

# INSPECTION REPORT

**Lindal and Marton Primary School**

Lindal-in-Furness

LEA area : Cumbria

Unique Reference Number : 112193

Headteacher : Mr D G Barlow

Reporting inspector : Mr R R Weir  
T13301

Dates of inspection : 15 - 17 June 1998

Under OFSTED contract number: 508843

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

## Information about the school

Type of school :	Infant and Junior School
Type of control :	County
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Pitt Lane Lindal-in-Furness Nr Ulverston Cumbria LA12 ONB
Telephone number :	01229 462710
Appropriate authority :	Governing Body
Name of chair of governors :	Mrs A Bushell

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## Information about the inspection team

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mr R R Weir, Rgl	English History Geography Music Physical education Under Fives Religious education	Attainment and progress Attitudes, behaviour and personal development Teaching Pupils' spiritual, moral, social and cultural development Leadership and management Staffing, accommodation and learning resources Efficiency
Mrs W Graham, Lay Inspector		Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mrs J Clough	Mathematics Science Design and technology Information technology Art Special educational needs Equal opportunities	Curriculum and assessment

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## **Main findings**

1. Lindal and Marton Primary School is a good school with many strengths and one where pupils attain standards which, by the end of both key stages, are often above the national average in most subjects of the National Curriculum.

### **Standards of attainment and progress**

2. The standards of pupils' attainments in the National Curriculum core subjects of English, mathematics and science are well above national expectations in both key stages, particularly at the higher levels. The standards attained by the school have improved dramatically in the last three years following the appointment of the current headteacher. For example, in the National Curriculum tests in 1995 in mathematics and English, fewer than half the pupils reached the national average Level 4: in 1997, all pupils achieved this level and more than a third reached the higher Level 5.
3. The pupils have generally above average attainments on entry to full-time education. The school builds successfully upon this position in the range of experience which is presented in a broad and balanced curriculum. The provision for children under five is good and they make good progress in all the areas identified in the framework "Desirable Outcomes for Children's Learning" often well before the end of their first year in full-time education.
4. The pupils' progress and attainment in English is above average at the end of Key Stage 1. Pupils are able to share ideas across a range of experiences and their well informed observations enable them to clarify their thinking to an extent which results in well organised written work. The pupils' communicate information and ideas in writing in a fluent and continuous form: they know the appropriate spelling rules and grammatical structures and use correctly formed handwriting. All pupils are writing extended personal news, as well as shorter pieces of imaginative or descriptive writing, sometimes in connection with subjects such as science, history, geography and religious education. The pupils also read well. They have good phonic skills; can recall the events in a story in correct sequence; talk about the main events and characters in a familiar story; and use punctuation and other aspects of text to animate much of their reading.
5. The good attainment and progress in English in Key Stage 1 is sustained and developed in Key Stage 2 and progress is often very good. Their further progress in reading results from pupils' continuing ability to use their developing skills for a wide variety of purposes. By the end of Key Stage 2 all pupils read to a high level and those identified by the school as lower attaining readers, operate at levels aligned to the national average. The pupils' reading skills enable them to undertake challenging work across the whole curriculum. Very good progress in written work by the end of Key Stage 2 combines factual knowledge acquired in other subjects in ways which serve to extend the scope of their work and to challenge their developing skills.
6. Pupils attain good standards in mathematics by the end of Key Stage 1 and their rate of progress in this subject is good. By the end of the key stage pupils have

encountered a wide variety of mathematical activities and they respond well. They have a good understanding of the number system, particularly notation and place value. They can describe the properties of common two and three dimensional shapes, recognise the geometrical measurement of a right angle and use non-standard and standard units for other measurement. By the end of Key Stage 2 pupils' attainments have been raised to an above average level and their progress is sustained through a good range of mathematical activities in each of the National Curriculum attainment targets. Their computational skills are highly developed and they apply them confidently and accurately in a range of contexts. There is a high expectation of pupils at the end of Key Stage 2 and some with particular abilities have access to more advanced work.

7. By the end of Key Stage 1 pupils have a good knowledge of scientific topics and have developed good observational skills and a broad range of investigative techniques. They have experience across all the attainment targets of the National Curriculum and use accurate scientific language in discussing their work. By the end of Key Stage 2, pupils organise themselves well and carry out investigative work in each of the attainment targets. They have a secure scientific knowledge and plan and carry out investigations with a proper regard for fair testing. They can explain conclusions using accurate technical language.
8. Pupils in both key stages attain above average standards and make good progress in most of the foundation subjects of the National Curriculum. The range and extent of their work is accelerated by their abilities and skills in literacy, numeracy and information technology. Standards of attainment and the rate of pupils' progress are influenced significantly by imaginative planning and thoughtful teaching. By the end of Key Stage 2 pupils' knowledge and skills are imaginatively developed in association with other subjects and this successfully helps to consolidate pupils' knowledge and understanding and to raise the standards attained.
9. The school seeks further to raise pupils' attainments and help them maintain their good progress by the setting of realistic targets for improvement. Opportunities are taken to celebrate achievements of all pupils irrespective of ability, age or gender. There is a positive atmosphere created and the pupils themselves are motivated to succeed. The organisational implications of the proposed national initiatives in literacy and numeracy, together with the specification of the national targets, have significant implications for the school. The governors and headteacher, in association with the local education authority, will need to assess the full implications of these projects for the school, particularly in the light of its current high levels of achievement in literacy and numeracy.

### **Attitudes**

10. Pupils' attitudes and behaviour in and out of the school are excellent. There is a comprehensive and clearly defined behaviour policy. The governors' policy statement, in common with many other aspects of management and leadership, is directed towards the positive aspects of behaviour management and the pupils respond well.
11. Pupils quickly develop the capacity for self-study, particularly in Key Stage 2 where

they frequently work independently for increasing periods of time either individually or in close collaboration with others. Pupils in this and other age groups also have opportunities to do independent work at home, though this is not a prominent feature of the school's provision.

12. Pupils' show increasingly mature attitudes and their ability to exercise initiative is instrumental in aspects of the smooth day-to-day organisation of the school.

### **Quality**

13. The quality of education provided by the school is good. The teaching in the school has many strengths and no significant weaknesses. The teaching is satisfactory or better in over ninety per cent of lessons. The quality of teaching in the class containing pupils in Years 4, 5 and 6 is good or very good. The class is taught by the headteacher who provides an outstanding example for his colleagues and his leadership from the front results in the high standards achieved in Key Stage 2.
14. The three teachers have a secure subject knowledge across the whole curriculum and complementary strengths which are well deployed. There is very effective teaching in Year R/Year 1 which builds very successfully upon the work of the local playgroup and provides a secure foundation for subsequent work in Key Stage 1. The work is particularly strong in literacy and numeracy. The foundation work in this class is built upon and extended by the thoughtfully planned and well executed work in Year 2/Year 3. The combined outcome of the quality of work in these classes is the very good standards of attainment in the third class.
15. The teachers jointly plan and organise the whole of the school's work. The arrangement is the basis for successful progression and continuity throughout the school. Joint planning and evaluation arrangements also support strongly the teachers' professional development which is further enhanced through a programme of in-service training.
16. Lessons in all subjects are characterised by good planning and organisation; an effective balance in each lesson between introductory activities, pupils' practical or written work; and successful concluding reviews. There is a uniformly good match between the tasks assigned to pupils and the teachers' assessment of their abilities.
17. The teachers have a very good relationship with the pupils in their class. Although there is a pleasant working atmosphere sustained throughout the day in each class, there is both rigour and challenge in the work undertaken. The pupils respond well and work conscientiously and with interest and a motivation to achieve high standards.
18. The curriculum is broad, balanced and relevant. The provision for children under five addresses the framework "Desirable Outcomes for Children's Learning" and is good. Statutory requirements for the National Curriculum are met in full and there is due emphasis on religious education, sex education and the danger of drug misuse.
19. Effective planning is supported by the quality of the school's policy documents for the curriculum and other aspects of its work, for example, special educational needs.

There is a comprehensive assessment policy and arrangements for the identification of and provision for the more or the less able pupils. There are coherent arrangements for policy review and development included in the school development plan. The school has a good equal opportunities policy which has appropriate aims to ensure equal access to the full curriculum for all pupils including those with special educational needs.

20. Curriculum planning is coherent. Good long term planning ensures coverage of the statutory programmes of study in the National Curriculum, occasionally allowing for different attainment targets to be covered within common, whole-school topics in both key stages. The long term plans are well developed through medium term planning which fully identifies learning objectives, associated activities and links with the National Curriculum attainment targets.
21. The school's procedures for special educational needs are very good and accord with the requirements of the Code of Practice. They are enabling those with special educational needs to achieve above average expectations in some subjects and to make very good progress.
22. Arrangements for the assessment of pupil progress are very good and assessment is identified in the teachers' planning. Regular and systematic assessment of pupils' work informs planning across the whole curriculum. Teachers mark the pupils' work meticulously and there are good quality comments in the pupils' books which help to raise the standards of their achievement.
23. Children under five are registered in a class with those in Year 1. The provision is good and the children make good progress in all the areas identified in the framework "Desirable Outcomes for Children's Learning". The children under five have mainly good attainment on entry to full-time education and most have benefitted from pre-school education in a local playgroup. There are close links between the playgroup and the school and the work in Year R extends very successfully these earlier experiences.
24. The school's attendance record is good: at ninety-six per cent for the academic year 1996/97 it is significantly above the national average. Procedures for registration comply fully with statutory regulations and there is no unauthorised absence.
25. The provision for support, guidance and welfare of pupils is very good. Effective policies are consistently applied, monitored and reviewed, ensuring appropriate tracking of each aspect of a pupil's development across the whole curriculum. The school has very effective policies to ensure the health and safety of pupils. Work on risk assessments has been completed and pupils are effectively supervised at all times. They enjoy attending school and are secure and confident.
26. Annual reports to parents are detailed and informative. The staff ensures that all reports highlight strengths, weaknesses and targets for future development and improvement. The well-established links with parents and the wider community make a significant contribution to pupils' experiences and learning. The school prospectus is informative and comprehensive as are regular newsletters. Parents feel happy to

visit the school both informally and on more formal occasions. The majority express their satisfaction with the school's academic and broader provision. There are well-established links with the local playgroup. The arrangements for securing the continuity of children's experience are very effective and their transition to full-time education is enhanced by opportunities for some of the playgroup sessions to occur in the school hall.

### **Spiritual, moral, social and cultural development**

27. The school has a strong and positive ethos which influences all aspects of its work. There is a consistent focus on positive attitudes and behaviour and, though there is an outwardly relaxed atmosphere, the school's work is rigorous with a quiet but continual emphasis upon good work habits and high expectations. The pupils respond well and benefit from the attitudes and experiences which they encounter and the examples which they are set.
28. The quality of provision to encourage pupils' spiritual awareness and self-knowledge is very good. Together, these elements of personal development receive a prominent focus in the aims stated in the school's prospectus and the pupils respond well. The teaching in religious education and the quality of work in the school assemblies add strongly to the pupils' spiritual development.
29. The school's ethos is underpinned and supported by its strong moral code and the pupils' mature understanding and appreciation of right and wrong. As well as overt policy statements, the importance of the moral code is reflected by the positive examples displayed by the headteacher and all the adults with whom pupils come into regular contact. The quality of relationships at all levels is very good and is particularly prominent in the support of older for younger pupils in a range of contexts.
30. The pupils' social development is very good. They are able to work together in groups of different size and for a variety of purposes. The ability of many pupils to work independently is an integral element in the successful conduct of most lessons in all age groups across the curriculum.
31. The cultural development of the pupils is very good. There is an emphasis upon broadening children's experience through the effective work in music, art and technology. The pupils have many opportunities to engage in a wide range of extra-curricular activities. In physical education and music their participation serves to raise standards of attainment within the curriculum.
32. The acts of collective worship comply fully with the requirements of the Act. The skills with which they are planned and organised add significantly to pupils' spiritual, moral, social and cultural development.

### **Efficiency**

33. The leadership of the school is excellent. The headteacher, who was appointed three years ago, provides a clear sense of purpose and educational vision. He is a very good teacher who sets an example and dedication and professionalism which is

strongly influential to his colleagues.

34. There is a strong sense of harmony in the leadership and management of the curriculum. Planning, development and review of the curriculum is undertaken jointly by the teachers, though particular strengths are, from time-to-time, used as a means of raising standards, as for example in information technology. The joint arrangements which are used are not only entirely appropriate to a school of this size, but provide an effective means of securing continuity and progression as pupils move through the school. There are comprehensive policy documents for each of the National Curriculum subjects as well as more general statements on teaching and learning, equality of opportunity and the provision for special educational needs. Targets for further improvement of standards are clearly stated and regularly reviewed.
35. The work of the school reflects fully the governors' aims, values and policies and there is a strong and effective partnership between the teaching staff and the governing body. The governors fulfil a significant role in policy making and their involvement in strategic planning and monitoring is influential and well informed. Together with the headteacher, they have produced a comprehensive school development plan with carefully phased and costed priorities and clear links with the budget. The governing body has an effective and efficient committee structure. As a result, it is able to implement, amend and adjust the meeting of targets in order to secure the quality of educational provision. The governors discharge their statutory duties fully and effectively.
36. The quality of financial management is very good. The governors provide an efficient system of financial management which clarifies roles and responsibilities of the resources committee. The governors receive regularly updated information about the budget, make any necessary adjustments to annual planning and plan for the longer term. All the projects in the school development plan are costed and well monitored in terms of meeting targets and remaining within estimated budgets. The school benefits from the generous amounts of funding raised by the Parent Teacher Association, as well as the support received from the local education authority in fulfilling recent capital projects.
37. Financial control is very good. The day-to-day management of the budget is administered efficiently by the headteacher. The school secretary is also efficient in her administration and control of the school fund: this and the Parent Teacher Association fund, are subject to systematic annual audit.
38. Teaching and ancillary staff are well deployed and the general efficiency of their work is supported by the joint planning, assessment and review systems successfully employed by the headteacher. The school has sufficient resources for teaching the National Curriculum and religious education and has well costed plans for the future to improve its provision. The specific funding to support statemented pupils is used well and is a strong element in the progress made.
39. In terms of the educational standards achieved and the quality of education provided in relation to context and income, the school is providing very good value for money.

## **Key issues for action**

40. In the context of the school's many strengths, the following points for improvement should be considered in the action plan.
41. From a wide range of evidence, most particularly the excellence of the school's ethos, the quality of relationships at all levels and the high standards of attainment, it is clear that the school is both effective and successful. The key issue for the future is to sustain this momentum and to continue the high level of achievement and the successful raising of standards. In this regard, particular attention should be given to considering further the implications of impending national initiatives in literacy and numeracy to ensure that the broad and well planned basis of its current work is secured.

## **Introduction**

### **Characteristics of the school**

42. The school serves the villages of Lindal, Marton and a small number of other widely spread villages to the west of Ulverston. The pupils' family backgrounds are mainly advantaged. The majority of pupils come from supportive professional or skilled families and most have benefitted from pre-school experience in a well established playgroup. The school faced closure threats a few years ago but the involvement of the community, an active governing body and the rapid raising of standards under a recently appointed headteacher, have increased the school's popularity and given it a well earned reputation for high standards of achievement.
43. There are seventy-six pupils on roll of whom one has a Statement of Special Educational Needs. There are no other pupils on the register of special needs. There are no pupils from minority non-English speaking homes and fewer than five per cent have a free school meal entitlement. The pupils' ability level on entry is mainly good but some pupils who join the school after the beginning of Key Stage 1 are often of lower attainment than those who have only been educated at Lindal and Marton.
44. The school has an effective system for long term planning to enable it further to improve the quality of education provided and to effect the raising of standards. Current priorities are:-
  - to maintain and, if possible, raise standards of attainment in Key Stage 1 and Key Stage 2;
  - to consider the implications for the curriculum and standards of achievement of the new orders concerning the National Curriculum foundation subjects;
  - to improve the staffing, accommodation and resources for learning in line with

the requirements of national initiatives;

- to expand the existing links with the wider community.

## 45. Key Indicators

### Attainment at Key Stage 1 <sup>1</sup>

Number of registered pupils in final year of Key Stage 1

for latest reporting year:

Year	Boys	Girls	Total
1997	10	5	15

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	5	5	5
	Total	15	15	15
Percentage at NC Level 2 or above	School	100	100	100
	National	80	80	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10	10	10
	Girls	5	5	5
	Total	15	15	15
Percentage at NC Level 2 or above	School	100	100	100
	National	80	84	85

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Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2 <sup>2</sup>

Number of registered pupils in final year of Key Stage 2

for latest reporting year:

Year	Boys	Girls	Total
1997	4	5	9

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage at NC Level 4 or above	School	100	100	100
	National	63	62	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage at NC Level 4 or above	School	100	100	100
	National	63	64	69

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year :

		%
Authorised Absence	School	4.2
	National comparative data	5.6
Unauthorised Absence	School	0.0
	National comparative data	0.5

## Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year :

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	27

Percentages in parentheses refer to the year before the latest reporting year

Satisfactory or better	96
Less than satisfactory	4

## **PART A: ASPECTS OF THE SCHOOL**

### **Educational standards achieved by pupils at the school**

#### **Attainment and progress**

46. The standards of pupils' attainments in the National Curriculum core subjects of English, mathematics and science are above national expectations in both key stages. The number of pupils achieving the higher Level 3 in reading at the end of Key Stage 1 is well above the national average. Those achieving the higher Level 5 at the end of Key Stage 2 are also above the national average in all subjects. The standards attained by the school have improved dramatically in the last three years following the appointment of the current headteacher. In the National Curriculum tests in 1995 in mathematics and English fewer than half the pupils reached the national average Level 4: in 1997, all the pupils achieved this level and more than a third reached the higher Level 5. There is a commitment to the achievement of high standards in the school's statement of aims and there is a clear fulfilment of this aspiration. A number of parents whose children have joined the school during Key Stage 1 or Key Stage 2 also acknowledge the remarkable improvement in their own child's achievements. As well as the impact on academic standards, the raised attainments have affected positively their self-image and have been the cause of their continued motivation to succeed.
47. The pupils have generally above average attainments on entry to full-time education and the school builds successfully upon this in the range of experience which is presented in a broad and balanced curriculum. Pupils' good attainment and progress is firmly rooted in the excellent links which have been developed with the local playgroup. The provision for children under five is good and they make good progress in all the areas identified in the framework "Desirable Outcomes for Children's Learning", often well before the end of their first year in full-time education. In both language and literacy the children benefit from working alongside older pupils in a mixed age class. They become increasingly confident and articulate in expressing their thoughts, feelings and ideas and their rapidly developing oral skills are the basis for good progress in reading and writing. The work in mathematics is well organised and enables children under five to work in a variety of contexts. They have a secure understanding of number operations to twenty and beyond and they apply their skills well in aspects of mathematics such as measuring and shape recognition. The range of experience in Year R also secures good attainments in their knowledge and understanding of the world and in creative and physical development.
48. The pupils' progress and attainment in English is good in Key Stage 1. By the end of Key Stage 1 pupils are able to share ideas across a range of experiences and their well informed observations enable them to clarify their thinking to an extent which results in well organised written work. The pupils' ability to communicate information and ideas in writing in a fluent and continuous form is the result of the thorough teaching of spelling rules, appropriate grammatical structures and carefully and correctly formed handwriting. By the end of Key Stage 1 all pupils are writing extended personal news as well as shorter pieces of imaginative or descriptive writing,

sometimes in connection with subjects such as science, history, geography and religious education. By the end of Key Stage 1 all pupils read well. They can recall the events in a story in correct sequence, talk about the main events and characters in familiar stories and use punctuation and other aspects of text to animate much of their reading.

49. The good attainment and progress in English in Key Stage 1 is sustained and developed further in Key Stage 2: at this key stage pupils' progress is often very good. The pupils participate in lively discussions about topics as widely varied as myths, legends and the quality of different forms of literature and the meaning of religious custom. Their further progress in reading results from pupils' continuing ability to use their developing reading skills for a wide variety of purposes. By the end of Key Stage 2 all pupils are reading at a high level and those identified by the school in comparative terms as lower attaining readers operate at levels aligned to the national average. The pupils' abilities in reading enable them to undertake often challenging work across the whole curriculum. There is also very good progress in written work by the end of Key Stage 2 which combines factual knowledge acquired in other subjects in imaginative ways which serve to extend the scope of their work and to challenge their developing skills as writers. Their abilities in writing continue to progress because spelling and grammar are well taught and the pupils are able to use higher order skills. By the end of Key Stage 2 pupils achieve good standards in a range of contexts across a wide range of writing including personal news, description, reporting and factual writing and poetry.
50. Pupils attain good standards in mathematics in Key Stage 1 and their rate of progress in this subject is good. By the end of Key Stage 1 pupils have encountered a wide variety of mathematical activities and they respond well. They have a good understanding of the number system, particularly notation and place value. They can describe the properties of common two- and three-dimensional shapes, recognise the geometrical measurement of a right angle and use non-standard and standard units for the measurement of time, length, weight and capacity. Most have a quick recall of number facts, including some of the multiplication tables. By the end of Key Stage 2 pupils' attainments have been raised to an above average level and their progress is sustained through a good range of mathematical activities in each of the National Curriculum attainment targets. Their computational skills are highly developed and they apply them confidently and accurately in a range of contexts. Many have alert mental arithmetic skills and a quick recall of number facts, including all the multiplication tables. They have good problem solving skills and approach investigations in a logical and systematic way. There is a high expectation of pupils at the end of Key Stage 2 and some with particular abilities have access to more advanced work in mathematics through CD ROM.
51. The standards of pupils' attainments in science at the end of Key Stage 1 are above average. They show an enthusiasm for the subject and most have acquired appropriate factual knowledge. They progress at an appropriate level through well considered investigative work and the development of good observation skills. They have experience across all the attainment targets of the National Curriculum and use accurate scientific language in discussing their work. The pupils' skills in literacy and numeracy are used well by the teachers in enabling pupils to record their knowledge

in a variety of ways thus sustaining their rate of progress. The progress made in Key Stage 1 is effectively built upon well in Key Stage 2. By the end of Key Stage 2 pupils demonstrate an ability to organise themselves competently and to take responsibility for carrying out investigative work in each of the attainment targets. They have a secure knowledge in many aspects of science, for example the balance of the human diet, the digestive system and the human skeleton. They have also studied physical phenomena such as electricity and forces. The pupils apply their knowledge effectively in planning and carrying out investigations with a proper regard for fair testing and explaining conclusions using accurate, technical language.

52. Pupils in both key stages make good progress in most of the foundation subjects of the National Curriculum. The range and extent of their work is accelerated by their abilities and skills in literacy, numeracy and information technology. Standards of attainment and the rate of pupils' progress are influenced significantly by imaginative planning and thoughtful teaching. For example, by the end of Key Stage 1 pupils have started to understand and recognise some of the simple aspects of historical change, cause and effect and of chronological ordering of events in terms of past and present. Their learning is well supported by studies in the local area, visits to a museum, books and photographs and, most prominently, by the collection and use of artefacts. By the end of Key Stage 2, pupils' knowledge and skills are imaginatively developed in association with other subjects and this successfully helps to consolidate their knowledge and understanding and to raise the standards attained. An historical focus on the school's locality for example, has been extended by a comparative study of a village on the Indian sub-continent and this work enables pupils to make important comparisons and contrasts bearing in mind the appropriate elements of human, regional and physical geography. The range and extent of the work results in pupils making good progress by the end of Key Stage 2 in the acquisition of essential geographical knowledge and skills.
53. The school continues to seek the further raising of the standards of pupils' attainments and to secure their continuing good progress by the setting of realistic targets. Opportunities are taken, for example, in assembly to celebrate the achievements of all pupils irrespective of ability, age or gender. The opportunity is also taken to set examples of what pupils might attain and the teachers sustain realistically high expectations which are clear to the pupils. There is a positive atmosphere created and the pupils themselves are motivated in a non-threatening way to succeed. The organisation implications of the proposed national initiatives in literacy and numeracy, together with the specification of national targets, have significant implications for the school. The governors and headteacher, in association with the local educational authority, will need to assess the full implications of these projects for the school, particularly in the light of the current high levels of achievement in literacy and numeracy.

#### **Attitudes, behaviour and personal development**

54. Pupils' attitudes and behaviour in and out of school are excellent. There is a comprehensive and clearly defined behaviour policy. The governors' policy statement, in common with many other aspects of management and leadership, is directed towards the positive aspects of behaviour management and the pupils respond well.

55. They quickly develop the capacity for self-study, particularly in Key Stage 2 where pupils frequently work independently for increasing periods of time either individually or in close collaboration with others. Pupils in this and other age groups, also have the opportunities to do independent work at home, though this is not a prominent feature of the school's provision.
56. The school organises a very effective start to the school day. Even the youngest children are encouraged to come into school before the school day commences and, under the teachers' supervision, take up independent activities, for example in reading or information technology.
57. Pupils show increasingly mature attitudes and their ability to exercise initiative helps the smooth day-to-day organisation of the school. Older pupils, for example, take responsibility for administering the loan systems in the school library.

### **Attendance**

58. The school's attendance record is good: at 96 per cent for the academic year 1996/97, it is significantly above the national average. Procedures for registration comply fully with the statutory regulations. There is no unauthorised absence and parents are made aware of the procedures for reporting absence. Punctuality is good and well established routines encourage pupils to further their own learning through reading and preparation before lessons begin.

### **Quality of education provided**

#### **Teaching**

59. The quality of teaching in the school has many strengths and no significant weaknesses. In only one lesson was the teaching less than satisfactory: this was due to the organisation of a lesson combining two classes in a restricted area out of doors. In all other lessons the teaching was satisfactory or better: in all the lessons in the class for pupils in Years 4, 5 and 6, the quality of teaching was good or very good. This class is taught by the headteacher, who has opted to teach on a full-time basis. He provides an outstanding example for his colleagues and his leadership results in the high standards achieved in Key Stage 2.
60. The three teachers have a secure subject knowledge across the curriculum and complementary strengths which are well deployed. There is, for example, very effective teaching in Year R/Year 1 which builds successfully upon the work of the local playgroup and provides a secure foundation for subsequent work in Key Stage 1. The work is particularly strong in literacy and numeracy: the teachers' ability in pursuing these skills across the whole curriculum is the basis of high achievement in the older classes. The foundation work in this class is built upon and extended by the thoughtfully planned and well executed work in Year 2/3. The combined outcome of the quality of work in these classes is the very good standards of attainment in the third class.
61. The teachers jointly plan and organise the whole of the school's work. The

arrangement is the basis for successful progression and continuity throughout the school; the joint assessment of pupils' progress which results in realistically high expectation of what might be achieved; and consistent approaches to classroom practice. Joint planning and evaluation arrangements also support strongly the teachers' professional development which is enhanced further through a programme of in-service training.

62. Lessons in all subjects are characterised by good planning and organisation; an effective balance in each lesson between introductory activities, pupils' practical or written work and successful concluding reviews. The methods are appropriately varied and there is a good and well-conceived balance between whole-class work and other forms of teaching. There is a uniformly good match between the tasks assigned to pupils and the teachers' assessment of their abilities: this is particularly evident in the well differentiated assignments given to groups within each class and, from time-to-time, for homework.
63. The teachers have a very good relationship with the pupils in their classes. Although there is a pleasant working atmosphere sustained in each class throughout the day, there is both rigour and challenge in the work undertaken. The pupils respond well and work conscientiously and with interest and motivation to achieve high standards. The teachers assess, mark and comment in a critically constructive manner, upon pupils' completed work and use their understanding of pupils' needs and abilities in subsequent, well-paced work in all subjects of the curriculum.

#### **The curriculum and assessment**

64. The curriculum is broad, balanced and relevant. The provision for children under five addresses the framework "Desirable Outcomes for Children's Learning" and is good. The statutory requirements for the National Curriculum are met fully and there is due emphasis on religious and sex education and the danger of drug misuse.
65. There are no subject co-ordinators but the school has adopted an appropriate system for planning the curriculum by successfully deploying joint arrangements involving all three teachers. The approach ensures good provision for progression and continuity across the whole school. Effective planning is supported by the quality of the school's policy documents for the curriculum and other aspects of its work, for example special educational needs. The policies are written to a consistent format which focuses on aims, principles, teaching strategies, assessment and recording and the use of resources. The school has good schemes of work for English and mathematics. There is a more general policy statement on the principles of teaching and learning which provides a clear statement of intent and is of particular significance given the full-time teaching role of the headteacher. There are coherent arrangements for policy review including the development of the foundation subjects related to the impending policy and curriculum renewal suggested by the Secretary of State. The school has good equal opportunities policies which are appropriate and ensure equal access to the full curriculum for all pupils, including those with special educational needs.
66. Curriculum planning is coherent, thorough and detailed. Good long term planning ensures coverage of the statutory programmes of study, occasionally allowing for

different attainment targets to be covered within common, whole-school topics in both key stages. Topics in science, history and geography are successfully arranged in a three year cycle. The long term plans are well developed through medium term planning which identifies learning objectives, associated activities and links with the National Curriculum attainment targets. These good medium term plans cover each of the National Curriculum subjects and contribute to the high levels of attainment achieved by the school.

67. There is a wide range of extra-curricular activities such as netball, football, athletics, gymnastics and music. The majority of pupils in Years 4, 5 and 6 are able to read music and play at least one musical instrument. There is a comprehensive range of visits out of school and visitors to the school, including a residency of the English Touring Opera Company. The school has involvement in regional and national sports sponsorship and takes part in a variety of competitive sports. All these activities extend and enrich the curriculum, have a positive effect on the pupils' social and cultural development and sustain their high levels of attainment.
68. Arrangements for the assessment of pupils' progress are very good and assessment is identified in the teachers' planning. Daily assessment of pupils' work plays a large part in subsequent planning, for example the teacher in Year 3, after assessing the pupils' previously completed work, provided reinforcement tasks in the next lesson. There are very good records of achievement for pupils which contain examples of annotated work. Assessment of pupils' achievement is appropriately based in the school's own baseline assessment and the local education authority's early years screening programme. The school makes very good use of commercial assessment materials and analyses its National Curriculum test results at both key stages in order to set appropriate targets for improvement to pupils' standards. Pupils are encouraged to assess and evaluate their own work, for example during a Year 4, 5 and 6 gymnastics lesson, pupils were continually encouraged to assess the quality of their movements. Teachers' high expectations and their appropriate demands of the pupils, combined with good assessment procedures, make a considerable contribution to the high levels of pupil attainment.
69. Regular and systematic assessment of pupils' work also informs planning across the curriculum. Analysis of the 1996 Key Stage 2 National Curriculum test results led to successful changes in curriculum planning for science. The assessment of pupils with special abilities has also led to a programme of accelerated work for those concerned. The teachers mark the pupils' work meticulously and there are good quality comments in the pupils' books which help to raise their achievements. The school's procedures for special educational need comply with the Code of Practice and enable the pupils concerned to achieve above national expectations in some subjects. The progress made by pupils with special educational needs across the curriculum is good.

#### **Pupils' spiritual, moral, social and cultural development**

70. The provision for pupils' spiritual, moral, social and cultural development is good. There is a strong and positive ethos which influences all aspects of its work. There is a consistent focus on positive attitudes and behaviour and, though there is an outwardly relaxed atmosphere, the school's work is rigorous with a quiet but continual

emphasis upon good work habits and high expectations. The pupils respond well and benefit from the attitudes and experiences which they encounter and the examples which they are set.

71. The quality of provision to encourage pupils' spiritual awareness and self-knowledge is very good. Together, these elements of personal development receive a prominent focus in the aims stated in the prospectus and the pupils respond well. The teaching in religious education and the quality of work in the school assemblies add strongly to pupils' spiritual development.
72. The collective act of worship is used not only to familiarise pupils with stories and events related to the Christian and other world faiths, but to share with the pupils the more profound aspects of religion. In one assembly the issue of sharing focused on the meaning of communion. The theme was pursued through a dramatised story and extended by discussion and demonstration of the breaking of bread. The religious and spiritual significance of this celebration, as well as the literal meaning of communion, was made clear in the sensitivity of the occasion and the atmosphere of thoughtfulness created for the pupils.
73. In many lessons across the whole curriculum, pupils also have opportunities to reflect upon broader aspects of life. They are able to consider at appropriate levels the work of authors, poets, artists and musicians and to reflect upon the ideas which are inspired. Their own thoughts and feelings are often well displayed in the painting, writing and music making which follows. There are also regular opportunities to reflect and comment on their own and other's work and to acquire an appreciation for and tolerance of, different levels of performance across a whole range of experiences.
74. The school's ethos is underpinned and supported by its strong moral code and pupils' mature understanding and appreciation of right and wrong. As well as overt policy statements, the importance of the moral code is reflected by the positive examples set and displayed by the headteacher and all the adults with whom pupils come into regular contact. The pupils relate positively to each other, take responsibility for their own actions and participate fully in the day-to-day work of the school. The quality of relationships at all levels is very good and is particularly prominent in the support of older for younger pupils in a range of contexts and for their mature understanding of different levels of skill, knowledge and competence, particularly the appreciation of individual difference and its effect on classroom performance.
75. The pupils' social development is very good. They are able to work together in groups of different size and for a variety of purposes. The ability of many pupils to work independently is an integral element in the successful conduct of most lessons in all age groups across the curriculum. There are many opportunities within the curriculum for pupils to support each other's work, particularly when older pupils are working alongside their younger peers, for example in the regular practical mathematics activities. These occasions not only add strongly to the raising of standards in the subjects concerned, but enhance pupils' social awareness. There are many other opportunities where pupils' social skills help the smooth running of the school. These occur in less formal contexts, notably the pupils' ability to organise their own activities and games at lunch and play times; in their ability to undertake independent work

when they arrive early at school; and in the capacity of older pupils to administer the loan system in the school library.

76. The cultural development of the pupils is very good. There is an emphasis upon broadening pupils' experience through the effective work in music, art and technology. There are many opportunities to engage in a wide range of extra-curricular activities in physical education and music and their participation serves to raise standards of attainment within the curriculum. The opportunities for a variety of visits within the local region, as well as the involvement of visitors to the school, also add strongly to pupils' cultural awareness. Many of these occasions occur in well integrated settings, as for example the Key Stage 2 study of the Indian sub-continent involves the consideration of Asian lifestyles, traditions and stories and is consolidated by a visit to the school of a member of the ethnic minority community and the study of relevant religious faiths. Together, these occasions promote a strong appreciation of the importance of cultural variations as well as their obvious differences.
77. The acts of collective worship comply fully with the requirements of the Act. The skill with which they are planned and organised adds significantly to pupils' spiritual, moral, social and cultural development. For example through the interactions which occur between adults and children; the quality of the music which sets an appropriate atmosphere for worship; and the response of the pupils through their careful attention, tuneful singing and thoughtfulness in prayer.

#### **Support, guidance and pupils' welfare**

78. The provision for support, guidance and welfare of pupils is very good. Effective policies are consistently applied, monitored and reviewed, ensuring appropriate tracking of each aspect of pupils' development across the whole curriculum. Pupils' special educational needs are identified at an early stage and appropriate support is provided.
79. The school has effective policies to ensure the health and safety of pupils. Work on risk assessment has been completed and the pupils are effectively supervised at all times. Pupils enjoy attending school and are secure and confident. There are effective measures to promote good behaviour, to eliminate bullying and to ensure child protection.
80. The annual reports to parents are detailed and informative. The staff ensure that all reports highlight strengths, weaknesses and targets for future development. Effective arrangements are also in place for the phased introduction of pupils into the reception class and, in due course, for a smooth transition to secondary school.

#### **Partnership with parents and the community**

81. The well established links with parents, the wider community and the local playgroup make a significant contribution to pupils' experiences and learning. The arrangements for securing the continuity of children's experience are very effective and their transition to full-time education is enhanced by the opportunities for some of the playgroup sessions to occur in the school hall. The school prospectus is informative and

comprehensive as are regular newsletters to parents. Parents feel happy to visit the school both informally and on more formal occasions. The majority express their satisfaction with the school's academic and broad provision.

82. Parents and members of the community assist the school in a variety of ways, for example, in class activities or on school visits. The Parent Teacher Association makes a very substantial contribution to the school fund. Local business also support the school and commercial sponsorship has provided additional computers. Links with neighbouring schools, both primary and secondary, are good as they are with the village church and the priest.

## **The management and efficiency of the school**

### **Leadership and management**

83. The leadership of the school is excellent. The headteacher, who was appointed three years ago, provides a clear sense of purpose and educational vision. He is a very good teacher who sets an example of dedication and professionalism which is strongly influential to his colleagues. The rapid raising of standards of achievement during his time at the school is an accurate reflection of the effectiveness of his leadership. He has, rightly, earned the appreciation of governors, parents and the community.
84. There is a strong sense of harmony in the leadership and management of the curriculum. Planning, development and review of the curriculum is undertaken jointly by the teachers, though particular strengths are, from time-to-time, used as a means of raising standards, for example in information technology. The joint arrangements which are used are not only entirely appropriate to a school of this size, but provide an effective means of securing continuity and progression as pupils move through the school. The arrangements also ensure that the assessment of pupils' progress and the determination of standards are consistent across the whole school. There are comprehensive policy documents for each of the National Curriculum subjects, as well as more general statements on teaching and learning, equality of opportunity and the provision for special educational needs. Each of these documents, together with substantial schemes of work for English and mathematics, effectively support curriculum planning. Targets for the further improvement of standards are clearly stated and regularly reviewed.
85. The work of the school reflects fully the governors' aims, values and policies and there is a strong and effective partnership between the teaching staff and the governing body. The governors fulfil a significant role in policy making and their involvement in strategic planning is influential and well informed. Together with the headteacher, they have produced a comprehensive school development plan (SDP). The SDP is well prioritised with carefully phased and costed projects and clear links with the budget, for example using surpluses effectively in helping to promote and support targets for development. There are coherent action plans for each initiative and these also promote good systems for monitoring and review. The governing body has an efficient committee structure and, as a result, is able to implement, amend and adjust the meeting of targets in order to secure the quality of educational provision which is made

as well as discharging its statutory duties fully.

### **Staffing, accommodation and learning resources**

86. The three full-time teachers, including the headteacher, have an appropriate range of interest and expertise. Together, they have the knowledge and skills to successfully cover the requirements of the National Curriculum. Their professional skills have been developed well through well targeted in-service education closely aligned to the school's curriculum development initiatives identified in the school development plan (SDP) and through professional appraisal. The joint approach to planning, review and evaluation of its work are well reflected in the standards achieved.
87. The accommodation is adequate for the number of pupils on roll and for meeting the needs of the National Curriculum. The building and its grounds are well maintained and the effective organisation of the work compensates for the inconvenience of one of the classrooms being a circulation area to the school hall. The facilities have been improved recently by the addition of a library/learning resource area funded jointly by the school, governors, Parent Teacher Association and the local education authority. The imaginative addition of this facility is important in the context of the increasing deployment of information technology in children's learning.
88. The school has sufficient resources of range and quality to support the needs of the National Curriculum and pupils' broader education. There is, for example, an above average number of books and information technology facilities, all of which are used very well in pursuit of high standards of attainment.

### **The efficiency of the school**

89. The quality of financial management is very good. As part of its general management structure, the governors have provided an efficient system of financial management which clarifies the roles and responsibilities of the resources committee. The governors receive regularly updated information about the budget, make any necessary adjustments to annual planning and plan for the longer term. All projects in the SDP are costed and well monitored in terms of meeting targets and remaining within estimated budgets. In fulfilling capital projects such as the improvement to the accommodation in providing a school library, the school benefits from the generous amounts of funding raised by the Parent Teacher Association, as well as the support received from the local education authority.
90. Financial control is efficient. The building and resources committee, in common with other of the governors' committees, is supportive and well informed. They have the capacity to make strategic annual adjustments to different areas of the budget in order to meet their identified priorities and to administer the link between financial surpluses and small annual deficits on the budget prudently.
91. The day-to-day management of the budget is administered efficiently by the headteacher, in spite of his heavy teaching commitment. The school's current information technology provision has insufficient capacity to keep its financial records but the ledger record is accurate, well maintained and regularly updated. The school

secretary is efficient in her administration and control of the school fund: this, and the Parent Teacher Association fund, are subject to systematic annual audits.

92. Teaching and ancillary staff are well deployed and the general efficiency of their work is supported by the joint planning, assessment and review systems successfully employed by the headteacher. The school has sufficient resources for teaching the National Curriculum and religious education and has well costed plans for the future to improve its provision, as for example by updating its information technology facilities to enable pupils to link up to the Learning Grid. The specific funding to support statemented pupils is used well and is a strong element in the progress made.
93. In terms of its educational standards and the quality of education provided in relation to its context and income, the school is providing very good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **Areas of learning for children under five**

94. Children under five are registered in a class with those in Year 1. The provision is good and the children make good progress in all the areas identified in the framework "Desirable Outcomes for Children's Learning". The children under five have mainly good attainments on entry to full-time education and most have benefitted from pre-school education in a local playgroup. There are close links between the playgroup and the school and the work in Year R extends very successfully these earlier experiences.

### **Personal and social development**

95. The majority of pupils have well developed social skills. They work successfully in groups across the whole curriculum and most work independently when required to do so. Their behaviour is very good and the children participate fully in a varied range of activities; for example they contribute well to classroom discussions; take part in educational visits; and work conscientiously in group projects, taking turns fairly and sharing materials in a mature way. Their well differentiated involvement in the activities with the whole class, and across the whole curriculum, enables them to develop a confident approach to learning which is a basis for their further progress in Key Stage 1.

### **Language and literacy**

96. The provision for language and literacy is good and children under five make rapid progress. The majority surpass the requirements of the framework "Desirable Learning Outcomes" during their time in Year R. The children benefit from working alongside older pupils, particularly the range and extent of the work which they encounter in speaking and listening. They become increasingly confident and articulate in expressing, in a variety of contexts, their thoughts, feelings and ideas. Their rapidly developing oral skills are the basis of good progress in reading and writing. From an early stage and from a range of books, the majority of children under five begin to read with accuracy, fluency and understanding. They read aloud confidently, enjoy their reading and approach new texts both in the reading scheme and in the library, with increasing skill, particularly using their knowledge of initial letter sounds in tackling new vocabulary. During their time in Year R, the children begin to write for a variety of purposes and most can accurately write independent sentence statements. Their progress is the basis for high achievement in Key Stage 1 and is at a well above average level for most pupils in the age group.

### **Mathematics**

97. The children make good progress. They have acquired the skill to count numbers to one hundred or beyond and can successfully add and subtract numbers to twenty; sort, order and classify sets of numbers of other materials by different attributes; recognise and use common coins and identify a range of two- and three-dimensional shapes,

often making complex patterns of their own by recognising mathematical characteristics such as tessellation. The activities in mathematics are well organised and enable children under five to work in a variety of contexts. In their own age group they consolidate their knowledge and skills and with pupils from other age groups they extend and apply their skills in the context of challenging mathematical games.

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

98. The provision in this area of learning is good. The children under five benefit from a varied range of activities planned for the whole class. They have learned about their personal growth and development in a science-based project "Ourselves", as well as studying appropriate aspects of diet, cleanliness and health. The children also have a good understanding of past and present. They have visited museums and can identify, discuss and illustrate accurately the similarities and differences between their own home and school experiences and those of Victorian children. The children are learning how to handle and identify a range of artefacts brought to the classroom, to make observations, comparisons and deductions about them, and, where appropriate, to use them in a real context. For example a whip and top.

### **Physical development**

99. The children have good, broadly based experiences in subjects such as physical education and technology which develop and increase their physical skills. They learn to throw and catch a large or small ball, to control their movements in gymnastics and athletic activities in and out-of-doors, and to participate in group games. A number effectively use information technology programs to consolidate their knowledge and skills in numeracy and literacy, or to create pictures on screen and, subsequently, in hard copy. The children also competently use simple programable toys and undertake appropriate activities in modelling and designing, for example making pictures using stitches and fabric. There is no appropriate or separate outdoor area for children under five but this is not a disadvantage given their experience at the playgroup and their rapid subsequent development.

### **Creative development**

100. Children under five have a range of opportunities to work creatively in imaginative play in a classroom home corner, in using paint and clay or a variety of pre-cast toys and materials, and more formally in class art lessons, in physical education and in writing. The children respond well in all these varied contexts and make good progress. They fulfil the requirements of the "Desirable Learning Outcomes" framework well before the end of the Reception year. The school has limited scope for creative and imaginative work, for example with natural materials, but in its context is making entirely appropriate provision which builds well on pre-school experience and provides a basis for work in Key Stage 1.

## **English, mathematics and science**

### **English**

101. The standards of pupils' attainments in English are good by the end of both key stages. The school's results in the most recent end of key stage National Curriculum tests indicate above average attainment in all aspects of English in both key stages. The results at the higher Level 3 in reading at the end of Key Stage 1 are well above average; similarly, the proportion of pupils at the end of Key Stage 2 who achieve results at the higher Level 5 in English tests is well above the national average. There is good progress throughout Key Stage 1 and, thereafter, the rate of progress is very good. By the end of Key Stage 2 pupils' progress is such that all attain the nationally expected levels and more than half of the age cohort achieve levels well above the national average. On entry to school, the majority of pupils are confident and articulate in their use of spoken English. The work which they encounter in both key stages builds progressively upon pupils' oral skills. There are many well planned opportunities for speaking and listening. The teachers in both key stages organise these aspects of the work effectively across the whole curriculum and the pupils respond well. By the end of Key Stage 1 for example, they are able to share observations about historical artefacts, different lifestyles or contrasting emotions. Their well informed observations enable them to clarify their thinking to an extent which often results in well organised written work. By the end of Key Stage 2 these skills have been developed to a very high standard. The pupils participate in animated discussions about topics as widely varied as myths, legends and the quality of different forms of lighting, the meaning of religious custom and belief. There are many other opportunities for less formal discussion and conversations and the pupils enjoy these and operate well in debate, recognising different points of view which they challenge appropriately when necessary.
102. Pupils' good attainment in speaking and listening influences strongly the rapid progress which they make in reading. There is a very good level of attainment in reading across the school and this is reflected at the end of both key stages in the school's results in National Curriculum tests. An effective range of approaches to reading is used and the books and other materials used to support learning are of good quality. Thorough teaching and practice of initial letter sounds occurs together with the more complex structure of words caused by the blending of different sounds. From an early stage, pupils effectively use their phonetic skills and this results in the majority being able to read with accuracy from well graded books. The pupils are also taught well to use illustration, textual clues and punctuation and this supports their development as fluent readers. They are able to understand and enjoy a wide range of books. Their further progress in reading is supported by the quality of the stories and poetry which are read to them by their teachers. By the end of Key Stage 1 the majority of pupils can recall the events of the story in correct sequence, talk about the main events and characters in familiar stories and use grammar, punctuation and other aspects of text to animate much of their reading. The excellent rate of progress made in reading is often reflected best by the attainment of pupils who join the school during Key Stage 1 or Key Stage 2. They improve their work significantly and some of the parents of the pupils concerned commented enthusiastically about reading progress, as well as the effect this has on broader aspects of learning.
103. The very good attainment and progress in Key Stage 1 is sustained and developed further in Key Stage 2. The pupils are familiar with books of different types and they use their reading skills for a wide variety of purposes, including the selection of well

graded novels for enjoyment. By the end of Key Stage 2 all pupils are reading at a high level, sometimes well beyond what is expected of eleven year olds. Those identified in comparative terms as lower attaining readers, operate at levels well aligned to the national average. The pupils' abilities in reading enable them to undertake challenging work across the whole curriculum and in a variety of contexts. The pupils are encouraged to read widely and their skills and attitudes as critical readers are supported strongly by the quality of group reading. Consideration is given to a range of authors' techniques with the close analysis of how authors use aspects of language such as grammatical structure and punctuation.

104. There is a good alignment between pupils' abilities in reading with the range of writing and their attainments are above average, particularly by the end of Key Stage 2. The pupils write from the earliest stages in school, for example recording notable events and personal news in Year R/Year 1. The pupils' ability to communicate ideas in writing in a fluent and continuous form is supported by the thorough teaching of spelling rules, the appropriate grammatical structures and carefully and correctly formed handwriting. By the end of Key Stage 1 most pupils understand more of the relationship between different parts of speech. Through systematic practice, they have learned how to construct sentences. They become more adept at extending the scope of their writing by beginning to use more compound sentence structures, for example, by using conjunctions and punctuation marks more accurately. By the end of Key Stage 1 all pupils write more extended personal news, as well as shorter pieces of imaginative or descriptive writing. They write in different roles or write about different characters or locations either imaginatively or from stories they know. The range of written work at the end of Key Stage 1 is also extended by work associated with religious education, history, geography or science and this enables the pupils to encounter the full range of work in the National Curriculum programmes of study for English.
105. There is very good progress in written work by the end of Key Stage 2. All pupils write extensively and at levels well matched to their assessed abilities. Their written work often combines, in imaginative ways, factual knowledge acquired in science, history or geography, and this serves to extend the scope of their work and challenges their developing abilities as writers. They respond well and achieve high standards. Their abilities in writing continue to be extended throughout Key Stage 2 by the good direct teaching of literacy. Spelling and grammar are well taught and to an extent that enables pupils to use confidently elements such as personification, simile and metaphor in descriptive writing; to begin to vary their forms of writing, particularly in the introductions to written work which stimulate the reader's attention. By the end of Key Stage 2 pupils achieve good standards across a range of writing styles including personal news, description, reporting and factual writing and poetry in a range of contexts.
106. Pupils' attitudes to the work in English are very good. They are enthusiastic readers and writers who take a pride in the quality, content and presentation of their work. Although many achieve above average standards from an early stage, they are well motivated to further success. They respond well to perceptive and constructive marking and commentary on their work and seek to improve, particularly in writing by using dictionaries, thesauri and information technology programs. They read widely

for information and pleasure and use their skills and interests well in both oral and written work.

107. The quality of teaching in English is very good. The teachers have a good subject knowledge and they build successfully on each other's skills and the contributions that are made at different stages as pupils move through the school. There is a broadly based and thorough grounding in literacy skills throughout Key Stage 1 and imaginative development of these skills in the challenging ranges of work in Key Stage 2. Together, these elements of effective teaching are the cause of the above average achievements at the end of both key stages.

## **Mathematics**

108. The standards of pupils' attainments in mathematics at the end of both key stages are good. The most recent results in National Curriculum tests in mathematics indicate that at the end of Key Stage 1 all pupils attain the national average level and more than half reach the higher Level 3. At the end of Key Stage 2 there is similarly high attainment with all pupils attaining the nationally expected levels and around one third achieving the higher Level 5. These results, like those in other core subjects, indicate a substantial raising of the school's standards over the last three years.
109. Throughout the school, all pupils make good progress in mathematics. By the end of Key Stage 1 they have covered a good range of activities and have a thorough understanding of number patterns to twenty and place value. Most also have quick recall of number facts. They can describe properties of two-dimensional and three-dimensional shapes, recognise a right angle and use non-standard and standard units of measurement of time, length, mass and capacity. The pupils use appropriate mathematical language and can select and use mathematical equipment appropriately. By the end of Key Stage 2 pupils have experienced a good range of mathematical activities and their computational skills are well developed. They use them confidently and accurately in a range of contexts. The majority have a good knowledge of place value and have alert mental arithmetic skills and a quick recall of tables and number facts. They have good problem solving skills and approach mathematical investigations methodically, as for example in Year 6 on work using the twenty four hour clock and a train timetable.
110. Pupils in both key stages have very good attitudes to mathematics and they enjoy their work. They work with enthusiasm and at a brisk pace. Pupils throughout the school sustain high levels of concentration and the majority can discuss their work coherently and confidently. Pupils can work collaboratively to a high standard when it is required. During the mathematics games and activity sessions, which span five year groups, older pupils work collaboratively with younger pupils and all show respect for each other's level of attainment. The pupils organise their work independently and select and use materials and resources safely. By the end of Key Stage 2 pupils have also developed a very high standard in their ability for personal study both in the classroom and from time-to-time, in assignments which are given for homework.
111. The quality of teaching in both key stages is good. There is a detailed scheme of work for mathematics which ensures continuity between the key stages. The teachers plan

the work in mathematics thoroughly and systematically assess pupils' progress. The teachers have a good subject knowledge and are secure in their understanding and teaching of mathematics. Their understanding and knowledge of pupils' development and achievement in mathematics is good and they plan carefully to set work which matches the ability of the pupils. Teachers have realistically high expectations of the pupils and set appropriate demanding tasks for them. Pupils at the end of Key Stage 2 with special abilities in mathematics, also have access to the early stages of GCSE work through a CD ROM program. Classroom organisation and the deployment of resources is good and teachers have good relationships with pupils. The pupils themselves are able to approach teachers confidently with enquiries regarding their work and they respond well.

## **Science**

112. Because of the school's timetable arrangements, it was possible to inspect only two lessons in science. Scrutiny of the school's documentation, pupils' completed work, displays around the school and discussions with pupils themselves, indicate above average levels of attainment by the end of both key stages. The pupils' progress in science is good. The most recent results in National Curriculum tests at the end of Key Stage 2 indicate that all pupils achieve the nationally expected levels and that over half of the group attain the higher Level 5 which is well above the national average.
113. Pupils carry out well constructed investigative work and develop good observational skills. They know about physical phenomena such as sound and make musical instruments. In work about electricity, they have an understanding of simple circuits. Pupils are able to name parts of the human skeleton using appropriate scientific language such as vertebrae.
114. By the end of Key Stage 2 pupils can organise investigations and take responsibility for appropriate aspects of their own learning. In a particularly good lesson in Year 4, 5 and 6 on digestion, pupils recalled easily and correctly the digestive process using appropriate scientific language. Pupils successfully categorise their weekly food diary under the headings of carbohydrates, proteins and fats. Scrutiny of pupils' other completed work in Key Stage 2 involving electricity indicates that they can plan and carry out investigations and record their findings in a variety of ways with proper regard to fair testing and safety. They can also explain their conclusions using appropriate scientific language. To enrich their understanding of electricity, the pupils were taken to Howden Power Station where they were awarded certificates for the quality of their work.
115. Pupils' attitudes to science across the whole school are positive. They use information technology well in order to assemble and communicate information and to construct spreadsheets to support their learning in science. They are well motivated and show a keen interest in the work. Their capacity for personal study in both key stages and sustained concentration is well developed and they are able to undertake good collaborative work where this is demanded of them. They have the ability to contribute to discussions confidently and listen to other people's points of view.

116. The quality of teaching across both key stages is good. The teachers have a secure subject knowledge and an understanding of the scientific process. Teachers' planning and assessment of work is very good. Activities are carefully planned and matched to individual need. Pupils with special abilities in science work at speed through the National Curriculum programmes of study in Key Stage 2 and their skills are extended through appropriate and challenging supplementary work which helps further to raise their standards of attainment. Relationships between pupils and teachers are of high quality and this supports much of the very effective practical work which is undertaken in the subject.

## **Other subjects**

### **Art**

117. Although only two lessons were inspected in art, a careful scrutiny of pupils' previous work on display, work in other curriculum areas, teachers' planning and discussions with selected pupils, indicates that across both key stages, standards of attainment are good and that pupils are making good progress.
118. Through a broad range of experiences the pupils develop their observational and practical skills effectively. They learn about and use elements such as line, tone, shade and contrast and most pupils develop good graphic skills. The pupils use the wide range of opportunities to develop their practical skills and have the confidence to express and record their observations in a variety of media. As preparation for face masks, pupils in Years 2 and 3 had carefully observed their own faces in mirrors and then practised in two dimensional drawings before making their three dimensional objects. In a lesson at the end of Key Stage 2, pupils demonstrated an increasing attention for detail as they sketched a section of the outside school wall. Most achieve good representations of the pattern and shapes which they observed and they paid close attention to the essential issues of proportion and dimension. Pupils' artistic skills and their appreciation of art are also nurtured by the opportunity to study the works of modern artists such as Ben Nicholson or surrealists, including Magritte and Dali.
119. Pupils have access to information technology to support their learning in art and the older pupils in Key Stage 2 use CD ROM technology to support their study of surrealism in a recent art project.
120. The quality of teaching in art is good at Key Stage 1 and very good at Key Stage 2. The teachers plan their work thoroughly and their management and organisation of lessons are very good. Good stimuli are presented to the pupils who respond positively and with enthusiasm in order to attain good standards and a pride in their work.

## **Design and technology**

121. The structure of the school's timetable made it impossible to inspect any design and technology lessons. However, it is possible to make judgements using evidence from displays, photographic evidence, and discussions with pupils about their previous work. This indicates that the standards of attainment at both key stages are above average. There are examples of work across the whole age range which confirm that progress throughout the school is good. By the end of Key Stage 2 pupils are able to use a wide range of tools safely and efficiently. The planning of the curriculum is organised in such a way that design and technology has close links with other subjects in whole-school topics, particularly in science. The arrangements are both appropriate and effective in the attainment of good standards. Pupils are provided with a variety of materials and apply their design and technology skills and understanding well in fulfilling assignments, including making pitched and unpitched musical instruments, moveable puppets and clay models of favourite foods. The pupils have good attitudes to their work in design and technology. They discuss their work confidently using appropriate technical language and understand the need for evaluating and implementing improvements to their models.

## **Geography**

122. Because of timetable arrangements, there was no inspection of lessons in geography. Though it is clear from long term planning that appropriate geographical studies are undertaken in Key Stage 1, there was no written work in evidence. Scrutiny of pupils' previous work in Key Stage 2 and discussions with pupils in this key stage indicate that by the end of Key Stage 2 standards of pupils' attainments are average and that mainly good progress is made over time in geographical knowledge and skills.
123. Some of the work in geography is imaginatively planned and developed in association with other subjects and this successfully helps to consolidate pupils' knowledge and understanding and to raise the standards attained. An historical focus on the school's locality has been extended and enriched by a comparative study of a village, Kesharpur, in the Indian sub-continent. The work enables pupils to make important comparisons and contrasts bearing in mind the appropriate elements of human, regional and physical geography, for example climate, dress and lifestyle. Links are also made with a study of the faith of communities on the sub-continent and this adds to the work in religious education and pupils' cultural awareness. The geographical aspects of this form of comparative study are underpinned by the involvement of a member of the Indian community who has visited the school.
124. The range and extent of the work in geography results in pupils making good progress in the acquisition of mapping skills and the consideration of key geographical elements such as climatic variation, regional and physical geography, human geography and their inter-relationships. As well as applying these skills in the context of particular topics, more discreet work is undertaken and pupils at the end of Key Stage 2 have a good early understanding of co-ordinates, map symbols and scale. They also make use of secondary sources of information, particularly photographic evidence and reference books. They cope well with the issues of making deductions and recording evidence systematically because of the quality of the teaching which they encounter

and their own literacy skills.

## History

125. Because of timetable arrangements, only two lessons were inspected in history. From these lessons, and from a scrutiny of pupils' written work and discussions with selected pupils, it is clear that the standards of pupils' attainments are average by the end of Key Stage 1 and above average by the end of Key Stage 2.
126. By the end of Key Stage 1 pupils have started to understand and recognise some of the simple aspects of historical change, cause and effect and of chronologically ordering in terms of past and present. Their historical skills are developed through appropriate studies about how lifestyles, homes and schools have changed over time, for example comparing the Victorian era with the present day. The pupils' learning is well supported and developed by studies in the local area, visits to a museum, books and photographs and, most prominently, by the collection and use of historical artefacts. The pupils learn how to make assessments of similarity and difference and to begin to interpret the causes of change. They can often envisage the life and times of people in a different generation in discussion, drama or in imaginative writings. They record comparative information effectively in illustrative forms.
127. The successful early work in history is very well developed by the end of Key Stage 2 and there is rapid progress both in the acquisition of factual knowledge across a range of historical periods and in pupils' historical skills. Most recently, pupils have studied aspects of Victorian history and have undertaken a continuing local study. Their written work indicates a successful combination of direct observation and systematically researched information using secondary sources such as census returns, newspapers and journals, maps and land surveys. The pupils at the end of Key Stage 2 can skilfully collect and collate different but related forms of information and analyse evidence systematically in order to draw comparisons and make logical deductions. They use well sources of information such as books, photographs and maps to confirm or extend their conclusions. Progression in the development of knowledge and skills in often challenging work is clear. The pupils' abilities to participate in the more complex study of history is supported strongly by their very good literacy skills.
128. The pupils in both key stages enjoy the work in history and present well both written and illustrative work. Part of their good motivation is in the imaginative use of books, artefacts and visits which consolidate and extend their learning. However, many aspects of the work in history engage the pupils' interest and attention by taking as a starting point their own prior experiences. For example their own locality or homes, changes in lifestyle or the content of advertisements or newspapers.
129. The quality of teaching of history is good. The teachers have a personal interest in the subject as well as appropriate qualifications. They plan jointly, organise and review the work; resource their teaching imaginatively through the use of artefacts and visits; and undertake systematic assessment of pupils' work in order to inform subsequent teaching. The organisation of discreet aspects of history identified in the National Curriculum programmes of study is well conceived, particularly in the complexity of covering the identified study units in mixed age classes.

## **Information technology**

130. Only one lesson was observed in information technology but a scrutiny of pupils' work on display, the examination of teachers' planning and discussions with pupils indicate that attainments are above average by the end of both key stages. Good progress is being made by all pupils and by the end of Key Stage 2 they have a high degree of competence and are able to work independently using a variety of information technology programs. The school's planning has successfully combined the discreet teaching of essential skills with the opportunities to use information technology as a learning resource across the whole curriculum. The joint planning undertaken by the teachers is good and ensures that information technology opportunities in the National Curriculum core and foundation subjects are fully recognised and used. The information technology applications, for example in science, serve to raise the standards achieved.
131. There is a comprehensive range of software to support learning in information technology and the older pupils use spreadsheets to collect, store and retrieve a variety of data which are operated well and regularly updated. Pupils also use information technology to produce their completed written work and from Year 2 through to Year 6 each has a personal disk on which to store a range of their work across the curriculum. Those in Year 6 also make effective use of a CD ROM program, for example, to familiarise themselves with the work of surrealist artists. There is a computer log book in each classroom to ensure equal access to, and regular use of, information technology. Assessment of information technology is undertaken by each teacher and recorded in the class achievement book by the pupils themselves. Pupils' progress is also carefully monitored and recorded in the school's National Curriculum record book. These procedures are successful and contribute to the high level of attainment of information technology.
132. The school plans to extend its existing information technology facilities in readiness for the national learning grid. The school enjoys sponsorship from certain commercial companies and has a good ratio of computers to pupils in the school.

## **Music**

133. The standards of pupils' attainments at the end of Key Stage 1 and Key Stage 2 are above average. All pupils make good progress and participate in a range of musical activities with enthusiasm and enjoyment. Pupils in Year R/Year 1 listen to music and explore elements of rhythm, recognising the beat of a simple tune. They learn simple but appropriate songs quickly and sing tunefully. When listening to recorded music, such as selections from Peer Gynt or modern music by the Shadows, they reflect carefully on what they hear and are able to share with others in the group the pictures they have in their minds. By the end of Key Stage 1 pupils are able to copy and compose intricate rhythmic patterns using clapping or percussion instruments. In listening to different forms of recorded music, the majority at the end of Key Stage 1 are also able to recognise and name the instruments used.
134. By the end of Key Stage 2 the majority of pupils can read simple musical scores and play a musical instrument. They have opportunities to join in ensemble and the

recorder playing during assembly is good. The pupils play musical instruments with accuracy and confidence showing awareness of rhythm, phrase and tone. The work in music is extended by a good range of extra-curricular activity. A parent provides pupils with opportunities to learn to play the guitar and the instrumentalists are making good progress.

135. The pupils have a variety of opportunities to engage in musical activities and they respond well. The school has, for example, produced a pantomime, an operetta based on a theme of Tchaikovsky and an old time musical. The pupils have also benefitted from a visit of the English Touring Opera Company and have links with other musical companies.
136. The quality of teaching in music is satisfactory. The teachers are well supported by a retired music teacher who works on a voluntary basis and teaches choral and creative music and this helps to increase the range and scope of the work and the standards achieved by the pupils. The music used in assemblies is of good quality and aesthetically pleasing. It encourages reflection and meditation and adds much to the spirituality of the occasion. Singing in assembly is tuneful and undertaken with obvious enjoyment and enthusiasm which adds much to the pupils' attainment and appreciation in music.

### **Physical education**

137. Because of timetable arrangements, only two lessons in physical education were inspected. The range and quality of work in these lessons indicate that pupils are achieving broadly average standards by the end of Key Stage 1 and above average standards by the end of Key Stage 2. Pupils are making sound progress in Key Stage 1 and good progress by the end of Key Stage 2. The work in physical education is well planned and covers the range of work required by the National Curriculum programmes of study.
138. By the end of Key Stage 1, pupils can move at different paces individually or in pairs in a well controlled manner. They can stop and start or change direction at given signals and most can control a moving object such as a ball or a bean bag. Throwing and catching skills are however, less secure.
139. By the end of Key Stage 2, pupils' gymnastic skills are well developed and good progress has been made from the standards attained earlier. Pupils' understand and use different forms of weight transference in the context of different games. They can control their gymnastic movements in a range of contexts and in a restricted area. The higher attaining pupils can construct imaginative, choreographed movements in sequence. Most pupils can do forward rolls in a well controlled way and some perform more advanced skills such as cartwheels, handsprings and Arab springs. During the lesson observed in Key Stage 2 pupils made very good progress in extending the concept of weight transference, partly assisted by the constructive analysis of their own and other pupils' performance skilfully encouraged by the teacher.
140. The quality of teaching in physical education is sound in terms of the planning of lessons in Key Stage 1 but less than satisfactory in the teaching of skills to cause

improvement. In the lesson observed, the organisation, including the combination of two classes in a restricted area, negated effective teaching and this pattern of work needs to be reconsidered. The teaching in Key Stage 2 is very good. The work is well planned and lessons have an appropriate balance and contrast in the range of activities. Objectives are made clear before pupils commence work and there is a systematic demonstration and review of work in lessons in order to sustain pace and raise standards.

141. The pupils clearly enjoy their work in physical education whatever its characteristics. They change into appropriate dress and work on task in most activities. The younger pupils follow instructions carefully and this helps the smooth organisation of the work and the safe control and handling of items of equipment.
142. The older pupils have very good opportunities to engage in extra-curricular activities involving a variety of gymnastics, dance and games. They also take part in a range of national and local schemes, including some which are award bearing. The benefits of extra-curricular activities are fully reflected in the quality of some of the work, particularly in Key Stage 2.

### **Religious education**

143. There was no inspection of lessons in religious education because of the school's timetable arrangements. The close scrutiny of written work, and the quality of work observed in the school's regular acts of collective worship, indicate that the pupils have a broadly based and well planned range of experiences and that they progress well in the acquisition of knowledge and understanding.
144. The work is well rooted in the Agreed Syllabus adopted by the local education authority. In Key Stage 1, much of the work is based on Bible stories from the New Testament and pursued under themes such as "The Titles of Jesus", for example leader, teacher and healer. By the end of Key Stage 1 pupils use their reading and writing skills well in retelling stories they know or in exemplifying aspects of Christianity such as care and concern from the events in Jesus' life.
145. By the end of Key Stage 2 pupils' written work has progressed rapidly and embraces both factual and reflective writing based on Christianity and other world faiths. Very good links are made with other subjects to consolidate and extend pupils' knowledge, for example, by studying Islamic and Hindu faith practices in connection with a geographical study about the Indian sub-continent. Although the main focus of work in religious education is on aspects of factual information, by the end of Key Stage 2, pupils have considered the broader issues of belief, custom, tradition and behaviour. There are strong elements in these studies which link stories from different religious groups with the main tenets of faith. The pupils respond in a sensitive and mature fashion: this was reflected fully in an assembly based on the deeper meaning of communion. The quality of work in religious education, as reflected in pupils' writing at the end of Key Stage 2, and in their responses to issues in the act of worship, indicate a strong contribution to their spiritual development and awareness.



## **PART C: INSPECTION DATA**

### **Summary of inspection evidence**

146. The inspection was completed by a panel comprising a registered inspector, a team inspector and a lay inspector who spent a combined total of seven inspection days in the school. The inspection team spent a total of 15 hours and 10 minutes observing 27 lessons or part lessons. In addition they :-
- attended three school assemblies;
  - held interviews with all members of the teaching and non-teaching staff, the chair of governors and other members of the governing body;
  - scrutinised a range of policies and other documentation provided by the school;
  - examined pupils' previous work selected by the school to represent the full range of ability and attainment;
  - held informal discussions with pupils;
  - listened to the reading of over one fifth of the pupils selected by the school to represent the range of ability and attainment;
  - held a preliminary visit with parents prior to the inspection.
147. Because of the limited time available and the arrangements on the school's timetable, work in design and technology and religious education was not inspected. Judgements in this subject is based on the scrutiny of pupils' previous work displays around the school.

## 148. Data and indicators

### PUPIL DATA

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	76	1	0	3
Nursery Unit/School	n/a	n/a	n/a	n/a

### TEACHERS AND CLASSES

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	3
Number of pupils per qualified teacher	25.3

#### Education support staff (YR - Y6)

Total number of education support staff	2
Total aggregate hours worked each week	30.5

Average class size:	25.3
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### FINANCIAL DATA

Financial year:	1998
	£
Total Income	130,423
Total Expenditure	132,177
Expenditure per pupil	1,810
Balance brought forward from previous year	8,569
Balance carried forward to next year	6,815

## PARENTAL SURVEY

Number of questionnaires sent out:

54

Number of questionnaires returned:

38

### Responses (percentage of answers in each category) :

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	61	39	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	76	24	0	0	0
The school handles complaints from parents well	58	33	6	3	0
The school gives me a clear understanding of what is taught	45	50	5	0	0
The school keeps me well informed about my child(ren)'s progress	50	42	0	5	3
The school enables my child(ren) to achieve a good standard of work	76	24	0	0	0
The school encourages children to get involved in more than just their daily lessons	79	21	0	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	50	39	8	3	0
The school's values and attitudes have a positive effect on my child(ren)	63	34	3	0	0
The school achieves high standards of good behaviour	71	26	3	0	0
My child(ren) like(s) school	70	27	0	3	0