesson objectives are often shared with the pupils so that they are fully aware of what they are to learn and the objectives are re-visited at the end of the lesson in the summing up session. Tasks are often planned to match the individual needs and maturity levels of the pupils in the class. Opportunities are provided for pupils to act out play scripts or poetry that they

have written that often follow a particular teaching point, for example, lines of poetry with a particular number of syllables or a play that illustrates particular features of characterisation. Such opportunities do much to enhance pupils' speaking skills and self-confidence as well as providing a good assessment opportunity to ascertain if learning objectives have been achieved. A particular strength is that, from an early age, pupils are directly taught the necessary reading skills to enable them to tackle unfamiliar words and phrases, how to locate information quickly and skills to help them understand text in a more effective manner. This continues as pupils get older with pupils being taught how to skim and scan for information and taught techniques and pointers to assist them in reading beyond the literal level. These strategies do much to help pupils become confident and proficient readers by the time that they leave the school. An area for improvement is in writing. Although the school is now addressing the issue by implementing a scheme of work specifically aimed at developing pupils' writing skills, the weakness is that over a more prolonged period of time pupils have not been taught specific writing skills in a rigorous, systematic or progressive manner. This means that by the time pupils leave school they are not proficient at producing extended pieces of writing that sustain a plot, maintain a good narrative or use an expressive and expansive vocabulary. Often the work starts off well but pupils lose stamina and the writing fizzles out. The school is fully aware of this and the scheme, if rigorously implemented, together with the extended writing sessions that the school has introduced onto the timetable, should help to improve standards in this area. Within literacy lessons, teaching is at its best when expectations are high and the lesson zips along at a good pace. Occasionally, this is not the case and pupils lose a little interest. Pupils are confident and eager to discuss many issues and topics within lessons but lack a sense of urgency when asked to record their work in written form. When teaching sets high expectations in terms of productivity and sets deadlines pupils are increasingly responding in a positive manner. This very good practice needs to be continuously applied across the school and in all areas of the curriculum so that writing skills can be extended and enhanced at every opportunity and not merely within literacy lessons.

18. The National Numeracy Strategy has been effectively introduced. This has resulted in the basic skills of numeracy being introduced and taught in an effective manner. The pupils clearly enjoy the mental agility sessions at the start of the lesson where they are required to give rapid-fire answers to questions of increasingly complexity as they get older. The use of whiteboards for individual pupils means that teachers can see at a glance which pupils have achieved the right answer and which have not and then modify teaching strategies accordingly. Lessons are usually well planned and the learning objectives shared with the pupils. Pupils respond well to the three-part structure of the lessons and are particularly motivated when provided with opportunities to put their number skills to the test in open-ended investigative tasks. In the best teaching, particularly for the older pupils at Key Stage 2, the teacher constantly encourages the pupils to look at different strategies to solve numerical problems, recognising that there are different methods to arrive at the correct answer. These strategies are then shared with the whole of the class and the learning of all pupils is advanced as a result. Teaching is not as effective when there is not a high enough expectation of the amount of work pupils are to complete in a session or the work is simply not challenging enough. Such instances are the exception rather than the norm. Good examples were seen of pupils' numeracy skills being promoted in other areas of the curriculum, such as science, design and technology and geography. In science, the quality of teaching is generally good, and is satisfactory for pupils in Years 3 and 4. Pupils are provided with opportunities to undertake investigative tasks alongside the development of their scientific knowledge. This means that pupils can put their knowledge to the test in practical situations and work out if their hypotheses are

accurate are not. Good coverage is made of all aspects of the curriculum and teaching is at its best when the level of teacher knowledge is such that it can extend the pupils' thinking and provide challenging and demanding tasks that expect pupils to act as scientific investigators. Occasionally, however, teaching lacks this scientific knowledge and, as a result, investigations are not carried out in an appropriate manner because the teacher does not set the correct requirements for a fair test.

19. Good use is made in most classes of information and communication technology to support and enhance pupils' learning in other areas of the curriculum. During the inspection good examples were seen in science, mathematics and English of computers being used in an integral way within the lesson that added much to the quality of pupils' learning. This is particularly the case for the older pupils at Key Stage 2 where the use of computers within many lessons is a constant feature. This owes much to the very good subject knowledge and expertise of the classteacher. Good examples were also observed at Key Stage 1. The good quality of teaching in information and communication technology that is now a feature of the school has had a major impact on standards, which have improved significantly since the time of the last inspection. The teachers directly teach the pupils specific skills and provide many opportunities for pupils to practise and refine these skills through research tasks, through musical and graphical compositions, through editing and drafting their work, the use of e-mail and through regular use of the Internet. The school makes effective use of specialist teaching in subjects, such as music and design and technology. One teacher teaches design and technology across the school and her skills are used well to develop pupils' knowledge and skill in this area of the curriculum. The school employs a visiting teacher to provide teaching in music. This teaching is satisfactory and ensures that the pupils receive a wide range of musical experiences that add to pupils' cultural development as well as extending their musical skills and knowledge. Teaching in geography is often of a good standard and pupils make good progress because they are systematically taught a range of geographical skills alongside geographical knowledge. Pupils are also taught about the wider implications of geography through the consideration of issues, such as pollution, conservation and comparisons of different habitats, climates and lifestyles of people in different parts of England and in the wider world. This enhances pupils' personal and cultural development.
20. The teaching of pupils with special educational needs is usually of a good standard. The teachers know the needs of the pupils very well. The good procedures that are in place for assessing and tracking pupils' progress in English, mathematics and science mean that pupils with special educational needs are identified at an early stage. This information is used well to target support for these pupils. The teaching ensures that questioning is adapted well to enable pupils to be fully included in all discussions and enables them to take a full and active part in all aspects of the curriculum and in the life of the school as a community. Individual education plans contain targets that are both challenging and realistic. Teaching is at its strongest when these plans are used in an effective manner to guide and inform the planning of appropriate activities for the pupils. Where provided, the pupils benefit from good levels of support from teachers, support staff and other adults that work at the school and this ensures that pupils make good progress over time and achieve well in relation to their ability by the time that they leave school.
21. Teachers often provide good verbal support for pupils within lessons and handle any misconceptions skilfully and sensitively. There are good examples of pupils' work being marked in a very constructive manner, which leads to improvements because what is needed to improve is clearly stated. All of the parents who responded to the questionnaire sent out before the inspection stated that they felt that the quality of

teaching was good and that as a result their children made good progress. These views are generally supported by the inspection findings. About a quarter of responses from parents state that they are less happy with the amount of homework that is set. Inspection evidence indicates that the amount of homework that is set is similar to that found in most primary schools and is therefore judged to be satisfactory. Overall, the good quality of teaching in the school and the pupils' positive attitudes are making an important and significant contribution to the quality of pupils' learning and to the good progress that they make.

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

22. Overall, the school provides a broad and balanced curriculum, with a suitable range of learning opportunities for its pupils. A good range of extra-curricular activities and the contribution made by visits, visitors and members of the local community add much to the quality of pupils' learning and bring an added dimension to pupils' educational experiences. The curriculum meets statutory requirements, apart from gymnastics in physical education because of limitations in accommodation, which prevent pupils taking an active and regular part in gymnastic activities. This prevents learning in this subject from being stronger. In other subjects of the curriculum, an appropriate amount of time is allocated to teaching and subjects are covered in sufficient depth. This is an improvement from the previous inspection where it was judged that insufficient time was allocated to information technology. This is not the case now and significant improvements have been made in curriculum provision for information and communication technology, which have had an important impact on the standards that pupils are now achieving.
23. Schemes of work are in place for all subjects, generally using the nationally approved guidelines. The schemes of work for non-core subjects are planned effectively on a rolling programme. This ensures appropriate coverage of the curriculum in the broadly mixed-age classes and supports and informs teachers in what to teach and helps to improve standards. This is an improvement on the provision found in the last inspection, where schemes of work were judged to have weaknesses. Suitable strategies are in place for teaching literacy and numeracy following the national models. This is now beginning to have a positive impact on the quality of pupils' learning. The school has already identified the need to ensure that writing skills are taught in a direct, systematic and rigorous manner. This has not been the case over time and this has had a negative impact on the standards achieved. The school is addressing the issue by following a scheme of work that lays out the skills to be taught as the pupils move through the school and by putting a greater emphasis on promoting pupils' writing skills in other subjects of the curriculum. In all subjects the small number of teachers plan together in great detail and this is having an increasingly effective impact on ensuring that pupils' previous attainment is being built on and developed and in turn improving standards and the quality of pupils' learning.
24. The curriculum that is provided for children in the Foundation Stage is satisfactory. It takes full account of the nationally recommended Early Learning Goals. The provision is at its best when it plans opportunities for children to learn through practical, open-ended and investigative tasks as well as the more formal activities. This practice is not as consistent as it could be. The fact that the children are taught, by necessity, with the pupils in Years 1 and 2 makes the organisation of such activities more problematic. The school is hoping to tackle the issue and improve provision still further by the appointment of a full-time classroom assistant for the Foundation Stage. The

curriculum provision for children's physical development in the Foundation Stage is unsatisfactory because of the lack of a suitable outside enclosed play area and restrictions in the school's internal accommodation.

25. The curriculum is planned to include satisfactory provision for pupils' personal, social and health education, which is taught in units in the latter half of the school year. There is also appropriate provision for sex and drugs education as part of both health and science educational provision. This is being handled in a caring and sensitive manner. Pupils are made aware of drugs with clear directives of the difference between appropriate use within health control and their misuse. Pupils' personal development is also very effectively promoted through the responsibilities that are entrusted in them in the daily life of the school. Pupils undertake a wide range of social responsibilities within their classes and throughout the school, assisting with daily routines and procedures and this enhances their confidence and self-esteem and helps to celebrate and recognise the fact that each individual is an important and valued member of the school community. These responsibilities are carried out in a cheerful and diligent manner and pupils take a pride in explaining their personal attitude to carrying out these tasks.
26. Provision to meet the needs of pupils with special educational needs is satisfactory. The requirements of the Code of Practice for pupils with special educational needs are being met. Pupils have full access to the curriculum. The progress of these pupils is being monitored and regular reviews are held. Pupils with special educational needs are identified at an early stage and parents are fully involved in plans for their child, along with other agencies as necessary. Individual education plans contain targets that are challenging and achievable and provision is at its best when teachers use the plans to accurately plan tasks and activities that match the needs of individual pupils. The majority of pupils make good strides in their learning over time. The sensitive questioning and good support that pupils receive mean that they are fully included in all lessons, in all aspects of the curriculum and take a full and active part in the life of the school as a community. In most instances, appropriate attention is paid to the needs of the higher attaining pupils and the school pays much regard to the concept of equality of opportunity and to addressing the question of educational inclusion in an appropriate manner.
27. The planned formal curriculum is enhanced by a range of visits and visitors. These activities include a residential visit for the Year 5 and 6 pupils to the Lake District. This enriches the physical education curriculum at Key Stage 2 in outdoor and adventurous activities. The school works with other small schools in the area whenever possible to try to keep costs down and to provide a good range of opportunities for pupils. This is a good feature. Visits are arranged to a variety of places of interest, such as museums, concerts and art galleries, which have a positive impact on pupils' development in a range of curriculum areas, such as history, geography, art and design and music. Pupils have visited the Philharmonic Hall in Liverpool, for example, for instrumental concerts and workshops. Pupils talk about these visits enthusiastically and recall many features of them. The timetabled curriculum is also enriched by a good variety of extra-curricular activities, including sports, such as football, netball and rounders. Teams compete at local events and tournaments. These activities are open to both boys and girls. Other activities include participating in book quizzes, cycling proficiency courses and computer clubs. The school works hard to successfully provide a good range of extra activities given the small size of the school. Pupils who participate extend their learning well, including both social and cultural development, thoroughly enjoy themselves and greatly appreciate the opportunities that are provided.

28. The overall provision for pupils' personal and social development is very good and this includes an important contribution made by the school's provision for pupils' spiritual, moral, social and cultural provision, with particular strengths in the social development. This represents an improvement on the provision reported in the previous inspection.
29. Good opportunities for spiritual development are provided through the assemblies and class discussions, which offer chances for pupils to reflect on their own lives, the world they live in, and the things they would like to improve. The regular assemblies which are led by the vicar and the ones prepared independently by small groups of pupils also provide good opportunities for pupils to listen to and think about the views of others. Pupils enjoy celebrating various Christian festivals and also have opportunities through the curriculum to think about the beliefs of others. For example, pupils visit a mosque and synagogue when learning about the Islamic and Jewish faiths, which gives them an important insight into how spirituality impacts on the lives of people who may have different beliefs than themselves. Opportunities are provided for pupils to reflect on their own lives, the needs of others and the wonders of the world around them. Discussion times within lessons are used to explore different feelings and emotions when, for example, studying the text of Shakespeare or listening to different pieces of music. These instances add much to pupils' sense of spirituality.
30. Good provision for moral development is interwoven through the school day. This provision helps pupils to develop a clear understanding of the difference between wrong and right. For example, they have thought about classroom rules and written their own. These often begin with being kind and being polite. The pupils comment positively about the school's values, saying that, if anything is wrong, someone notices and does something straightaway to put it right. Pupils value being given 'smiley faces' and 'stamps' for the good things they do and this reinforces the strong moral code that exists within the school. Pupils are proud of the certificates they receive in a weekly celebration assembly for good things. All pupils enjoy praise and younger ones are particularly keen to show visitors how good they can be. This leads them to treat one another with kindness and respect. Older pupils have monitoring roles, which they take very seriously, providing a good example themselves. For example, a Year 6 pupil noticed a Reception pupil struggling to reach paper towels on the corridor and quietly got one down and passed it over. Teachers and other adults have high expectations of behaviour and pupils endeavour to live up to this.
31. Provision for social development is very good. Adults provide good role models of respect and courtesy and pupils are keen to be respected by the people they value. The school is a welcoming community and pupils are encouraged to get involved in the life of the school. This encompasses a broad range of activities, particularly for older pupils, who conscientiously undertake a range of duties and responsibilities around the school. It also includes small groups of pupils regularly preparing assemblies, choosing a theme, then preparing and presenting them to other pupils. Particular efforts are made to give pupils an understanding of people in less fortunate situations than themselves. For example, pupils choose charities and plan fund raising events on a termly basis, giving them varied opportunities to think about the needs of others. This is a good feature, increasing pupils' independence as well as their social values. Extra-curricular activities and events, such as football and rounders tournaments, as well as the residential visit for Year 5 and 6, help pupils to relate to others in a broad range of contexts, as do the family social events run in school. This enhances pupils' opportunities to work as part of a team in a wider context.
32. Provision for cultural development is good. Pupils explore their own cultural background and heritage through involvement in activities and events in the local community, such

as the Rose Queen, and visits to places nearby, such as the Walker Art Gallery in Liverpool and Croxteth Hall, where pupils experience a 'Victorian Day.' The curriculum also helps pupils to understand other cultures, both in the study of faraway places in geography, such as St Lucia and in subjects, such as history, art, music and religious education. For example, pupils look at the work of other artists, such as Monet. Younger pupils look at washing day now and 100 years ago, enthusiastically trying out 'posers' and 'dolly pegs'. Visits and visitors enhance the work of the school, providing pupils with chances to learn about other cultures in distant places and long ago. Suitable opportunities are provided for pupils to learn about the diversity of cultures and communities closer to home through visits to a mosque and synagogue as part of the religious education programme.

33. There are good links with the local and wider communities. Strong links are in place with the local parish church and residents in the area are generous with their time, talents and experiences to give further enrichment to the curriculum. This additional, focused help has a positive impact on pupils' learning. A wide range of social events is planned throughout the year and these are held by the school or jointly with the church and are well attended. A particularly valued highpoint of the community year is the Rose Queen Festival which involves the total community in planning and presentation. There are effective and well-maintained links within the wider community, including particularly valued resources from the business community. The school has effective links with other schools in the area, both within the cluster group of other primary schools and with secondary education provision in the area. Good and clear systems are used to support the pupils in their transfer to the next stage of their education. There is a good, strong and purposeful partnership in place with the local college whose students are actively involved on a regular basis in teaching strategies and practice within the school. They are well supported by the school in this activity and clear mentoring assistance is in place.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides very good levels of care and support for all its pupils and this is given a high priority by everyone involved in the school. Staff consistently strive to ensure that pupils feel secure and valued. Abundant evidence of this was demonstrated throughout the inspection in both academic and social interaction between staff and pupils. This is based on the staff having an in depth awareness of the varying needs of the pupils in their care and the use of well-developed and effective strategies to reinforce this care.
35. Good arrangements are in place for child protection. The named teacher responsible undertakes this role in a professional, dedicated and sensitive manner. Clear systems are in place which enable all staff to understand the procedures to be adopted as required. Regular health and safety audits are carried out throughout the year. Two members of staff hold first aid certificates which are updated on a regular basis. There are appropriate, active and well documented systems of contacting parents and carers in the event of accidents or pupils becoming ill whilst at school.
36. Good procedures are in place for monitoring and supporting pupils' personal development. Pupils enjoy taking an active part in the life of the school. The school does much to promote the concept of good citizenship both within the school and in the wider community and this ensures that pupils are introduced to a range of skills which they will need throughout their future academic and social lives and ensures that their views are heard and respected. The teachers discuss pupils' personal development on

a regular and ongoing basis and any areas for concern are noted and acted upon where necessary. Teachers are equally effective in the way in which they monitor the personal development and well-being of pupils with special educational needs. Pupils are identified at an early age and staff do much to ensure that their needs are met. This helps to ensure that pupils are fully integrated and included in lessons and take a full and active part in all aspects of school life.

37. Procedures for monitoring and promoting good behaviour are very good and contribute greatly to the effective learning environment that exists within the school and to supporting pupils' personal and social development. Good systems are in place to record pupils' behaviour. There is a positive culture of praise and encouragement in the classroom and pupils' good behaviour is recognised in assemblies. Very good procedures are in place to deal with bullying or oppressive behaviour should it occur. Discussions with pupils show that they feel confident and secure to speak to any adult and that they feel confident that their concerns will be dealt with quickly, confidently and in confidence.
38. The school has done a great deal to improve the level of attendance. Working on initiatives with the LEA, the school has instigated very effective procedures to improve attendance rates at the school which had been below the national average. Regular liaison with outside agencies, presentation of awards for good attendance, the swift following up of absences, and the reinforcement to parents of the importance of regular attendance and its impact on effective learning are all factors that have contributed to the increase in attendance rate. Such has been the success of these initiatives that attendance is now above the national average. In addition, most pupils arrive punctually so that lessons and the school day get off to a smooth and effective start.
39. Since her appointment two years ago, the headteacher has devoted a great deal of time and effort into developing assessment and tracking procedures. Good systems are now in place to monitor and assess the progress pupils make. Baseline assessments conducted when children enter school are used effectively to help guide teachers' planning and to identify children who may have special educational needs and to provide appropriately for them. Regular testing throughout the school helps staff to assess the progress pupils have made. The school has introduced appropriate assessment procedures and a good tracking system, which enables staff to check the achievements of pupils in the core subjects of English, mathematics and science. The school is increasingly and effectively setting challenging targets for individual pupils and progress towards these targets is closely monitored. This means that pupils can be offered extra support if they do not achieve the expected levels or if it would help them to exceed the targets. The fluctuating number of pupils with special educational needs and the level of pupil mobility that are features of the school mean that this assessment information can be used in an effective manner to explain the differences in attainment between different groups of pupils and to quantify the progress that pupils make during their time at the school. The school is rightly working on improving assessment for non-core subjects so that teachers have an equally good picture of pupils' attainment in subjects other than English, mathematics and science. Pupils are involved in self-assessment exercises and in monitoring their own progress. This helps pupils to understand what they need to learn next. Parents are invited to discuss targets with teachers and their child at the beginning of the school year. Targets are usefully recorded in the child's book for reference. This means that parents are clear about what their child needs to learn and can support them more effectively. On a more informal basis, the small size of the school means that staff know all pupils very well. The two full-time teachers teach all pupils at some point during the week and both pupils' academic and personal development are discussed on a regular daily basis.

This dialogue is often effective and most useful and leads to early identification of potential problems and allows appropriate action to be taken. Overall, the procedures for assessing, tracking and monitoring pupils' progress have improved significantly since the time of the last inspection and are having a more considerable impact on helping to raise standards and improving the quality of pupils' learning.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has a very good partnership with parents. The school, parents, carers and local community all work very hard and dedicatedly to support one other. Parents both at the pre inspection meeting and in their responses to the questionnaire showed an exceptionally high level of positive support for the school and the work of the staff.
41. Parents' involvement in their children's education is good and has a positive effect on their attainment and learning. Parents are actively involved in many aspects of the school, such as assisting in class or providing additional support for external activities. The school fully appreciates this involvement and feels that this works in a complementary manner to ensure that pupils receive the best possible support and encouragement in their work both in school and in the home.
42. The information provided to parents and carers is good. Regular, friendly newsletters keep parents well informed of events at the school and are seen as a good source of information in establishing strong links between home and school. The end of year reports on children's progress are of good quality and clearly outline not only what children have achieved but also what they need to do to improve. Parents feel that these reports provide them with a very good picture of their child's academic and social progress and development. A very good and effective initiative is the involvement of staff, parents and pupils in discussing together at the consultation evenings, future attainment targets and areas for improvement for the pupils. These targets for improvement are then agreed and recorded and form an integral part of pupils' learning. This initiative is greatly valued by all parties and is a most effective and practical way of parents being actively involved in supporting their child's learning and in strengthening the partnership between the home and school.
43. The majority of the parents who attended the pre-inspection meeting or answered the questionnaire, were highly supportive of all aspects of the school and the all round provision made for their children's education. A minority expressed the views that there was insufficient homework or range of activities outside lessons. The inspection findings are that the amount of homework being provided is similar to that found in most primary schools and was therefore judged to be satisfactory. Given the small size of the school the amount and range of learning activities provided outside of lessons is judged to be good. The school puts a great deal of time and effort into maintaining its partnership with parents. Both the school and parents value the quality of relationships that exist and this feature of school life continues to be a strength that adds much to the quality of pupils' learning and the provision and quality of partnership has been maintained since the time of the last inspection.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management provided by the headteacher are good. She has played a significant and pivotal role in the improvement of the school in the two years since she was appointed. The small size of the school means that the headteacher has a heavy teaching commitment but she has combined her teaching and management duties and responsibilities very well. The headteacher shows a

commitment and determination to continue to improve the quality of education that the school provides. She leads by example and has been successful in creating a strong and effective team spirit in the school. She is ably supported by other members of the effective teaching and non-teaching staff, who together with governors, parents and pupils greatly appreciate and value the leadership that the headteacher provides.

45. Regular staff meetings are held where issues pertinent to improving standards are fully discussed. All staff attend the meetings and are provided with every opportunity to contribute to the decision making process. This means that all staff feel that they are fully consulted before decisions become embedded in practice. There is only one other full-time permanent member of the teaching staff and she ably supports the headteacher in the management tasks of the school. Between them they ensure that change and new initiatives are well paced and managed and that all initiatives are carefully monitored and evaluated for the impact that they have on raising standards.
46. The small size of the school means that teachers carry a heavy burden in terms of curriculum responsibilities. Given this fact and the small number of teachers, the school has done well in monitoring the quality of teaching and learning across the school. The headteacher and the other permanent member of the teaching staff have carried out lesson observations. In addition there are examples in subjects, such as design and technology, where one teacher teaches the subject across the school. This gives a good insight into standards in both key stages as well as helping to maintain a good level of continuity and progression. The school is well aware of the need to avoid becoming insular in its outlook. With this in mind, the headteacher specifically requests the LEA school adviser to observe lessons, provide written feedback and to set targets for improvement where necessary. This has proved most successful and is helping to maintain and improve the quality of teaching. In addition, teachers visit other schools to observe 'good teaching practice'. The headteacher and other full-time teacher monitor planning on a regular basis and the school is increasingly using the scrutiny of pupils' work as a strategy for assessing the quality of teaching and learning. Through this method the school has rightly identified the fact that the amount of written work that pupils complete and the quality of their recorded work does not match the quality of their oral work. The school is now addressing this issue.
47. The school provides good opportunities for the professional development of all staff and has responded in an appropriate manner to the national initiatives for performance management. Teaching and non-teaching staff attend in-service training on a regular basis and these courses are often well matched to the needs of the individual as well as those of the school. Attendance on training courses in areas of the curriculum, such as English, mathematics and information and communication technology, have led to increases in teachers' knowledge and expertise which in turn have resulted in improvements in the quality of teaching and learning. The headteacher has ensured that all staff have clear job descriptions which ensure that all staff are well aware of their roles and responsibilities in the school.
48. The School Development Plan is a good quality document that contains an accurate assessment of the areas that the school needs to address to improve still further. The plan is drawn up after consultation with all staff and governors. The plan is also discussed with pupils and parents, who are invited to make contributions. This gives a real sense of ownership to the whole of the school community. A great strength of the plan is that it is seen as the driving force behind raising of standards and many of the issues are directly linked to what needs to be done to improve attainment levels. All areas identified are carefully costed, have realistic time scales assigned and good procedures in place to monitor progress towards the stated targets.

49. The school benefits from an effective Governing Body that has become increasingly successful in holding the school to account for the quality of education that it provides. A number of governors visit the school on a regular basis. Many governors have observed lessons or have observed the life of the school in a more general manner. Many governors give up much of their own time to support the work of the school and take part in assemblies, fund raising and other school and community based activities. Governors are linked to different curriculum areas and often discuss developments in these areas with members of the teaching staff. Governors use their professional and personal skills for the benefit of the pupils. All these initiatives provide governors with a good insight into how well the school is doing and the areas that need to be tackled to move the school on still further. The Governing Body is kept very well informed by the headteacher and has become increasingly involved in target setting procedures and discussing the outcomes. Governors play a full and active part in discussing and debating policies before they become embedded in school practice. The quality of relationships between staff and governors are very good and this adds to the sense of community that is a strong feature of the school.
50. Since her appointment two years ago, the headteacher has put a great deal of time and effort into analysing test and assessment data in English, mathematics and science. The head shares this information with other staff members and it is then used to set individual targets for pupils to achieve, to guide and inform curriculum planning and to identify if any individual pupil may need additional help. These procedures have proved effective in helping to raise standards and to set challenging targets for literacy and numeracy. The school has accurately identified the need to continue refining the procedures and to extend them into other areas of the curriculum. As only a small number of pupils attend the school, teachers have a very good ongoing awareness of the attainment levels of the pupils and this, together with the effective tracking and target setting procedures that the headteacher has established, is having an ever increasingly positive impact on the quality of pupils' learning.
51. The school has made good progress since the time of the last inspection. In terms of the key issues for improvement that were identified, there have been significant improvements in attainment and provision in information and communication technology. Appropriate schemes of work are now in place to support teaching and learning in all subjects of the curriculum. Significant improvements have been made in the quality of teachers' planning and in procedures for assessing and tracking pupils' progress and attainment. Rigorous procedures have been put in place to improve attendance rates and these have proven successful as attendance is now above the national average. There is still room for improvement in the provision for pupils' physical development, as a lack of appropriate accommodation and facilities in both the Foundation Stage and for pupils in Years 1-6 impacts negatively on levels of attainment. Many of the strengths identified at the last inspection have been maintained and in some instances built upon. The headteacher has played a significant role in moving the school forward and under her leadership the school is well placed to continue the process of development and improvement.
52. The management of special educational needs is effective. Appropriate management of funds and the implementation of individual education plans that contain realistic and challenging targets mean that pupils benefit from well-targeted support and, as a result, progress at a similar rate to their classmates. The effective management and monitoring of pupils means that they are fully involved and included in all areas of the curriculum and that they take a full and active part in the life of the school as a community.

53. Financial planning is satisfactory. Specific grants received by the school are used effectively to enhance the quality of pupils' learning. The school had a large carry forward from the previous year's budget and projects a smaller but significant carry forward at the end of this financial year. However, this money has already been earmarked for building improvements, which are much needed and had already commenced during the week of inspection. The school had not had a recent audit of its finances but one was planned for the week after the inspection. The day-to-day finances are run in an effective and efficient manner by the school secretary, with increasing use being made of information and communication technology to assist in the process. The secretary is most welcoming and provides valuable and valued support to the headteacher in helping the school to run in a smooth and effective manner. The finance committee of the Governing Body plays an active role in setting the budget and monitoring spending patterns. The headteacher and governors show a good awareness of the need to provide value for money. With this in mind they effectively apply the principles of best value when purchasing goods and services either from individual contractors and suppliers or from the LEA. Given the small budget that the school is designated, the school has accurately identified the need to link major spending decisions on areas, such as additional classroom support time, teaching arrangements in Key Stage 2, additional computers or building refurbishment to the impact on the quality of pupils' learning and on raising standards. Appropriate use is made of the available accommodation and learning resources and good use is made of the individual talents and skills of parents and members of the local community to enhance pupils' learning. Taking all factors into account the school is providing good value for money.
54. Overall, the provision for staffing, accommodation and learning resources is satisfactory. There is a good mix of teaching and support staff to meet the demands of the curriculum at all stages of their education. The school makes very good use of trainee teachers and other students to enhance pupils' learning.
55. The accommodation is adequate in size for the number of pupils on roll but there are some deficiencies that are impacting negatively on pupils' learning. There is very little storage space and the building does not present itself as a particularly attractive learning environment. The staff work hard to address this issue by displays of pupils' work that provide an effective learning resource as well as attempting to make the building more aesthetically pleasing. One classroom has to be used as a multi-purpose area for assemblies, physical education and lunchtimes. There are concerns about the provision of physical education equipment and its accessibility because of the positioning of computer equipment. This prevents pupils taking a full and active part in gymnastics activities. Other aspects, such as dance, games, outdoor pursuits and swimming are well catered for. The school benefits from a good-sized grassed play area, which it uses for physical education activities, to support work in geography and science, and for community based activities. The hard surfaced play area is less appropriate as some of it is unusable in inclement weather because of the fact that water collects and pools. This again restricts physical activities. The school does not have a suitably enclosed play area for children in the Foundation Stage which impacts adversely on the progress that children make in their physical development. Resources for learning are satisfactory, with an impressive in the provision of computer equipment.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

56. In order to improve the quality of education that the school provides the Governing Body, headteacher and staff should:

1. Improve standards in writing by:

- Systematically and progressively teaching the necessary writing skills that will enable pupils by the time that they leave school to write sustained, extended pieces of writing that pay sufficient attention to detailed description or narrative, characterisation and expressive language;
- Ensuring that opportunities are fully exploited to enhance and extend pupils' writing skills in other subjects of the curriculum.

(paragraphs 2, 7, 17, 23, 68, 71, 72, 87, 108, 115)

2. Improve the quantity and quality of pupils' recorded work so that it more closely matches their oral contributions by;

- Ensuring that pupils are equipped with the necessary writing skills to adequately record their work ;
- Setting higher expectations as to the amount of work pupils are expected to complete within individual lessons and over time;
- Placing a greater emphasis on pupils taking responsibility for their own learning.

(paragraphs 4, 7, 11, 17, 72, 83, 88, 107, 115, 124)

3. Seek ways of improving the accommodation so that it provides a more appropriate learning environment for pupils to develop their physical education skills, including the provision for a suitably enclosed play area for children in the foundation Stage.

(paragraphs 16, 22, 24, 51, 55, 85, 128, 129)

In addition the school should consider including the following less important weaknesses in the action plan:

- Continue to develop assessment and tracking procedures in subjects other than English, mathematics and science.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	12
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	8	4	0	0	0
Percentage	0	0	67	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR-Y6
Number of pupils on the school's roll (FTE for part-time pupils)		37
Number of full-time pupils known to be eligible for free school meals		11

FTE means full-time equivalent.

Special educational needs

	Nursery	YR-Y6
Number of pupils with statements of special educational needs		0
Number of pupils on the school's special educational needs register		11

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	6
Pupils who left the school other than at the usual time of leaving	7

Attendance

Authorised absence

%

Unauthorised absence

%

School data	7.6
National comparative data	5.2

School data	0.5
National comparative data	0.5

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

The attainment table for Key Stage 1 has been omitted as the number of pupils Year 2 in 2001 was fewer than ten.

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
	2001	2	11	13

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	10	9	12
Percentage of pupils at NC level 4 or above	School	77 (80)	69 (66)	92 (100)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys			
	Girls			
	Total	12	10	13
Percentage of pupils at NC level 4 or above	School	92 (80)	77 (60)	100 (100)
	National	72 (70)	74 (72)	82 (79)

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

As there were fewer than 10 boys in Year 6 in 2001, the attainment table for Key Stage 2 shows only total school figures

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	1
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	32
Any other minority ethnic group	

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)	2.56
Number of pupils per qualified teacher	14.5
Average class size	18.5

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	15

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.87
Number of teachers appointed to the school during the last two years	2.47
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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	2000/2001
	£
Total income	143715
Total expenditure	134621
Expenditure per pupil	2864
Balance brought forward from previous year	17233
Balance carried forward to next year	26327

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	37
Number of questionnaires returned	12

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	92	8	0	0	0
My child is making good progress in school.	58	42	0	0	0
Behaviour in the school is good.	67	33	0	0	0
My child gets the right amount of work to do at home.	42	33	25	0	0
The teaching is good.	75	25	0	0	0
I am kept well informed about how my child is getting on.	67	33	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	92	8	0	0	0
The school expects my child to work hard and achieve his or her best.	58	42	0	0	0
The school works closely with parents.	67	25	8	0	0
The school is well led and managed.	92	0	8	0	0
The school is helping my child become mature and responsible.	58	42	0	0	0
The school provides an interesting range of activities outside lessons.	58	0	42	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

57. Because of the size of the school, only a small number of children start school each year. Children start school in the academic year in which they are five years old. Initial baseline assessments show that the children come to school with a variety of levels of attainments but overall attainment is just below average for this particular cohort of children, which is only four in number. The majority of children have some pre-school experience, at a local playgroup. Children of all abilities make satisfactory progress and, as a result, the majority of children, by the time that they start in Year1, are on track to achieve the nationally recommended Early Learning Goals in all areas of learning except in physical development where attainment is below the expected level. Few children exceed the early learning goals across the different areas of learning. In personal and social development children make good progress and a higher percentage of children achieve the expected level.
58. The children in the Foundation Stage are taught in one class with the pupils in Key Stage 1. Whilst overall the class is small in number, the range of attainment and maturity is wide. Inevitably, this creates some difficulties in providing an appropriate active curriculum for the Foundation Stage children while also delivering more formal lessons, such as literacy and numeracy, for both year groups in Key Stage 1. Teaching is satisfactory with some good features, particularly in the area of personal and social development. Lessons in all areas of learning are planned to take account of the early learning goals. On occasions, teaching is quite formal and does not always provide enough opportunities for the youngest children to learn through investigative and practical activities. However, the class teacher is often managing the class single-handedly. This creates difficulties in providing adequate adult support for the reception age children in any activity, along with the more structured activities for pupils in Years 1 and 2. The school recognises the need to provide more support for this class and plans are already well advanced to appoint a classroom assistant to work with the class full-time. Baseline assessments conducted when children enter school are used effectively, to help guide teachers' planning and to identify children who may have special educational needs and to provide appropriately for them. Good links and are established with parents from an early stage and this helps to establish and cement the strong partnership between the home and school that is a strong feature in children's personal and academic development as they move through the school.

Personal, social and emotional development.

59. Teaching in personal and social development is good and children of all abilities make good progress, reaching the standards required for children this age by the end of the reception year. Children come to school readily and enjoy their learning. They settle quickly to activities and mix well with other pupils in the class. They are taught well the importance of sharing and taking turns although some children still find this quite difficult. Children show interest in their surroundings and generally concentrate well in lessons and in other activities, such as assemblies. Behaviour overall is good. All staff and older pupils set good role models of courtesy and respect for these younger children. Relationships are good which gives children a good sense of security and confidence in their learning. Children are effectively taught to understand their own culture through the various celebrations during the year, such as Harvest, and gain an initial understanding of the beliefs of others through the well planned topics that they study in class.

Communication, Language and Literacy.

60. Teaching in communication, language and literacy is satisfactory overall. Children of all abilities make satisfactory progress and most are in line to reach the early learning goals by the time that they start in Year 1, although few are likely to be achieving beyond this level. The classroom provides a good learning environment with lots of examples of writing, in headings and on displays. 'Key words' for children's writing are helpfully displayed. This is effective in helping children to understand that writing carries meaning. Children generally listen attentively to stories and rhymes. They enjoy assemblies and join in enthusiastically, some asking questions and making comments. Children are learning to take turns in speaking and to listen to the speaker before making an answer, although some find this difficult. In lessons, teachers make good use of big books, such as 'The Story of Elmer and Wilbur,' and other suitable books, such as 'The Hungry Caterpillar' to engage children's attention. Role-play areas in the classroom, such as the 'shop', help children to develop vocabulary and try out new words. This is most effective when an adult is supporting the children's play. However, this is not always possible, and children are not always able to choose this area for their play.
61. Children are taught appropriate early reading skills. They generally handle books carefully, although there are some exceptions. They turn pages correctly and 'tell' the story in their own words. Most children look at the pictures, and comment on the illustrations. Few children read simple words correctly, although most recognise some initial letter sounds when prompted. Teaching encourages children to extend their reading experience by taking books home to read with an adult. This is helpful in building a partnership with parents and carers, as well as extending children's learning effectively. A bright and inviting book box is positioned in the classroom near comfortable cushions, but within the planned activities children have fewer opportunities to choose and look at books independently. This limits their independent learning and chances to enjoy a wide range of stories and non-fiction books. Children are learning to recognise letters by name and sound. They draw items beginning with the same letter sound. Children are learning early writing skills. Most children recognise and write their own name but not enough opportunities are provided for children to write independently through structured role-play activities.

Mathematical Development.

62. Teaching in mathematical development is satisfactory and children of all abilities make satisfactory progress, attaining the standards expected for children of this age. Bright classroom displays help children to fix information in their minds. For example, numbers to twenty and to a hundred are displayed in several places. Months of the year and days of the week are colourfully displayed, helping children's sequencing skills, which are of a satisfactory standard. Children recognise patterns and use appropriate mathematical vocabulary to describe and compare shape, position, size and quantity. Children know and recognise numbers up to 20, with some children going beyond this. Children play number and matching games, although they sometimes lack adult support in these sessions and in some cases this means the game is less effective in developing children's number and sequencing skills, as children lose interest. Practical activities are sometimes limited. Children do not have sufficient opportunities to take part in activities which encourage them to investigate and compare, using and extending their mathematical language. When teaching support is available and such activities become the focal point of the lesson, children's learning is considerably enhanced.

Knowledge and understanding of the world.

63. Teaching in knowledge and understanding of the world is satisfactory and children of all abilities make satisfactory progress. Most children achieve the expected standards by the time that they start in Year 1. Children are provided with a range of activities, which help them to understand the world they live in. They look at habitats for different animals and compare them. Children are taught to use simple tools competently, for example, using scissors to cut paper and card. They look at how things are made and have designed and made individual collages, using a range of materials and sewing techniques. These are of an appropriate standard and are effectively displayed, so pupils know their work is valued and so all pupils can learn from one another's work. Children are taught about the past, looking at homes and houses, now and long ago and make appropriate comparisons. They recognise and appreciate the passing of time through a topic on the seasons, and join in activities where Key Stage 1 pupils compare features of modern homes with those in Victorian times. An enjoyable session was spent trying out the dolly tub and posser, washing clothes in the 'Victorian style.' This experience was well organised and effective in helping children to gain a satisfactory understanding about how things were done in the past, in a practical and meaningful way. 'Barnaby Bear' is used effectively to help children to gain a secure awareness of the wider world. They follow his travels and learn about holidays in nearby and faraway places. Visits to nearby Southport help children to understand more about holiday places and tourism. Children use the computer in a satisfactory manner to support their learning. They are developing useful mouse skills and know that they can give the computer commands.

Creative Development.

64. Teaching in creative development is satisfactory and children of all abilities make satisfactory progress. By the time that children start in Year 1 they have attained the early learning goals. Children are taught to use paint, to mix colours and explore other media effectively in their creative work. Their finished pieces of work are at an appropriate level and show a satisfactory level of individual imagination. They build models using recycled materials and construction kits. They listen to music appreciatively and the teaching ensures that they are provided with opportunities to play instruments in planned sessions. Children are taught a good range of songs and rhymes and they sing enthusiastically, both in music lessons and in assemblies. Children remember a range of hymns and songs, including action songs and rhymes. They use their senses effectively to explore the smells and tastes of different fruits, when making a fruit salad. When provided with opportunities, particularly when additional adult support is available, the children readily use their imaginations and become involved in role-play, both in the 'shop' and in the 'Victorian Home.'

Physical development.

65. The lack of suitable accommodation internally and the lack of an appropriate enclosed play area outside means that children of all abilities do not make sufficient progress in their physical development and have not achieved the early learning goals by the time that they start in Year1. This is as a direct result of the quality of provision and support for physical activities. Children learn to use simple tools and careful teaching ensures that children observe safe practices in using tools, such as scissors. They use equipment, such as construction toys and kits, safely and confidently. Planned sessions enable children to develop their manipulative skills by using dough and clay.

Children move around the school and classroom sensibly, generally showing suitable awareness of space and one other.

66. However, the opportunities to engage in active physical play are hampered by the lack of appropriate outdoor and indoor facilities and by the staffing situation, which means that the reception class teacher often has no other staff to support the needs of these young children. This limits the chances to group the reception children effectively for some activities. Planned outdoor sessions each week enable children to use large wheeled toys and bikes. However, the whole class has to go outside together, and the older pupils naturally want to use the toys too, rather than bats and balls. This means that majority of teacher time in the session is spent in supervision, rather than in offering support and encouragement to reception children to improve their skills. The school readily recognises the shortcomings in this area of school life and is already drawing up plans to address the issue.

ENGLISH

67. By the end of Year 2, pupils' attainment on the basis of the end of Key Stage 1 National curriculum tests is above average in reading and below average in writing. When compared to similar schools, attainment is well above average in reading and average in writing. The end of Key Stage 2 national curriculum tests in 2001 show pupils' attainment in English to be above the national average and well above average when compared to similar schools. The small size of the school means that only a small number of pupils are assessed each year. Currently there are only 5 pupils in Year 2 and 5 pupils in Year 6. This, together with the fact that there are a fluctuating number of pupils in each year group with special educational needs and a relatively high level of mobility at Key Stage 2, means that any comparisons with national data are unreliable. Overall, pupils are achieving well.
68. Inspection findings show that pupils' attainment in speaking and listening and reading is in line with national expectations at the end of Year 2 and Year 6 but standards in writing are below the expected level. Standards are not at the same level as at the time of the last inspection but this is due to the differing natural ability of the different groups of pupils. The picture that emerges is that pupils of all abilities make good progress over time in reading and speaking and listening in Years 1-2 and Years 5-6 and satisfactory progress in Years 3-4. Progress in writing is presently satisfactory throughout the school. Pupils achieve well in English by the time that they leave school. Achievement and progress could be even stronger if writing standards were at a higher level. The school has already identified this as its major priority in the School Development Plan. It is already tackling the issue by ensuring that writing skills are taught in a more systematic and progressive way and that every opportunity is seized upon to promote and enhance pupils' writing skills in other areas of the curriculum. Early indications are that these strategies are beginning to bed into school practice but the recency of their implementation means that they have not yet had sufficient time to have their maximum impact on raising standards.
69. By the end of Years 2 and 6, pupils' speaking and listening skills are at an average level. The reading of 'big books' in literacy sessions at Key Stage 1 contributes well to this, as do the opportunities for pupils to listen to their classmates reading aloud their work in literacy and other lessons. The vast majority of pupils across the school listen to their teachers and one another well and follow instructions in an appropriate manner. The older pupils in the school listen to the views and opinions of others and take these comments on board before making their own responses. The way in which pupils get

on well with their work after a whole class introduction to a lesson shows that they have taken on board what is required of them. At Key Stage 1, pupils are keen to ask and answer questions, with the higher attaining pupils organising their views and opinions in a concise manner. The weakness is that few pupils have a good command of an expressive or expansive vocabulary. Teachers at Key Stage 2 encourage the older pupils in particular to discuss a wide range of issues, such as why people in history acted as they did, the effects of poverty or pollution or simply analysing text within a literacy lesson. The pupils again show good levels of confidence in rising to this challenge and can support their point of view even if, again, the vocabulary they use lacks sparkle or vibrancy. Teachers seek to develop pupils' speaking skills further in other areas of the curriculum by, for example, evaluating their work in design and technology, appraising a piece of music or a painting and discussing issues that carry a moral perspective in geography. The exploitation of these opportunities, together with more opportunities at Key Stage 1 for role-play activities and drama activities at Key Stage 2, are strategies the school is constantly improving to further enhance standards in speaking.

70. At the end of both Years 2 and 6, reading standards are at an expected level. By the end of Year 2, pupils enjoy reading and having books and other literature read to them. They follow the text in an appropriate manner when it is read to them as part of their literacy lessons. Pupils use a good range of strategies to help them when they come across unfamiliar words or phrases. Pupils are introduced to the works of different authors and to fiction and non-fiction texts. Pupils are aware of terms, such as contents and index, with the higher attaining pupils able to use these facilities to locate information at speed. Pupils read with a secure degree of accuracy and fluency and, because of the good quality of teaching, are becoming increasingly aware of the importance of reading with expression and how correct interpretation of punctuation can really help text spring to life. Pupils develop further reading skills well at Key Stage 2. Good teaching ensures that pupils continue to be introduced to many forms of literature, including poetry and the work of Shakespeare. Pupils read with appropriate understanding and have a satisfactory knowledge of authors. Many locate information quickly, with the higher attaining pupils having developed higher order reading skills and the ability to read beyond the literal level. Many pupils' reading skills are sufficiently fluent, with the higher attainers changing the tempo of what they have read, by using their knowledge and understanding of the importance of reading with suitable intonation and expression. Pupils use reference books and computers to find information and most of them have mastered how to use a glossary and index at speed to locate information. The teacher of the older pupils makes good use the Internet, which enables pupils to explore information on web pages and enhance their study and research skills. Other evidence indicates that pupils are able to edit and draft their work using computers.
71. Standards in writing are below the nationally expected level at the end of both Years 2 and 6. At Key Stage 1, pupils are provided with a satisfactory range of writing for different purposes that include, for example, writing letters, writing poetry, composing instructions, re-telling stories as well as writing creative pieces and narratives about their own experiences. Appropriate attention is paid to the development of pupils' phonic skills and awareness. Pupils use capital letters and full stops and other basic forms of punctuation but few pupils are able to write in depth or use a written style or vocabulary that hooks and maintains the attention of the reader. There are some good recent examples of writing skills being directly taught to pupils with the provision of a framework to support the structure of writing and this impacts well on pupils' learning and the progress that they make. However, this good practice is not been embedded in practice over a long enough time to have its maximum impact on standards.

72. The emphasis of teaching is being increasingly geared to providing the pupils with the skills to complete writing tasks successfully. Such teaching is starting to have a greater impact on the standards that are achieved but at present too few pupils' written work is sustained or sufficiently developed into longer pieces of imaginative, creative or factual writing. The pupils' somewhat limited vocabulary further hinders their progress in this regard because pupils' work is not dynamic or expressive enough to really grab the attention of the reader. The school is well aware of these shortcomings. The recent introduction of a commercially produced scheme of work which addresses these issues should help to ensure that over time the necessary skills of writing are taught in a rigorous and systematic manner throughout the school. Pupils at Key Stage 2 generally present their work in a satisfactory manner, with some pupils reaching high levels of presentational standards. On occasions, pupils make some simple spelling mistakes that detract from the overall quality of the work. The weakness is that pupils do not record or complete enough written work in literacy lessons or in other subjects. Their written work does not match the quality of the oral work that has gone before either in quantity or quality. The school has recognised this as a weakness and is planning to address the issue by placing greater expectations on pupils, by setting time deadlines and by placing a greater responsibility on pupils for their own learning. The school has also identified the need to promote and enhance pupils' writing skills in other areas of the curriculum at every opportunity and has also introduced a specific extended writing slot on the timetable. There are occasions when the use of worksheets rather than expecting pupils to write more detailed responses hinders their learning.
73. The attitudes shown by all pupils are good. They enjoy their work and the standard of behaviour in lessons is good. Most pupils take a pride in their work and are keen to do well. This is reflected more in their oral than their written contributions. Pupils' behaviour is good and they show a healthy respect for the views and opinions of their classmates. The school is increasingly setting individual targets for pupils and these act as a spur to the pupils, who then try and rise to the challenge. The attitudes displayed by pupils with special educational needs are also good. Their individual education plans contain challenging and achievable targets. The progress that the pupils make is directly linked to the quality of teaching. When teachers take good note of the targets and incorporate them into their planning objectives and in turn their teaching, the pupils make good progress and take a full and active part in all lessons. The school provides an appropriate level of support for these pupils and pupils show appropriate levels of respect and courtesy. Support staff and other adult helpers, such as governors, parents and trainee teachers, make a valuable and valued contribution to pupils' learning. They work well with the teaching staff and add considerably to the effective learning environment that exists within most classes.
74. The quality of teaching is good in Years 1-2 and Years 5-6 and satisfactory in Years 3-4. Teaching has improved since the time of the last inspection. The school has introduced the National Literacy Strategy in an effective manner and the more this is becoming embedded in school practice then the greater the impact is being felt on standards. Where teaching is good, there are a number of common features. The introduction to lessons is lively and text is read with a high level of enthusiasm that immediately captures the interest and attention of the pupils. Good attention is given to the development of phonic awareness and reading skills at Key Stage 1 and there is increasing emphasis on the development of specific writing skills. Teachers throughout the school generally manage pupils well but where teaching is satisfactory the lesson lacks a real sense of pace, sparkle or challenge, the pupils lose interest, become restless and their learning suffers as a consequence. In the best lessons the session

at the end of the lesson is used well to assess what has been learned and the information is often used to guide and inform future planning. Teaching is good where the lesson objectives are shared with the pupils as this enables them to take a more active role in their own learning. Teaching is also when the teacher makes very good use of re-cap strategies to assess pupils' present level of understanding and sets time deadlines that help the lesson to zip along. The marking of pupils' work across the school is often good because it shows how marking can be used to improve pupils' level of performance or to build up pupils' self esteem by clearly stating why a piece of work is of a good standard. Teachers make good use of the computer to support and enhance pupils' learning.

75. The co-ordinator has had the opportunity to monitor teaching and learning across the school. In addition, the LEA adviser has carried out further observations. Formal feedback is given and pointers for development identified where necessary. These more rigorous monitoring procedures have contributed to the improvements in teaching and learning. The small size of the school means that teachers regularly discuss and evaluate their planning together and discuss and implement areas for refinement on an on-going basis. The school has identified the need to more regularly scrutinise pupils' work to identify any areas of weakness that need to be tackled. The analysis of pupils' work, for example, identified issues relating to writing weaknesses and how much work pupils were completing. The headteacher has spent much time improving the procedures for assessing, tracking and setting targets for improvements for individual pupils. This good practice is paying dividends and is having an increasingly significant impact on helping to raise standards as well as clearly identifying which pupils may need additional help to achieve, and in some instances exceed, expected targets.

MATHEMATICS

76. By the end of Year 2, pupils' attainment on the basis of the end of Key Stage 1 National Curriculum tests in 2001 is above the national average and well above the average for similar schools. The end of Key Stage 2 tests in 2001 show pupils' attainment is in line with the national average and above average in comparison to similar schools. The small size of the school means that only a small number of pupils are assessed each year and at present there are only 5 pupils in Years 2 and 6. These small year groups, together with a varying number of pupils in each year group with special educational needs and the relatively high level of pupil mobility, lead to fluctuating levels of attainment from year to year. These factors also make comparisons with national data unreliable. Inspection findings show that pupils' attainment is in line with national expectations at the end of Years 2 and 6. Standards have been maintained since the last inspection. The overall picture that emerges is that pupils, including those with special educational needs, make good progress in Years 1-2 and in Years 5-6. Progress for pupils in Years 3-4 is satisfactory. By the time that pupils leave school they are achieving well in relation to their ability.
77. Pupils have benefited from the successful implementation of the National Numeracy Strategy, which is taught effectively and gives pupils confidence in manipulating numbers both mentally and on paper. The decision to make use of part-time staff to teach mathematics and English in the mornings means that pupils benefit from smaller teaching groups. There are two classes formed in Key Stage 2 as pupils are split into a lower and upper junior class. These small teaching groups provide more focused teaching in mathematics lessons, as the range of attainment to plan for, teach and support is smaller.

78. Although the teaching observed in Years 1-2 during the week of inspection was satisfactory a greater array of evidence examined from pupils' work, teachers' planning and discussions with pupils shows that over time teaching is of a good standard. As a result, pupils make good progress in relation to their ability. The lessons in Years 1-2 begin with oral work, in line with the National Numeracy Strategy, and pupils clearly enjoy this. They count in fives and put numbers on the number line correctly to 60. This introduction to the lessons is effective in focusing pupils on number work, and sharpening their mental skills. Pupils make progress in improving their number skills to a satisfactory standard. For example, younger pupils in Year 1 add and subtract single digit numbers and, by Year 2, they add and subtract tens and units. Pupils in Year 2 then begin to work on simple multiplication and division. They use these basic number skills to learn about using money. Small groups, working with the teaching assistant, practise counting with real coins. This is helpful, as pupils begin to understand, in a practical way, what to do. When pupils are provided with opportunities to transfer their number skills to problem solving tasks they do so in an appropriate manner but such opportunities are not always provided on a consistent basis.
79. All aspects of the curriculum are covered in sufficient depth in Years 1 and 2. For example, pupils gain a secure understanding of time. Younger pupils practise this in practical ways, such as jigsaws of 'My day,' and in discussions and games of 'before' and 'after'. Older pupils in Year 2 progress to more formal exercises, filling in clock faces with specified times. Pupils' knowledge and understanding of shape are satisfactory and they describe basic shapes and their properties, although not all pupils draw or measure shapes accurately. Pupils have a satisfactory grasp of mathematical vocabulary and use this in an appropriate manner to explain their work. Pupils collate data and record it in a satisfactory manner in graphs and tables with the higher attaining pupils showing a good ability to interpret the collected data.
80. Pupils make satisfactory progress in Years 3-4 and good progress in Years 5 and 6. This progress is directly related to the quality of teaching. By the end of Year 6, pupils are confident in manipulating numbers to 1000 and they calculate using paper and pencil methods appropriately. Most pupils use their knowledge to solve simple problems and their ability to examine a range of different strategies to solve problems is at an appropriate level. Despite the best efforts of the teacher some pupils are not as confident in transferring their number skills to solve more complex problems. Pupils have a satisfactory understanding of fractions and ratios, which have been taught effectively. They produce simple graphs and charts neatly, and have a secure understanding about plotting co-ordinates. Pupils' knowledge of shape, space and measures is satisfactory and pupils continue to use an appropriate mathematical vocabulary to talk about and explain their work. The majority of pupils know and understand the basic principles of probability.
81. Pupils behave well overall. Behaviour is best where teaching is good and the teacher has high expectations of the pupils, particularly in the Year 5 and 6 class. This also leads to high levels of interest and pupils become absorbed in learning. Overall, pupils have good attitudes to learning. They enjoy getting involved in their work and respond well to the quick fire question and answer sessions that are a feature of many lessons. Here the pupils become particularly well motivated and, when the tasks are challenging and demanding, this level of motivation is set for the rest of the lesson. On occasions, when the tasks that are set are not demanding enough, some pupils lose interest and become restless. This prevents their learning from being stronger. Such instances are not a regular occurrence.

82. The quality of teaching overall is good, and is satisfactory for the pupils in Years 3 and 4. A good range of introductory activities helps pupils to improve their mental agility in mathematics. These introductions to lessons are effective in engaging pupils' attention and interest. Lessons are usually well planned and the learning objectives shared with the pupils. Pupils are well motivated when good quality teaching provides them with opportunities to put their number skills and knowledge to the test in open-ended problem solving activities. This is more common for the older pupils in school. Good and effective teaching in Years 1-2 is characterised by the re-cap of previously learned work and the high expectations of the amount of work pupils are expected to complete. Where classroom support is available in this class, pupils' learning is enhanced because the teacher is then available to provide more high quality direct teaching input into different groups as this class caters for children in the Foundation Stage as well as pupils in Years 1 and 2.
83. Pupils in Years 5 and 6 benefit from consistently good quality of teaching that sets high expectations, is often imaginative and captures the attention of the pupils. Good examples were observed of computers being used in an effective manner to enhance pupils' learning. For example, in the Year 5 and 6 class, a lesson was presented using the computer to demonstrate the strategic teaching points and proved most successful in focusing pupils' attention on co-ordinates. In the lower junior class, pupils complete addition sums in hundreds, tens and units successfully using a mathematical program. When teaching is not as effective it is because the pace and the challenge in the lesson are not at a high enough level. Pupils like nothing better than to talk about their work but some pupils throughout the school are more reluctant to commit their work to paper. The school has recognised the need to insist on pupils recording their work at a faster rate and the setting of deadlines within lessons is proving to be an increasingly effective tool in this area. The marking of pupils' work is often good because it clearly describes what pupils need to do to improve.
84. Resources, such as small whiteboards, are used well. They enable pupils to respond quickly and the class teacher to see immediately who has understood. Pupils enjoy using them, which adds to their enjoyment of the lesson overall. Classrooms are welcoming environments, with good quality displays, which help pupils to fix information in their minds. Good use is often made of computers to support and enhance pupils' learning. Relationships are good and teachers insist on good manners and respect. Where teaching is good, humour is used well to encourage pupils. Questioning is good and is carefully managed with varied levels of questioning to encourage all pupils to participate and extend their learning. Good use is made of other adult help, such as governors, parents and trainee teachers, who support and enhance pupils' learning well.
85. The co-ordinator has had the opportunity to monitor the quality of teaching and learning through lesson observations and through the regular scrutiny of teachers' planning. The LEA advisor has also carried out additional lesson observations. Formal feedback is given and any areas for development have been outlined, which in turn have helped to improve the quality of teaching and learning over time. The school plans to increase the regularity of scrutinising pupils' books to help improve teaching and learning still further. The small number of teachers in the school means that they work closely together and often share their thoughts about teaching and standards in the subject. This, together with the more formal monitoring procedures, means teachers, led by the co-ordinator, have a good grasp of provision and standards in the subject. Under the guidance of the headteacher, the school now carries a far more detailed analysis of test and assessment data and the information is being used well to set targets for individual

pupils and to closely track the progress that is being made by each and every pupil. This is paying increasing dividends in helping to raise standards.

SCIENCE

86. By the end of Year 2, pupils' attainment on the basis of the end of Key Stage 1 teacher assessments in 2001 is above national expectations. At the end of Key Stage 2, pupils' attainment is above the national average and well above average in comparison to similar schools. Only a small number of pupils are assessed each year because of the small size of the school. At present there are only 5 pupils in Year 2 and 5 pupils in Year 6. The small year groups, together with the fact that there are a fluctuating number of pupils with special educational needs in each year group and the relatively high level of pupil mobility in Key Stage 2, make comparisons with national data unreliable. The inspection findings show that standards are in line with national expectations at the end of Years 2 and 6. Pupils, including those with special educational needs, in Years 1-2 and 5-6 are making good progress in their learning. Pupils in Years 3 and 4 make satisfactory progress overall and good progress when taught with Years 5 and 6. By the time that pupils leave school they are achieving well in relation to their ability. Standards were judged to be above the nationally expected level at the last inspection. This does not mean that standards have fallen but is a reflection of the differing natural ability levels of the different groups of pupils.
87. By the end of Year 2, pupils investigative skills are at an expected level. Most pupils observe carefully and make sensible predictions that are based on previous learning. The higher attaining pupils have a secure understanding of what constitutes a fair test. The pupils do not all possess a well developed scientific vocabulary to explain their work or express their ideas and findings. Pupils are provided with opportunities to record their work in different formats but on occasions opportunities are missed to use the subject as a vehicle for extending and enhancing pupils' writing skills. Pupils' scientific knowledge is at an expected level. Pupils have a secure understanding of life processes and know that all living things have certain basic requirements for healthy growth and that all living things, such as frogs and butterflies, have a life cycle. Pupils know what factors help to make for a healthy life style and when studying diets they understand words, such as " nutrients" and "fibre." Pupils' understanding of properties is satisfactory and the higher attainers know that some materials can be changed permanently through processes, such as burning. Pupils talk knowledgeably about the properties of different materials and that materials can be used for different purposes. Most pupils understand that circuits must be complete for them to work. Although pupils cover the topic of light and sound, they are not too secure in talking about or explaining how sound travels. Pupils' knowledge and understanding of forces is at a satisfactory level.
88. By the end of Year 6, pupils carry out a range of investigations in areas, such as making periscopes to test the concept of reflected light, and carry out a range of tests to assess the impact of exercise on the body. Most pupils are able to organise independent investigations, select the appropriate resources and explain the outcomes of their investigations using an appropriate scientific vocabulary. Pupils are far more confident talking about their work than recording. Some pupils do not organise their thoughts and explanations in a clear and lucid manner or simply do not record enough detail or leave work unfinished. This has a negative impact on pupils' learning because there is a lack of prior knowledge for pupils to build on and when work is being revised for test and assessments pupils have to rely too heavily on teacher input rather than using their books as a point of reference and as an aide to learning. Pupils have a

satisfactory level of knowledge of living things and draw generalisations and comparisons when comparing the lifestyles of plants and animals. They have a good level of understanding of the human body. They name and know the functions of many of the major organs of the body. Their understanding of how exercise impacts on the body is good and this effectively supports their personal, social and health education. Pupils' knowledge of materials and their properties is secure and they understand that materials can be classified as liquids, solids and gases with the higher attaining pupils recognising that some materials, such as water, can exist in all states. Pupils know which materials make best insulators and which make the best conductors of electricity. Pupils' knowledge of light is good.

89. Good use is made of information and communication technology to support pupils' learning in science. This is particularly the case for the older pupils in Key Stage 2. The teacher is confident and has a good level of knowledge and expertise in the use of computers. The use of computers is an integral and relevant feature of many lessons. In a lesson on light the teacher used a computer program at the start of the lesson to show how light is reflected. This immediately gave the pupils a better understanding of the concept, and learning throughout the lesson was advanced as a consequence. At the end of the lesson, the teacher logged all the computers on to the Internet and the pupils had to complete a 'laser quest' which tested their understanding of the ways in which light is reflected. This not only captivated the interest of the pupils but it tested exactly the concept that had been taught in the lesson. Computers are also used on a regular basis for research purposes and scrutiny of pupils' work shows that opportunities are regularly provided for them to undertake personal study and research using CD ROMs and the Internet.
90. Pupils clearly enjoy taking part in science lessons and are particularly interested and motivated when provided with opportunities to take part in investigative tasks. Pupils work well together and are always ready to help out a classmate who might be struggling. Throughout the school, pupils handle resources with care and maturity and show a good awareness of health and safety issues. In most instances, pupils listen attentively and behave well. Only when the pace of the lesson drops or when things are not explained well to them, do a small number of pupils behave in a less appropriate manner and lose interest. This is the exception rather than the norm and in general the good attitudes, the desire to do well and the good behaviour make an important contribution to the quality of pupils' learning.
91. The quality of teaching for pupils in Year 1-2 and for pupils in Years 5-6 is good and on occasions very good for the older pupils in school. Teaching for the pupils in Years 3-4 is satisfactory but when these pupils are taught with the pupils in Years 5-6 teaching is good. The teaching is often good because enough opportunities are planned for pupils to learn through investigative tasks alongside the systematic development of their scientific knowledge. Lesson objectives are often shared with the pupils and good use is made of re-cap at the start and end of lessons to assess what pupils already know or have learned. The best teaching evaluates lessons and the information is then used to guide and inform future curriculum planning. All classes contain pupils of differing ages and abilities, and the more effective teaching takes account of these differences by ensuring that tasks are at an appropriate level and questioning is modified and extended as appropriate to enable all pupils to take a full and active part in the lessons.
92. Most lessons benefit from the secure knowledge of the teachers. Occasionally, however, teaching lacks this scientific knowledge and, as a result, investigations are not carried out in an appropriate manner because the teacher does not set the correct requirements for a fair test. In these instances, or when a particular concept is not

explained well, pupils make few advances in their learning or the pupils' lack of understanding leads to restlessness. In good lessons observed for pupils in Years 1-2 and Years 5-6, the teachers ensure that the lesson zips along at a good pace and the constant use of scientific language gives the pupils a deeper understanding of topics, such as light and healthy eating. Support provided by the classroom assistant and a trainee teacher are of a good standard and add much to the quality of pupils' learning and to the progress that pupils make. Pupils with special educational needs receive good levels of sensitive and well-targeted support that enables them to progress at a similar rate to their classmates. Good examples were seen in pupils' books of marking being used to outline what pupils need to do to improve or why a particular piece of work is of a good standard. Pupils show a readiness to act upon the comments and as a result their learning improves. On occasions, not enough is expected of pupils in terms of how much work they complete in a lesson or in a series of lessons and this prevents learning and progress from being even stronger.

93. The co-ordinator has had the opportunity to monitor the quality of teaching and learning through lesson observations and through the regular scrutiny of teachers' planning. This has led to improvements in the quality of teaching and learning over time. Plans are in hand to increase the regularity of the scrutiny of pupils' work to have a greater impact on raising standards. The small number of teachers in the school means that they work closely together and often share their thoughts about teaching and standards in the subject. This, together with the more formal monitoring procedures, means that teachers, under the leadership of the co-ordinator, have a good grasp of provision and standards in the subject. Under the guidance of the headteacher, the school now carries a far more detailed analysis of test and assessment data and the information is being used well to set targets for individual pupils and to closely track the progress that is being made by each and every pupil. This is paying increasing dividends in helping to raise standards.

ART AND DESIGN

94. Standards in art and design are in line with national expectations at the end of Years 2 and 6. Because of the satisfactory quality of teaching, pupils' positive attitudes and the good standard of behaviour, pupils of all abilities make satisfactory gains in their knowledge and skill as they move through the school. Standards and provision have been maintained since the time of the last inspection.
95. In Years 1-2, the pupils show a satisfactory ability to draw for different purposes and recognise that by using different pencils or working in different media, they can produce different effects. The pupils work with different materials and are taught how to use different tools and how to produce differing effects. When carrying out portraits, self-portraits and observational drawings, pupils are encouraged to mix tertiary colours and to experiment with different hues and colours. Finished pieces of work are often of a satisfactory standard. Pupils show a satisfactory level of printing skill. Through looking at different materials and the world around them pupils acquire a good understanding of pattern, colour and texture in the natural world. Pupils have used various woven materials for a collage using a spiral design, and used various stitches to fix them on the background. These are of a satisfactory standard and are displayed effectively, helping pupils to compare their work with that of other pupils, and fix ideas and information in their minds. Planning shows that pupils study and learn about art and design through topics such as, 'picture this', 'mother nature designer', 'can buildings speak?' and that pupils are provided with opportunities to sculpt using different materials and to produce other three-dimensional pieces of work. The wide range of

materials that the pupils are asked to work with produces an enthusiastic response. The pupils really enjoy the subject and are always willing to have a go, knowing that their work will be valued. Pupils are not as confident when appraising their own work, that of their classmates or the work of famous artists. Nonetheless, pupils are eager to talk about their work and are ready to learn from their mistakes. These positive attitudes contribute much to the quality of pupils' learning.

96. The pupils continue to make steady progress in Years 3-6 and by the time that pupils leave school they have acquired a satisfactory range and level of artistic skills and knowledge. Pupils continue to enjoy taking part in lessons and recognise that art and design can be used to convey a range of feelings and emotions and make sense of them in a personal way in their own work. Pupils have a satisfactory knowledge of famous artists, such as Monet, Van Gogh, Picasso and Leonardo da Vinci. Pupils are familiar with and explain the work of the Impressionists. They produce work in the style of artists, such as Van Gogh and Monet, without simply copying the original piece. The work is of a satisfactory standard, with the higher attaining pupils producing work of a good standard. Through starting points such as 'viewpoints', 'take a seat', 'journeys', 'people in action', pupils work with different media and develop different techniques which produces work of a satisfactory standard. Observational drawings and paintings are at an expected level. There are examples of pupils trying out different techniques in their sketchbooks before committing their ideas and techniques to paper. The area for further development is the provision of more opportunities for pupils to complete work in three-dimensional formats using a variety of different materials and techniques. Pupils are again always ready to listen to constructive comments to help improve their work and this impacts positively on their learning.
97. The quality of teaching over time is satisfactory. The way the curriculum is planned means that there is a well-planned format for the direct teaching of elements of art and design alongside techniques. The emphasis on colour, pattern and texture using drawing, painting and printing means that pupils get a satisfactory range of artistic experiences. More attention to three-dimensional work would further enhance pupils' learning. Teachers use the local environment well as a stimulus for art and the detailed observation of landscapes and materials extends pupils' scientific and geographical skills as well as their artistic ones. Visits to art galleries in Liverpool bring another dimension to pupils' learning and computers are used effectively to extend pupils' artistic skills and to carry out research tasks.
98. Documentation to support teaching and learning in the subject is of a good standard and helps to ensure that pupils acquire the necessary skills and knowledge at an appropriate rate. The co-ordinator has a suitable grasp of the strengths and areas for development in teaching and learning in the subject. Although there has been no formal monitoring of teaching, the very small size of the school means that there is a great deal of on-going discussion between the teachers. Informal observation of learning, together with a scrutiny of finished pieces of work, provides a secure insight into the standards that are currently being attained.

DESIGN AND TECHNOLOGY

99. Standards at the end of both Year 2 and Year 6 are in line with those expected for pupils of this age nationally. The satisfactory and, in certain elements of the subject, good quality of teaching, ensures that pupils of all abilities, including those with special educational needs, never make less than satisfactory progress. This maintains the standards found in the last inspection.
100. By the end of Year 2, the pupils have been provided with a wide range of opportunities to design, make and evaluate a broad variety of products. Pupils have made houses out of materials chosen by themselves. These choices show an appropriate awareness of the suitability of different materials for the purpose and pupils join the materials effectively using different methods. Pupils handle a range of tools in a safe and mature manner. Pupils have developed a secure awareness of the balance between the designing, making and evaluating processes and, although the pupils clearly enjoy the making process, they recognise the need to evaluate whether their finished products looked the way they wanted them to and think about how they could be improved.
101. In Key Stage 2, pupils continue to make satisfactory and, on occasions, good progress. They develop their evaluative skills well through practical exercises in designing and making. For example, they look at the functions of purses and design their own purses, some of which are of a good standard. They have looked carefully at different materials and are able to assess the most suitable for the purpose. They have a satisfactory knowledge and understanding of the different methods and fixings to fasten and join the materials together. Pupils evaluate their choices, and the older pupils in particular give a good range of reasons for their choices, such as 'tape is strong but not good because the money could stick to it'. Pupils draw and label their designs carefully. They are able to discuss their design and comment on it confidently.
102. Pupils behave well in lessons. They enjoy the practical activities and use tools confidently and with a good view to health and safety. Pupils have good attitudes to learning and work well together in small groups. They tackle tasks enthusiastically and show good levels of perseverance when things do not go as well as intended. All these factors make a positive contribution to the quality of learning.
103. Teaching is satisfactory with some good features. Over the course of time pupils benefit from a curriculum that provides sufficient allocation of time and a range of activities that allows them to put newly learned and established skills to the test whilst working with a range of different materials. Good emphasis is placed on pupils' evaluating their finished products and they are then expected to use this information to guide and inform future projects. Teachers plan carefully and planning is linked to the nationally approved scheme of work. This is an improvement from the last inspection where planning was judged not to link to the National Curriculum sufficiently well. This subject is taught throughout the school by one teacher, which helps to provide good continuity of learning for pupils and gives the teacher a good overview of pupils' progress, the standards that are being achieved and any areas for development and improvement. The teacher is currently devising procedures to help assess and record pupils' achievements in the subject. Within lessons the teacher monitors pupils' learning effectively, moving around the class, offering support and questioning pupils effectively. This leads pupils to evaluate their work and think about improvements. Teaching shows good awareness of health and safety with equipment and tools, and is at its best when the skills to use specific tools well are taught in a direct manner. This

not only improves the quality of the product but also develops pupils' ability to work independently.

GEOGRAPHY

104. Pupils' attainment is in line with national expectations at the end of Year 2 and Year 6. Standards and provision have been maintained since the time of the last inspection. The quality of teaching is good and the positive attitudes that pupils have contribute much to the good progress that pupils of all abilities are currently making.
105. By the end of Year 2, pupils have a secure understanding and appreciation of the purpose of maps for following directions and for identifying specific places or landmarks. Good studies have been carried out of the locality and pupils describe the advantages and disadvantages of where they live in a satisfactory manner. Through their study of the seasons they gain a good insight into different weather conditions and compare the weather in Ormskirk to different parts of the world. Teaching is conscious of the need to extend pupils' knowledge of the wider world and uses the travels of 'Barnaby Bear' to introduce and extend pupils' awareness of different countries and life styles around the world. This area of study is improving but pupils do not yet have a very secure knowledge of countries around the world. The good quality of teaching encourages the pupils to look at geography in a wider perspective and, as a result, pupils are beginning to express thoughtful opinions about such environmental issues as litter and other forms of pollution within their own locality.
106. Pupils continue to develop geographical knowledge and skills at a good rate in Years 3-6. By the end of Year 6, pupils have a secure knowledge of climate and of physical features, such as rivers and mountains. They know that different types of homes and buildings are needed for different climates. The studies of countries with differing climates provide the pupils with a good insight into how life can be different in different climates. Pupils have a satisfactory understanding of the water cycle and use words, such as 'evaporation' and 'condensation', when explaining the work that they have completed. Through their work on weather, the pupils have a good level of understanding of the causes and impact of hurricanes. They know how hurricanes are tracked and named and why they are more likely to occur in some parts of the world than others. The good quality of teaching provides pupils with the opportunity to compare differing United Kingdom localities, such as Haskayne and Grasmere, and also to contrast these areas with more exotic places, such as St. Lucia. This provides pupils with a satisfactory understanding of the impact of industries, such as tourism, as well as giving a deeper insight into the different lifestyles and cultures of different people. Pupils have satisfactory mapping skills and the higher attaining pupils can locate landmarks on maps using six figure co-ordinates. Good use is often made of computers to locate information either on CD ROMs or by using the Internet. Not all pupils are able to name major cities around the world or know that England is divided geographically into counties. The main weakness is that pupils' written and recorded work does not consistently reflect their verbal knowledge and understanding in the subject.
107. The pupils have good attitudes to the subject and are keen to find out more about the world in which they live. Pupils readily contribute to question and answer sessions. Careful and concise questioning brings pupils of all abilities into the discussion and pupils share their ideas while at the same time respecting the views and opinions of others. Behaviour in lessons is often of a good standard and this, together with pupils' positive attitudes, has an important impact on the quality of pupils' learning. Whilst

pupils talk with great enthusiasm about the subject and are only too ready and willing to recall what they have learned, not all pupils show an equal level of interest and motivation to record their work in written form. The school has already started to address the issue by expecting a greater level of commitment from the pupils and making more rigorous demands in terms of how long pupils have to complete their work and the amount of work that they actually record.

108. The quality of teaching is good. Planning over time and in the short term ensures that pupils receive a broad and balanced diet of geographical knowledge and skills. Lesson objectives are often shared with the pupils and this enables pupils to be fully aware of what they are to learn. Teachers have good subject knowledge and use this to enthuse and motivate the pupils. Good use is made of the local environment to enhance pupils' learning and to bring the subject to life through practical fieldwork. The school uses members of the local community well. A good example observed during the inspection was when the headteacher invited an architect into school to talk about the design and building of the new village hall which was to soon commence. By the end of the lesson, the pupils had gleaned a much deeper understanding of planning and perspective and how the hall needed to suit the locality and the needs of the villagers. When asked to contribute to the process the pupils came up with some innovative ideas as well as thoroughly enjoying themselves. The marking of pupils' work is often good because it clearly outlines what is needed to improve. Although there is not an over-reliance on commercially produced worksheets, sometimes occasions are missed to extend pupils' writing skills and simple answers are accepted when specific and detailed ones would have been more appropriate.
109. Although no formal monitoring of teaching and learning has taken place, the teachers in school work very closely together and constantly discuss the work that is studied in geography. Both teachers have a secure grasp of the strengths and areas for development within the subject. The co-ordinator monitors planning and this helps to ensure that all aspects of the subject are taught in sufficient depth and in a progressive and systematic manner. The school is increasingly using the scrutiny of pupils' work as a tool for monitoring the strengths and areas for improvement in teaching and learning. This is good practice. The co-ordinator has rightly identified the need to develop appropriate assessment procedures so that pupils' attainment and progress can be more accurately tracked as they move through the school.

HISTORY

110. Pupils' attainment at the end of Year 2 and Year 6 is in line with the standards expected nationally. Pupils of all abilities make satisfactory gains in their learning with the older pupils in school often making good strides in their learning because of the good quality of teaching. This maintains the standards found in the last inspection.
111. By the age of seven all pupils, including those with special educational needs, have developed a secure understanding of events in the past and of some historical characters, for example, Florence Nightingale. Younger pupils have developed an appropriate sense of chronology through their study of the seasons and drawing their idea of what happens to a tree over a year. Older pupils compare their homes to homes in the past and show an appropriate awareness of how things have changed over the years. They understand why living conditions are better than they were in the past and some of the basic reasons that account for this. Good use is made of information and communication technology with photographs taken with a digital camera. These are displayed effectively for all the pupils, enabling them to make their

own comparisons in class. This enables pupils to get first-hand evidence and make comparisons. For example, they make well-informed comments on 'thatched' and 'tiled' roofs.

112. During the inspection pupils in Key Stage 1 learned about 'washday' in Victorian times. Good organisation of resources helped pupils to gain an awareness of household tasks now and in the past. They also had chances to investigate artefacts and develop their enquiry skills. Pupils looked at washday implements, such as the 'dolly peg'. It was clear that pupils are confident in giving their views and opinions. They quickly came up with their own sensible ideas about the use of a pair of washing tongs, such as, 'Is it to crack nuts?' and 'It's an exerciser'. The teacher was skilful in praising these answers and leading the pupils to further ideas. Pupils know their ideas are valued and this gives even the youngest pupils confidence in giving their views.
113. In Key Stage 2, pupils continue to gain in their understanding of the past. They demonstrate good skills in historical enquiry, when answering questions about old and new artefacts. Through their research, pupils gain a secure understanding of events in the past and are developing a deeper awareness of why different people may tell different accounts and interpret history from different perspectives. Pupils understand the difference between primary and secondary sources of evidence. They describe well features of society in the past, such as in Tudor times. For example, pupils know how Henry VIII's portrait was painted to show he was a great king. They understand how some things were exaggerated to emphasise the features and characteristics that Tudors thought important. Pupils have looked at accounts written in the period and made their own writing in this style. Some pupils have used various fonts on the computer very well to word process their answers.
114. Pupils are enthusiastic about studying the past. When provided with opportunities to carry out their own research from the past, they do so with enthusiasm and are only too ready to share their findings with classmates. They have good attitudes and lots of interest. Behaviour is good and good relationships are evident in all classes. All these factors have a positive impact on learning and the progress that pupils make.
115. Teaching is satisfactory overall with some good features, particularly at Key Stage 2. Here the opportunities for pupils to use computers and the use of artefacts help bring the subject to life and fill the pupils with a desire to find out more. At both key stages the practical sessions, such as the Victorian washday, bring a deeper understanding to pupils about what life was like in the past. Planning is good, particularly considering the broad range of planning which is needed to cover the full range of ages and abilities in both classes. Teachers are enthusiastic and they value pupils' contributions, giving them confidence to volunteer ideas. Resources are used effectively, including those borrowed from the local library services, and visits and visitors help to bring the history curriculum to life for the pupils. The areas of weakness are that although pupils thoroughly enjoy carrying out research and discussing issues from an historical perspective this is not matched by the quality and amount of their recorded work where written answers lack depth and length and accounts are short and simple. On occasions, mundane worksheets are preferred to seizing the opportunity to extend and enhance pupils' writing skills. The amount of work and the use of worksheets do not easily provide a source of reference for pupils at a later date. The co-ordinator for the subject is well aware of these shortcomings and teachers are already addressing the issue by ensuring that planning takes more rigorous account of the need to capitalise on the opportunities the subject provides to develop pupils' ability to write more detailed, descriptive and extended pieces of writing in both the narrative and analytical form. The

co-ordinator plans to carry out more regular scrutinies of pupils' work to ensure that this issue is addressed.

INFORMATION AND COMMUNICATION TECHNOLOGY

116. Attainment in information and communication technology is in line with the standards expected nationally by the end of Years 2 and 6. Pupils of all abilities are currently making satisfactory and sometimes good progress in Key Stage 1 and good progress at Key Stage 2. This is directly linked to the quality of the teaching. Significant improvements have been made in the last two years in terms of provision and attainment. This coincides with the appointment of the headteacher whose subject knowledge and expertise have been the driving force in raising standards from the time of the last inspection when they were judged to be unsatisfactory.
117. By the end of year 2, pupils have acquired appropriate skills in using the computer through practice, such as using the mouse and keyboard. Pupils begin to communicate their writing on the computer and have acquired satisfactory word processing skills. They write poems and stories. Pupils also usefully learn about using technology in other ways. For example, they use a digital camera and successfully print out the images of local houses for their history topic work. Colour photographs of some houses provide a good comparison. They are starting to use drawing and painting programs and explain what they are doing using an appropriately technical vocabulary. Pupils have an awareness of the use of computers in the wider world but have a less secure understanding of how to sequence a set of instructions for the computer or programmable toy to follow.
118. In Key Stage 2, pupils extend their skills considerably. They learn a much wider range of skills, using the computer to support their learning in many ways. For example, in Year 3 and 4 pupils use programs to extend their number skills in a mathematics lesson. Pupils learn more about using instructions and giving commands. They can choose options from the menus and, using the mouse and screen icons, open their work and save it. Pupils are clearly interested in their work. They demonstrate some aspects of their work confidently when asked. For example, pupils have worked with a technician to produce work in different formats, and they clearly describe the processes of clipping together the sound and vision to produce PowerPoint presentations. Pupils carry out their own research for some subjects using CD-ROMs and suitable programs and are able to use the Internet and e-mail facilities in a confident manner. Pupils recognise more fully the use and impact of computers in society and are fully conversant with a range of programs that support and enhance their learning in other areas of the curriculum. Pupils' technical vocabulary is at an appropriate level but they are less secure in the control and sensors aspect of the subject.
119. Attitudes to the subject are very good. Pupils are always keen to work on the computers and do so with a great sense of maturity. Many older pupils who arrive at school early can often be found pursuing individual research topics or refining their PowerPoint presentations. Pupils are always ready to help their classmates and the very good quality of behaviour that is a constant feature when pupils are working on the computer helps to create a most effective learning environment.
120. Teaching is satisfactory with some good features in Key Stage 1 and good at Key Stage 2. Teachers plan conscientiously and include the use of information and communication technology in other lessons. In Key Stage 1 this is mainly to support

learning and to use word processing skills. Teaching is at its best in this key stage when the teacher directly teaches a specific skill and then provides sufficient time for pupils to practise and refine this skill. This leads to good advances in learning. In Key Stage 2, teaching demonstrates very good knowledge and technical skills. This is used to provide interesting and exciting introductions to lessons. For example, the introduction to a lesson for Year 5 and 6 about co-ordinates in mathematics was well prepared and organised on the screen, which captivated pupils' attention and clearly demonstrated the horizontal and vertical axes. In science, the teacher logs all computers onto an Internet program, enabling all pupils to consolidate and enhance their learning by using a well-matched program. The use of computers is an integral part of many lessons. The teacher's knowledge and expertise means that she can deal with any misconception or problems with ease and can also set challenging tasks. The teacher supports pupils but expects them to try and investigate things for themselves so that they attain a deeper awareness of the potential of computers.

121. There is a suitable scheme of work in place, using the nationally approved guidance, which the school is adapting to fit the circumstances of the school. This scheme gives staff good support for their planning. Staff have received good quality training which they have put to good use in the classroom to enhance pupils' learning. Resources are good and the co-ordinator has a good grasp of the areas for development within the subject which include developing appropriate assessment procedures to track the progress that pupils make as they move through the school.

MUSIC

122. Pupils' attainment in music is in line with national expectations at the end of Year 2 and Year 6. Pupils of all abilities, including those with special educational needs, make satisfactory progress. The current arrangement, whereby music is taught to all pupils by a visiting teacher is effective in helping to ensure that pupils have the opportunities to experience all aspects of the music curriculum, but there are some gaps in pupils' knowledge that prevent attainment from being higher. No judgements were made on attainment in music at the time of the last inspection.
123. Singing is of a good standard across the school and pupils particularly enjoy singing together in assemblies, where they perform with enthusiasm. As they move through the school pupils learn a good range of songs. Older pupils in school demonstrate a good sense of pitch and rhythm. Pupils' singing is enhanced by the opportunities that are provided for pupils to perform at festivals, such as harvest, Christmas and events in the local community, such as the 'Rose Queen'.
124. Pupils' composing skills are satisfactory at the end of both key stages and in Years 1-2 pupils use tuned and untuned instruments to create their own accompaniments to stories, such as 'The Three little Pigs'. Planning shows that pupils in Years 3-6 are given the opportunity to use pictorial and graphical notation when making their own compositions. Less evidence is available as to whether the pupils record their compositions so that they can review and edit their work at a later date. Pupils in Years 1-6 are given the opportunity to listen to and appraise the work of well-known composers, but do not make written records of these experiences and therefore have little recall of what they have learnt at a later date. As a result, pupils of all ages struggle to recall the names of any classical composers or the pieces of music they have written. Pupils are far more confident in their recall of modern songwriters and performers. By the end of Year 2, pupils have a satisfactory knowledge of the names of different musical instruments and the sounds that they make. By the end of Year 6

pupils name a wide range of musical instruments and know that an orchestra is divided up into different sections, such as brass, woodwind and percussion.

125. Pupils enjoy listening to and making music. Lessons and assemblies are enjoyable occasions where pupils are keen to learn. They are always ready to take an active part in lessons and thoroughly enjoy the singing opportunities that are provided. Pupils listen attentively when they are introduced to new music or to new songs they are to learn. This level of attentiveness means that pupils quickly pick up the words and melodies of these new songs and this in turn has a positive impact on pupils' learning and helps to make lessons and assemblies pleasant and productive experiences.
126. The quality of teaching is satisfactory overall. The teaching provided by the visiting teacher ensures that pupils are taught the different elements of the curriculum. Good use is made in these lessons of an appropriate musical vocabulary, which the pupils themselves then use. The lessons often have a practical as well as a theoretical content and pupils respond well to the chances they are given to make music. In assemblies and singing practices the teachers provide direct teaching of specific skills to enhance the quality of pupils' singing. The receptiveness of the pupils to these direct teaching points leads to improvements in the pupils' level of performance. The school makes good links with other areas of the curriculum when, for example, in science pupils study sound or in design and technology when pupils are asked to make instruments that make different sounds. Computers are also used in an effective manner to enhance pupils' learning. The school adds a further dimension to pupils' learning by the way in which it uses visits and visitors. The pupils visit the Liverpool Philharmonic Orchestra and take part in music workshops. Pupils take part in Victorian musicals in the local community and visiting musicians come to the school to talk about and give practical demonstrations of a wide range of musical instruments. All these activities add to pupils' cultural development and their musical knowledge and understanding.
127. The music co-ordinator has had little opportunity to observe teaching in lessons but through informal and on-going observations and by joining in with lessons in the class other than her own and the monitoring of planning, she has a good grasp of how well pupils are achieving. Plans are in hand for the school to develop appropriate assessment procedures that will enable the school to more accurately track the progress that pupils make as they move through the school.

PHYSICAL EDUCATION

128. Standards in physical education are in line with national expectations by the end of Year 2 and Year 6 although there are some unsatisfactory aspects. This represents a different overall picture to that found at the last inspection. Both swimming and dance are taught effectively in both key stages. Pupils in Key Stage 2 experience the outdoor and adventurous curriculum in residential weeks in the summer term. This is a good feature. In better weather the curriculum for games takes place on the field, which is adequate for the needs of pupils this age. The playground, useful for team games and skills practices, especially when the field is wet, is in a less than satisfactory condition. In the week of the inspection, where the weather was not exceptionally wet, a very large puddle, covered a substantial amount of the playground surface, and meant that no team games could be played. This limits the opportunities for pupils to consolidate skills, both in lessons, extra-curricular activities and in their own playtimes. The curriculum for gymnastics is not implemented sufficiently well as the facilities in the school cannot be accessed adequately. New technology has been installed which

means that pupils cannot make use of the fixed equipment and large apparatus on a regular basis. This is a limiting factor in pupils' progress.

129. An appropriate curriculum for dance is provided and pupils reach appropriate standards in this area of the curriculum. The opportunity to improve and link gymnastic activities together using floor and apparatus is limited by the use of the hall as a classroom and the new technology installed there, which prevent equipment being used regularly. Outdoor activities are provided regularly and pupils develop satisfactory small games skills. They show an appropriate sense of direction and throw and catch balls with reasonable accuracy. Pupils work well together and show an awareness of the need to follow rules within game settings. Pupils have developed a satisfactory awareness of the impact of exercise on the body and are keen to keep active during lessons.
130. In Key Stage 2, pupils develop good skills in some areas. For example, all pupils go swimming regularly. They develop swimming skills that match or exceed those expected by pupils aged eleven. There are regular physical education lessons indoors, after rearranging the furniture in the junior classroom. These focus on dance and drama, such as the good lesson for all the juniors, Years 3-6 together, observed during the inspection, which explored putting together a sequence of movements to show preparing a Victorian home for Christmas. The pupils showed good levels of movement, good awareness of space and a good ability to link their actions to sound and music. However, chances to improve gymnastic skills are again limited by the use of the hall as a classroom and the difficulty of moving computer equipment from fixed places to use the apparatus for climbing and balancing work. Pupils show positive attitudes to physical activity and work well together in pairs and in small groups. Given the restricted areas in which pupils have to work, many show good levels of maturity and responsibility and a very good awareness of the needs of others. The good levels of behaviour that accompany these positive attitudes help to make an effective learning environment in far from ideal circumstances.
131. The curriculum for games is implemented in the warmer months and pupils have suitable opportunities to learn and improve their skills in football, netball, hockey and rounders, amongst other activities. The school provides after school clubs in various sports on a rolling programme. Evidence indicates that all these activities provide good opportunities for pupils to develop their skills to an appropriate level. Pupils are very clear about when activities take place and clearly enjoy them. The school also participates in a substantial number of sporting events and competitions with other schools in the area. This gives the many pupils who participate good chances to improve their skills further. Pupils comment positively about these experiences.
132. Teaching is satisfactory overall in the areas of the curriculum for which appropriate provision is made but is less than satisfactory in the development of pupils' gymnastic skills. Planning is clear and covers the range of abilities in the class. Teachers plan from the school scheme, using the nationally approved guidance, which is being adapted for the needs of the school. Teachers ensure that resources are used effectively where possible. A good lesson was observed in Key Stage 2, where the teacher was enthusiastic and gave clear instructions. This motivated pupils and helped them to enjoy the lesson. Clear questioning and opportunities to observe others helped pupils to review their own and others' performances and look for ways to improve. This is a good feature. Meeting the needs of the pupils in Key Stage 1 is occasionally more difficult when the pupils are taught with the children in the Foundation Stage because the Key Stage 1 pupils are reluctant to use the bats and balls when they see the younger children using the large wheeled toys on offer for the children in the Foundation

Stage. This problem is addressed satisfactorily when additional teaching support is provided.