INSPECTION REPORT

Penruddock Primary School

Penruddock, Penrith

LEA area: Cumbria LEA

Unique Reference Number: 112119

Headteacher: Mr C. W. Marriott

Reporting inspector: Mrs A. Soper
OIN 18148

Dates of inspection: 8th – 10th May 2000

Inspection number: 189523

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

INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and Infant
School category:	Foundation
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
School address:	Penruddock Penrith Cumbria
Postcode:	CA11 0UQ
Telephone number:	01768 483278
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr J. Lightburn
Date of previous inspection:	24th September 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject Responsibilities	Aspect responsibilities
Mrs A. Soper	Registered inspector	English	What sort of school is it?
		Science	How high are standards?
		Art	How well are pupils taught?
		Geography	
		History	
		Physical education	
		Under fives	
Mr P. Oldfield	Lay inspector		Pupils' attitudes, behaviour and personal development
			How well does the school care for its pupils
			How well does the school work in partnership with parents
Mr R. Evans	Team inspector	Mathematics	How good are the curricular and other opportunities offered to pupils
		Information technology	How well is the school led and managed
		Design and technology	
		Music	
		Religious education	
		Equal opportunities	
		Special educational needs	
		English as an additional language	

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The Registrar
Inspection Quality Division
The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Penruddock Primary School is a small rural school near Penrith in Cumbria. There are 56 pupils on roll. Twenty-three per cent of pupils attend from outside the school's catchment area. All pupils are white. Pupils' attainment on entry to the school is broadly average. Twelve pupils have been identified as having special educational needs, which is broadly average. Most of them are on the early stages of the school's register for special educational needs. One pupil has a Statement of Special Educational Need.

HOW GOOD THE SCHOOL IS

This is an effective school, where standards in English, mathematics and science are good and above average by the time pupils are 11. Standards in art are good by the end of both key stages. Standards in history are good by the end of Key Stage 2. Teaching is good overall. There is good leadership by the headteacher, supported by the staff and governors. Co-ordinators do not yet have an established role in monitoring and evaluating teaching and learning. The school provides satisfactory value for money.

WHAT THE SCHOOL DOES WELL

- Standards in the core subjects, art and history are good by the end of Key Stage 2.
- The teaching is good overall.
- There is good care for pupils.
- Parents have a good partnership with the school and have very positive views.
- There is good leadership by the headteacher and there is a good reflection of the school's aims and values in its work.
- Pupils' personal development, behaviour and relationships are very good.
- Attendance is very good.
- There is good provision for pupils with special educational needs.

WHAT COULD BE IMPROVED

- Organisation of the curriculum in both key stages and for children under five.
- Opportunities for curriculum co-ordinators to monitor and evaluate teaching and learning in their subjects.
- The use of ongoing assessment to inform planning for pupils' differing prior attainment, particularly at Key Stage 1.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in September 1996. Overall, there has been a satisfactory improvement since then. Standards in science, religious education, information technology and physical education have improved. Standards in design and technology are still unsatisfactory. Some improvement has been made in teaching information technology but it is not yet taught consistently in every class. The school has made good progress in

establishing schemes of work to support teachers' planning. It has yet to ensure consistency in planning for pupils with differing prior attainment. Staff development training has been provided to improve teachers' knowledge. Co-ordinators do not yet have an established role in monitoring and evaluating teaching and learning. Statutory requirements are now met for collective worship, religious education and the publication of information for parents. The school is continuing to address these issues and is in a sound position to make further improvements.

STANDARDS

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

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

Key	
very high	A*
well above average	A
above average	B
average	C
below average	D
well below average	E

The table shows that standards in English, mathematics and science were very good and well above the national average in 1999. In comparison with similar schools, pupils' performance was well above average in mathematics and science and above average in English. The small numbers of pupils undergoing national assessments each year limits a reliable guide to an overall trend of standards. Appropriate targets have been set.

Evidence from the current inspection shows that pupils' attainment is good and above average in English, mathematics and science by the end of Key Stage 2. Standards are good in art by the end of both key stages, though pupils have insufficient opportunity to appreciate the work of famous artists in the past. Standards are good in history by the end of Key Stage 2. Standards in most other subjects are satisfactory, with the exception of those in design and technology which has insufficient allocation of time. No music was observed during the inspection, due to the organisation of the timetable and a judgement on attainment cannot be made. Similarly, insufficient physical education lessons were seen to provide a reliable judgement on pupils' attainment in all aspects of the subject.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good attitudes. Pupils are conscientious and show respect.
Behaviour, in and out of classrooms	Very good behaviour during lessons and when at play.
Personal development and relationships	Very good. Pupils and adults relate very well to each other.
Attendance	Very good. Pupils enjoy school.

These aspects are strengths of the school. Parents highly commend the school's promotion of positive attitudes and effective relationships.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5 – 7 years	aged 7 – 11 years
Lesson seen overall	Satisfactory	Satisfactory	Good

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

During the inspection, all teaching was satisfactory or better. Eleven per cent of lessons were very good and 50 per cent were good. The good teaching overall ensured pupils' sustained interest and motivation. The quality of teaching in English and mathematics is satisfactory at Key Stage 1 and good at Key Stage 2. The best teaching provided good challenge for all pupils and ensured that work was carefully matched to their prior learning. Lessons were brisk and pupils made good progress. Teachers' planning shows progression in the programmes of study but inconsistently identifies work for pupils with differing prior attainment. At Key Stage 2, most lessons proceed at a good pace and employ a good range of teaching methods. At Key Stage 1, there are some limitations in the organisation of lessons. The teacher sometimes has insufficient interaction with the children under five. Some early experiences, for example, outside play with large apparatus and wheeled toys, are not provided for these children. Literacy and numeracy skills are generally taught well. Teachers often incorporate these skills effectively into other work. Reading is carefully promoted but too much time is given for personal reading. This limits time available for teaching other subjects. Pupils with special educational needs are well provided for. Those with higher prior attainment are effectively challenged at Key Stage 2. There were particular strengths in pupils' speaking and listening skills throughout Key Stage 2. These were effectively enhanced by teachers' encouragement of pupils' contributions. Most lessons at Key Stage 1 also promoted good discussions, though, at times, these lost focus and some time was wasted on unrelated talk.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broadly based but there is some imbalance in the range of learning opportunities provided.
Provision for pupils with special educational needs	Good provision. Good use of support staff.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. Good provision for pupils' moral and social development. Satisfactory provision for their spiritual and cultural development.
How well the school cares for its pupils	Good care for pupils.

There is a good partnership with parents and they have an effective impact on the work of the school. The school successfully promotes very good attendance. Pupils' attainment, progress and personal development is carefully monitored. Assessment is not consistently

used to plan work for pupils with differing prior attainment. Although broad, the curriculum lacks balance, there is some weakness in time allocations for subjects and the curriculum for children under five does not fully meet their needs.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher provides strong and effective leadership.
How well the appropriate authority fulfils its responsibilities	The governing body fulfils its responsibilities and is developing an active role in curriculum matters.
The school's evaluation of its performance	Satisfactory overall but teaching and curriculum development is not yet effectively monitored and evaluated.
The strategic use of resources	Satisfactory.

There is a good match of teachers and support staff to the demand of the curriculum. The accommodation is satisfactory. Learning resources are adequate for most subjects, with the exception of those for design and technology. The school applies the principles of best value but there are still curriculum and management issues that have to be fully addressed.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
♦ The quality of education provided. ♦ The staff are approachable. ♦ Their children like school.	♦ Activities outside lessons.

Inspectors fully support parents' positive views. They disagree with comments regarding activities. The school provides a good range of activities outside lessons, including extra-curricular activities and visits to many places of interest.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. In the 1999 National Curriculum assessments, pupils' performance at the end of Key Stage 2 was very good and well above the national average in English, mathematics and science. Their performance has been consistently well above the national average since 1997 in mathematics and science, though their performance in English in 1998 was similar to the national average. In comparison with similar schools, pupils' performance in 1999 was above average in English and well above average in mathematics and science. Small numbers of pupils undertake national tests each year and results for the school may vary. Evidence from the current inspection shows that the current Year 6 pupils are likely to attain good and above average results in this year's national tests for all three subjects.

2. At Key Stage 1 in 1999, pupils' performance in reading and writing was very good and well above the national average, whilst their performance in mathematics was satisfactory and close to the national average. Compared with similar schools, pupils' performance in 1999 was average in reading and mathematics and well above average in writing. In 1998, results were much lower in reading and writing, being below the national average. Their performance in mathematics in 1998 was good and above average. There have been some variations from 1997 to 1999, particularly in writing. Small numbers of pupils are assessed each year, which means results vary. In the present year, evidence shows that pupils are likely to attain good results in mathematics and satisfactory results in reading and writing. Standards of work seen in science indicate satisfactory and average attainment by the end of Key Stage 1.

3. The numbers of pupils undergoing national testing and assessment are too small and variable from year to year to provide a reliable guide to the overall trend of standards throughout the school. There is clear evidence of improvement since the last inspection, particularly in the number of pupils achieving above levels expected nationally. Over the last four years, girls have performed better than boys, though all pupils' performance was at least above average. To some extent, this reflects the number of boys with special educational needs in each cohort. The numbers in each group vary considerably, as do the numbers of pupils with special educational needs. In a small school, this has a significant impact when comparing results nationally and with similar schools.

4. Pupils' attainment was seen to be good and above average in English and mathematics by the end of Key Stage 2, at the time of the last inspection. By the end of the key stage, standards in science were seen to be satisfactory. The school has maintained good results for English and mathematics and has improved standards in science by the end of Key Stage 2. Attainment and progress in science at Key Stage 1 has also improved since the last inspection, when they were found to be unsatisfactory.

5. Speaking and listening skills are good throughout the school. Pupils make good progress from the time they begin school. They are encouraged to take part in discussions and to express their ideas in most lessons. Although standards in handwriting are good by the end of Key Stage 2, pupils in Key Stage 1 make slow progress in acquiring a joined style.

6. Standards in information technology are now broadly satisfactory, but with some

weaknesses. The school is continuing to address the need to raise standards further, by acquiring additional resources and through training for staff. Good support is provided from secondary colleagues and parents who lend their expertise to the school. Standards have yet to be improved in control technology and simulation.

7. Good standards are achieved in art throughout the school, though pupils have limited opportunity to experiment and to appreciate the work of famous artists in the past. They have good observational and imaginative skills and make good progress in these aspects of the subject. Pupils make good progress in history at Key Stage 2 and standards are good by the end of the key stage. Pupils show a mature understanding of concepts and of chronology.

8. Standards in geography are satisfactory by the end of both key stages and pupils make sound progress throughout the school. The school has adopted the locally agreed syllabus for religious education and standards and progress are now satisfactory overall, showing an improvement since the last inspection.

9. Although some good examples of work have been undertaken in design and technology in the past, standards and progress are unsatisfactory overall. Insufficient time is devoted to the progressive development of pupils' skills. The design aspect of the subject is particularly weak. The curriculum is narrow in scope, limited by an inadequate range of resources. This reflects the judgements of the previous inspection in 1996.

10. Children under five make good progress in the areas of language and literacy and mathematics. They surpass the desirable learning outcomes for their age in reading, writing, speaking and listening and mathematics by the time they are five. Their personal development is good. Children play and work well together. They make satisfactory progress in their knowledge and understanding of the world and in the physical and creative areas of learning. There are some limitations to their rate of progress in some areas of learning, such as the lack of regular play with water and sand and large construction equipment. There is no large outdoor play apparatus or equipment and children do not have daily outdoor play activities.

11. In the core subjects, the school has set realistic targets which are likely to be met. The school has yet to monitor and evaluate standards being achieved in the foundation subjects. Similarly, the time allocated to teaching English is too high and restricts opportunities for good progress in some subjects such as design and technology. In some lessons, the rate of progress is limited for pupils with higher prior attainment, where work provided for them is insufficiently challenging.

12. Pupils with special educational needs generally make good progress in most work. Their special needs are well supported by non-teaching staff. Individual education plans for these pupils are detailed, though they are not always sufficiently included in teachers' lesson planning. Gifted and talented pupils make good progress, particularly at Key Stage 2, where their needs are met well through challenging tasks.

Pupils' attitudes, values and personal development

13. Pupils have good attitudes to school. In lessons, they listen attentively and show interest. This was particularly noted in a Key Stage 1 physical education lesson when movement and space awareness were paramount. Pupils settle quickly to work and

concentrate. They work well together as members of a group and appreciate each other's contributions.

14. The school effectively promotes a strong, caring ethos. Adults in the school are good role models. They show appreciation of pupils' responses and encourage them to express themselves. Older pupils work and play well with younger pupils, sharing good relationships with each other. Parents appreciate the caring attitudes shown to younger pupils.

15. Children under five feel very secure and confident. This is supported by the Key Stage 1 teacher's caring manner and her close liaison with the nursery. Children are encouraged to become increasingly independent and to take part fully in all activities. Non-teaching staff, including the special educational needs assistant, provide good additional support.

16. Pupils willingly undertake a variety of tasks, including acting as leaders for some group activities. They help with classroom tasks, such as setting out art materials and making photocopies. In one class, they take turns to select and direct other pupils when going out to play or going home. Pupils are interested and involved in the life of the school. They have a clear understanding of moral values and good social skills.

17. Behaviour is very good. Pupils are well supervised by adults and they show a mature response to each other. They value their relationships, particularly with the younger pupils and those with special educational needs. Although the comprehensive behaviour policy is in place, with appropriate rewards, including praise, the sanctions are rarely invoked. There have been no exclusions.

18. Pupils are very aware that their actions may impact upon others. They walk into assembly and outdoors for playtime in an orderly fashion. Some older pupils helped to fasten coats and tie shoelaces for the youngest children. There is a pleasant family atmosphere in the school that is supported by good relationships between adults. Pupils with special educational needs are well supported in lessons and consequently take a full and active part in school life.

19. Attendance levels at the school are well above the national average. In the current school year, attendance was nearly 96 per cent and there have been no unauthorised absences. Parents respond well by providing explanations for all absences. The school, whilst having no attendance worries, was willingly involved in a local education authority initiative regarding attendance in the area. There is adequate contact with the education welfare service.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good overall in the school. During the inspection, 11 per cent of lessons seen were very good, 50 per cent were good and 39 per cent were satisfactory. No unsatisfactory teaching was observed. This shows an improvement in the quality of teaching since the last inspection, where teaching was judged to be satisfactory overall.

21. The most significant improvement has been in lesson planning, which now has the support of improved schemes of work to provide guidance for teachers. Teachers still plan individually but discuss and meet regularly to review plans, to ensure continuity of content.

There is still some weakness in some areas of planning, particularly in relation to work for children under five and the more effective use of assessment to inform planning for pupils' differing prior attainment. At present, some planning is aimed only at separate year groups.

22. At the time of the last inspection, there were weaknesses in teachers' knowledge and understanding in design and technology, information technology, physical education and religious education. Evidence from the current inspection shows that the school has effectively addressed this issue in religious education. There is still some weakness in Key Stage 1 work in physical education where over reliance on a published scheme limits appropriate challenge for some pupils in the mixed age class. Considerable work has been undertaken in information technology, including the enhancement of resources, and the teaching is improving. Some very good work has been carried out in design and technology but this subject lacks regular inclusion in teachers' timetables. Whilst planning shows reference to the areas of learning for children under five, in practice, these children are not always given regular access to the full range of learning experiences they require. The school still lacks a system for monitoring and evaluating teaching and learning across the school. This issue has been insufficiently addressed since the last inspection.

23. Most of the teaching observed was good, particularly in the later part of Key Stage 2. There was insufficient evidence to judge the quality of teaching in design and technology, geography and music. There were few opportunities to judge the quality of teaching in information technology and religious education, though the Key Stage 1 religious education lesson seen was taught well. Evidence shows that teachers are developing knowledge of information technology but there is limited use of control technology and simulation. There is insufficient time allocated for the regular teaching of information technology at Key Stage 2.

24. The teaching of English is good and sometimes very good at Key Stage 2. It is satisfactory at Key Stage 1. The school is generally making good use of the literacy hour for which it is well resourced. At Key Stage 2, for example, time is used effectively to include all components, such as where pupils share reading and discussions about an Indian family's visitor. Pupils learn unfamiliar vocabulary, recognise the use of writing techniques such as italic print and understand that the English language is dynamic. Pupils' speaking and listening skills are carefully fostered through regular opportunities for discussion. This is also encouraged at Key Stage 1.

25. Mathematics, similarly, is taught well at Key Stage 2. For example, in the Year 3 and 4 class, the teacher's good knowledge and understanding ensured clear explanations of different processes and questioning was well devised to challenge pupils with differing prior attainment. The numeracy hour was well balanced and contained a range of teaching and activities. At Key Stage 1, the numeracy hour contains introductory number games, followed by year group tasks that are usually taken from a published scheme. Though tasks are suitable for some pupils, they do not always sufficiently challenge those with higher prior attainment. For example, Year 1 pupils easily recognised which numbers had been deleted in a sequence. Year 2 pupils were also confident in their task of writing number facts about the number 10.

26. In science, the quality of teaching was at least satisfactory in the lessons seen at Key Stage 2. Good teaching was seen in the Year 5 and 6 class. The lesson was well organised and resourced and pupils fully understood the objectives. Their learning was enhanced by the teacher's challenging questioning and careful guidance. By the end of the lesson, pupils had a good knowledge of the parts of a flower, the reproduction process and the principles of fair tests. No Key Stage 1 lessons were observed. The scrutiny of work shows that, as at the

time of the last inspection, there is still some overlap of work in the Key Stage 1 class, with, for example, the same worksheets being completed by reception and Year 1 pupils.

27. The teaching of information technology has been identified as an ongoing development and teachers have yet to become fully secure in teaching all aspects of the subject. There is irregular time allocated to the teaching of skills and during the inspection very little work was being undertaken on computers. Similarly, though design and technology has been taught, there is somewhat erratic development of skills across the school.

28. Art is taught well and the school has successfully raised the subject's profile in the curriculum since the last inspection. There are still some limitations in the provision, including opportunities to appreciate the work of famous artists in the past. Whilst techniques are carefully taught and pupils observe well, there is a lack of opportunity for pupils to choose and experiment with their own selected resources. The last inspection similarly found that too few opportunities were available for pupils to explore a range of media.

29. No lessons were seen in geography during the inspection. The teaching of history was good in the lessons seen at Key Stage 2. It was very good in the Year 5 and 6 class, where pupils were encouraged to draw inferences and information from pictures. There were close links with geography, where pupils successfully located Greece and named the principal cities. In both lessons, teaching methods were effective, using a range of strategies that maintained pupils' interest and concentration. Most importantly, pupils showed an enthusiasm for the subject.

30. The teaching of physical education is at least satisfactory. Pupils are generally well organised and managed which ensures that they listen attentively and follow instructions. Teachers use appropriate warm up activities to begin lessons and planned activities show an appropriate balance across the subject.

31. Religious education was seen in only one lesson at Key Stage 1. The teaching was good, building on pupils' previous learning. The teacher devised an imaginative task for pupils, where pupils wrote a happy letter as part of their understanding of the Bible as a collection of writing about God and Jesus. Their attainment was satisfactory, showing an improvement since the last inspection.

32. Individually, teachers share considerable experience and expertise. The school is addressing most of the issues raised at the time of the last inspection, but the teaching and some curricular developments are still insufficiently monitored, evaluated and supported.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITES OFFERED TO PUPILS?

33. The curriculum is broadly based. All subjects of the National Curriculum are taught and the provision for religious education is drawn from the agreed syllabus for Cumbria. Pupils have equal access to the curriculum and there is no bias towards boys or girls in the teaching of any subject.

34. The school has rightly concentrated over the last two years on the implementation of the National Literacy and Numeracy Strategies. The careful and detailed planning that has gone into this has resulted in high standards of learning and attainment, particularly at Key

Stage 2. The organisation of time allocated to subjects is not well managed. Too much time is allocated to English. The literacy hour is sometimes considerably extended and there are too many sessions of pupils' undirected silent reading. This adversely affects the balance of the whole curriculum and the range of learning opportunities which can be offered in individual subjects. In information technology, there is insufficient use of simulation programs or gathering of data through electronic monitoring of external events, such as temperature or weather. In design and technology, the school devotes insufficient time to the development of skills, particularly in design and the range of learning activities for the pupils is narrow. During the week of the inspection, no lessons were timetabled for the teaching of information technology or design and technology.

35. The previous report indicated underdevelopment and a lack of balance in design and technology, information technology, religious education and physical education. It noted that there were no detailed schemes of work and that curriculum planning was of variable quality. The school has worked hard to address these important issues. Schemes of work have been satisfactorily produced and the planning of the content of the curriculum is now good. Plans for each half term's work are comprehensive and indicate in detail weekly programmes of teaching and learning. These show good development of knowledge and understanding and how skills are to be developed in each subject. In the technology subjects, the school is not yet fully translating its good planning into practice. Good supplementary planning for aspects such as opportunities for the development of speaking and listening is also included.

36. The medium term plans are broken down into shorter term and lesson plans. Teachers continue to plan independently, though there are weekly meetings to discuss the curriculum and its delivery. The curriculum is arranged in a two-year cycle. As noted in the previous report, this is appropriate for the Key Stage 2 classes but less so for Key Stage 1. Planning for pupils with differing prior attainment is inconsistent in the school.

37. The governors have agreed that formal teaching of sex education will not be given. Related matters including healthy living and hygiene are taught through the science and physical education curriculum. The use and misuse of drugs, including alcohol and tobacco, is also appropriately taught through these lessons.

38. The Code of Practice for pupils with special educational needs is fully observed and the provision made by the school is good. Parents are particularly appreciative of this and of their involvement in discussing their children's needs. The special educational needs co-ordinator undertakes regular assessments and meetings are held termly to review individual pupils' progress. All pupils, including those with statements of special need, are well supported in the classroom. However their individual education plans are sometimes insufficiently utilised in teachers' planning.

39. There are very good links with local secondary schools. Pupils regularly make use of their facilities and specialist expertise in science, information technology, design and technology and physical education. As well as providing opportunity to use equipment and resources not available in a small primary school, this helps pupils well to prepare for the next stage of their education and for the move to a large secondary school. The school has successfully built up its resources to support the curriculum, particularly in English, information technology and religious education.

40. The school greatly enriches pupils' experiences through regular visits to places of historic and cultural interest. Every class has two or three excursions a year to places such

as York, Furness Abbey and Vindolanda. The older pupils have an annual residential visit to an outdoor centre where they experience all kinds of outdoor activities on land and water. Visitors to the school have included musicians demonstrating Tudor music and dances and, from the community, representatives of the church, police, medical and fire services. Extra-curricular activities include football, rounders, netball and cricket. The school presents concerts, nativity plays and carol services.

41. The school's provision for pupils' spiritual and cultural development is sound. For their moral and social development it is good. This represents an improvement on the previous report when the provision for pupils' spiritual development was found to be unsatisfactory. The daily assemblies make a satisfactory contribution to pupils' spiritual development, as they are asked to consider the wonder and mystery of new life and growth in nature. Teachers leading assemblies skilfully draw on pupils' experience of their own attractive rural environment to promote reflection on these issues and to give thanks for the beauty of creation. Assemblies now meet the requirements for collective worship, addressing the issue of the previous inspection. Religious education is also a source of spiritual development though the lack of written work by the oldest pupils limits their expression of personal feelings and responses to spiritual questions and ideas. There are good instances of pupils responding with wonder to new life and growth, such as in the hatching of eggs and the speed with which shoots appear from cress and sunflower seeds which they have planted.

42. The high standard of behaviour in the classroom and around the school indicates that pupils have a clear understanding of right and wrong. They are open, honest and trustworthy. Teachers take every opportunity to reinforce these principles in assembly and in class.

43. The school presents a strong sense of community which embraces staff, governors, parents and pupils. Relationships within the school are very good. Pupils of all ages mix together well. In class, pupils collaborate effectively in group or paired work. In discussion, they listen carefully to each other and respond sensibly to others' opinions and ideas. They are courteous and friendly to visitors and readily discuss their work. The school actively promotes their personal and social development through the curriculum and organised visits and excursions. These also raise pupils' awareness of their own local cultural heritage. There is a good breadth of wider cultural experience through the curriculum. For example, an Indian story is currently the focus of older pupils' literacy work. In geography, pupils have produced project booklets on Kenya. In religious education, they learn about world faiths such as Judaism and Sikhism and in music pupils study Greek music in connection with their history topic.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school provides good support for its pupils. Effective child protection procedures are in place and staff have good regard for pupils' well being, health and safety. The governing body undertakes regular reviews of matters involving the care of pupils.

45. The school enjoys good relationships with specialist agencies who provide support in such areas as special educational needs. There are no pupils with English as an additional language. There are very good procedures for monitoring and promoting good attendance and staff have appropriate contact with the educational welfare services.

46. Good procedures exist for promoting good behaviour. Simple rules are known and

understood by the pupils. At Key Stage 2, there is strong emphasis on developing and encouraging team working, that encourages friendship and good work. The school works well to develop the family atmosphere which is much appreciated by pupils and parents.

47. Baseline assessments are in place and pupils' ongoing progress is carefully monitored throughout the school. In Key Stage 1, assessment is not always undertaken by the teacher. Work in this class is not always sufficiently well planned to meet the needs of pupils with differing prior attainment. In the school, teachers keep clear records and know their pupils well. Appropriate use is made of optional National Curriculum tests and some commercially produced tests, such as those for English and mathematics. In the school, marking is generally consistent and helpful to pupils, providing guidance and support.

48. The school has been particularly effective in providing support for pupils with special educational needs from an early age. Day provision for some pupils is provided off site and there is good liaison to support pupils' integration.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents are very happy with the standards their children achieve and the work they produce. Although the school brochure shows standardised test results, these are not set out in a particularly clear way. Pupils' annual reports describe work that has been learned and are used as a focus for discussion with parents. Some do not always give a clear indication of progress.

50. Parents fully support the work of the school and a good number of parents regularly help in classes. The fundraising efforts of the Parent Teacher Association support the school well.

51. All teachers at the school are seen as welcoming. Parents appreciate that the headteacher is always in the playground at the start of the school day and that he is available to discuss any immediate concerns. Parents appreciate the opportunity to attend three parents' evenings each year and feel welcome to visit the school at other times. There was a good response to the home-school agreement, which was introduced after effective consultation with parents. The recently reviewed homework policy indicates levels of homework for pupils of different ages.

52. The school is a valued part of the local community. Pupils enjoy visiting the local secondary school for some lessons and are generally well prepared for secondary education. Sporting fixtures are held with other local schools and parents are often involved in transport duties. The school values the very strong links with parents, which have a positive impact on school life. These provide a positive contribution to pupils' personal development and progress.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The previous report stated that the school was well managed with headteacher, governors and staff providing positive leadership. The finding of the present inspection is that the strong leadership has been maintained and developed. Governors are now taking a more direct role in monitoring the curriculum. Some regularly visit the classes and discuss pupils' work and progress. Governors have been appointed to focus on the implementation of the National Literacy and Numeracy Strategies and one liaises regularly with the special educational needs co-ordinator. Most governors have undergone training by the local

education authority.

54. The headteacher provides strong leadership in the school's life and work. In conjunction with the governing body and staff, he has addressed several of the issues raised by the last report, whilst undertaking an almost full-time teaching responsibility. He aims to maintain the happy, caring and secure environment for the whole school community. He promotes an ethos in which all individuals are valued and where high standards of achievement and behaviour can be maintained. Parents are highly appreciative of the management of the school, its good partnership with them and the high standards of academic and social achievement.

55. The governing body meets at least once a term and has a committee structure to oversee the school's finances, curriculum, staffing and premises, including health and safety. All committee meetings are minuted and presented to the whole governing body. The school development plan is a detailed and well organised document indicating the school's academic and management targets. Some of these are continuations of the action plan drawn up following the previous inspection. The plan is carefully costed, indicating sources of funding. Responsible personnel and timescales for action are clearly identified. The plan was drawn up by the headteacher in consultation with the staff and presented to the governing body for discussion.

56. Day-to-day financial control is efficiently managed by the school secretary. Principles of best value are closely followed. The school's budget, expenditure and financial management are monitored in all aspects by the local education authority. The recent audit made only one very minor recommendation which was immediately implemented. Specific grants for curriculum development such as information technology and special educational needs are correctly spent for these purposes. The school's spending on educational resources is commendably high in comparison with the national average.

57. The previous report stated that neither teaching nor curriculum development in certain areas was sufficiently monitored, evaluated and supported. This is still a significant weakness in the school's management. Subject co-ordinators do not monitor the delivery of their subjects, although there is a satisfactory overview of planning. Sampling of pupils' work across the key stages is not undertaken with sufficient regularity to ensure that co-ordinators are aware of pupils' progress and development. Results of national and internal school testing are closely analysed.

58. Appraisal procedures are in place on a two-year cycle. Staff have identified their development needs and have attended appropriate courses either at local educational authority centres or in school. The school has close links with teacher training institutes and provides opportunities for students to undertake teaching practice. The stability of the staff over a good number of years has been seen to have reduced the need for an induction policy.

59. The experience and qualifications of the staff fully equip them to teach subjects of the National Curriculum and religious education. Key Stage 1 pupils are supported by a nursery nurse and classroom assistant. Lunchtime supervisors know the pupils well and have good relationships with them. This helps to maintain the high standards of pupils' behaviour outside the classroom.

60. The accommodation is satisfactory for the delivery of the curriculum. The premises comprise two buildings, one for Key Stage 1 and the other for Key Stage 2. The rooms are of an adequate size though Key Stage 2 classrooms have also to accommodate assemblies and

lunchtime meals. Provision of inside toilets, double glazing and better flooring have greatly improved the school's facilities. The premises are well maintained by the cleaning and caretaking staff. The school has access to the adjacent village hall which is used for physical education and other lessons requiring space. The school makes full use of its good links with local secondary schools, enabling pupils to benefit from specialist accommodation and equipment not available in their own school. Playground accommodation is limited but the school has an adjoining field of good size.

61. Since the last inspection, the school has considerably increased the resources necessary to support the curriculum, particularly in English, information technology, religious education and science. Design and technology is still under-resourced with insufficient construction kits, hand tools and different materials for moulding and making.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

- review the organisation of the curriculum in the school by:

    - *establishing appropriate time allocations for subjects to ensure balance;*
    - *providing a wider range of early learning experiences for children under five, that include regular opportunities for outdoor play with large play equipment;*
    - *continuing to provide staff training to further develop their knowledge of information technology and design technology;*
    - *improving the range of resources for design and technology;*

    (paragraphs 6, 9, 10, 11, 22, 23, 27, 34, 35, 61, 65, 67, 69, 70, 71, 80 106, 118 and 131)

- establish a system for co-ordinators to monitor and evaluate standards, teaching and learning in their subjects;

    (paragraphs 11, 32, 57, 82, 91, 98, 126, 134 and 41)

- ensure that assessment is used consistently to inform and further improve planning for pupils with differing prior attainment.

    (paragraphs 11, 12, 21, 22, 25, 36, 38, 47, 80, 98, 140 and 141)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These can be found in paragraphs 5, 49 and 78:

- ensure consistent information is provided about pupils' progress in their end of year reports;

- introduce pupils to methods for joining their handwriting before the end of Key Stage 1.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	19
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11	50	39	0	0	0

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	**No of pupils**
Number of pupils on the school's roll	56
Number of pupils eligible for free school meals	0

Special educational needs	**No of pupils**
Number of pupils with Statements of Special Educational Need	1
Number of pupils on the school's special educational needs register	12

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

Pupils mobility in the last school year	**No of pupils**
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

	%
School data	4.0
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	1999	6	5	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 Or above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC Level 2 or above	School	82 (66)	82 (66)	82 (100)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Numbers of pupils at NC level 2 Or above	Boys	4	4	4
	Girls	5	5	5
	Total	9	9	9
Percentage of pupils at NC Level 2 or above	School	82 (66)	82 (100)	82 (100)
	National	82 (80)	86 (85)	87 (86)

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

Attainment at the end of Key Stage 2

Due to the small number of pupils being assessed at Key Stage 2 only percentage results are shown.

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	1999	3	7	10

National Curriculum Test Results		English	Mathematics	Science
Percentage of pupils at NC Level 4 or above	School	90 (63)	100 (88)	100 (88)
	National	70 (64)	69 (58)	78 (69)

Teacher Assessments		English	Mathematics	Science
Percentage of pupils at NC Level 4 or above	School	90 (63)	100 (88)	100 (88)
	National	68 (64)	69 (64)	75 (70)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	48
Any other minority ethnic group	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.1
Number of pupils per qualified teacher	18.1 :1
Average class size	18.7

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	32

FTE means full-time equivalent.

Financial information

Financial year	1998/99

	£
Total income	154,586
Total expenditure	148,635
Expenditure per pupil	2,563
Balance brought forward from previous year	9,193
Balance carried forward to next year	15,144

Results of the survey of parents' and carers'

Questionnaire return rate

Number of questionnaires sent out:	56
Number of questionnaires returned:	43

Percentage of responses in each category

	Strongly agree	Tend to Agree	Tend to disagree	Strongly disagree	Don't know
My child likes school	75	23	2	0	0
My child is making good progress in school	67	31	2	0	0
Behaviour in the school is good	67	33	0	0	0
My child gets the right amount of work to do at home	47	49	4	0	0
The teaching is good	74	26	0	0	0
I am kept well informed about how my child is getting on	56	44	0	0	0
I would feel comfortable about approaching the school with questions or a problem	86	12	0	2	0
The school expects my child to work hard and achieve his or her best	72	28	0	0	0
The school works closely with parents	65	35	0	0	0
The school is well led and managed	86	12	0	0	2
The school is helping my child become mature and responsible	72	26	0	0	2
The school provides as interesting range of activities outside lessons	36	35	23	2	4

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

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

62. Children under five are taught in the reception, Year 1 and 2 class. Most children have previously attended the local nursery which is held in the nearby village hall. They have a range of prior experiences and backgrounds. The baseline assessments indicate attainment on entry to the school is broadly average. By the time they are five, children have made good progress in their early reading, speaking and listening and early mathematical skills. Most have begun the National Curriculum Key Stage 1 programmes of study for English and mathematics by the time they are five.

63. Children's personal and social development is good. They quickly settle to routines and become confident with others. The early links between the nursery and Key Stage 1 help the smooth transition of children. Children learn to take turns, share and play together in, for example, the class café. Here, they take orders and prepare imaginary meals for their customers. Support staff are involved well in interacting with the children during these activities. The youngest children are sensitively introduced to whole class lessons and the older pupils in the class encourage them by showing respect for and appreciation of their views. Children with special educational needs are integrated effectively into the class and are supported well by teaching and non-teaching staff.

64. In language and literacy, children speak with increasing clarity and confidence. They express their ideas and feelings during class discussions, such as during introductions to the literacy hour or during class assemblies. They are encouraged to take part fully in discussions about their work and willingly join in. Early reading skills are quickly developed so that by the time they are five most children can read. All recognise and write their own name. Children recognise and name letters of the alphabet and develop sound understanding of letter formation and orientation. Activities such as dressing up and role-play enhance children's speaking and listening and social skills.

65. In early mathematics, children count numbers in sequence up to 10. They recognise shapes such as a square, circle and triangle. They form patterns and sort and match different objects and begin to use mathematical language such as "heavy'' and "light'' when describing weight. Their early understanding of capacity and volume is limited through the lack of regular opportunity to use the sand and water trays.

66. Children have satisfactory knowledge and understanding of the world. They talk about their immediate environment and their families. They understand that there is change over time, such as ways in which seeds grow into plants and babies become adults. Through topics, such as the study of their school and the village, they learn that places change over time. Children recognise that they can control the computer and retrieve and store information.

67. Children develop satisfactory physical skills. They work with malleable materials, such as playdough, to make, for example, flowers and fruits. They build models from different construction materials, manipulating pieces well. Children make satisfactory progress in gymnastic skills such as when they travel around the hall in different ways, including hopping, skipping and jumping. They develop control of their movements and make sound use of space. They benefit from the large playing areas around the school for outdoor games. Insufficient opportunity is provided for children under five to play with large, outdoor

play apparatus and equipment.

68. In their creative development, children experience a range of art techniques, such as drawing, painting and printing. They make three-dimensional animals and birds using paper and paint recognisable paintings, such as those of nocturnal animals. They observe carefully and confidently mix colours to create a variety of effects. They make good progress in this aspect of their creative development. This shows an improvement since the last inspection. No music was seen during the inspection, though plans show that appropriate work is undertaken.

69. Overall, the quality of teaching is satisfactory for children under five. The issues raised at the time of the last inspection have been partially addressed. Staff training has been provided and planning is undertaken in the areas of learning for children under five. Children's progress is now carefully monitored. Children's creative development is good in art. Limitations still remain in some areas of learning. Children have no large, outdoor play equipment and do not have regular opportunities for outdoor play as a part of their provision. Similarly, only one afternoon per week is allocated for children to use large construction equipment.

70. Within the combined class containing reception, Year 1 and Year 2 pupils, the teacher has established a system of concentrating her teaching on the older pupils. Most direct teaching for children under five is undertaken by the part-time nursery nurse and the special educational needs assistant. Whilst support staff work hard and contribute well to children's needs, some work observed required the teacher's involvement. For example, when supporting children with their writing skills, the nursery nurse had insufficient prior understanding of children's previous learning. Expectations of what children should achieve were inappropriate.

71. The classroom organisation and management of the provision for children under five is not yet fully satisfactory. The area provided for role-play, currently a café, is too small and is too close to the classroom entrance. There is no reading area for children to select a book. Resources have been increased since the time of the last inspection, but are not always used effectively. An issue of the previous inspection was to introduce arrangements to monitor systematically the work of the school and the teaching methods used. This has not yet been addressed. This adversely affects the support and guidance available for the provision for children under five.

ENGLISH

72. In 1999, pupils' results in English at the end of Key Stage 2 were very good and well above the national average. The proportion of pupils attaining higher than average results was well above the national average. Compared with similar schools, pupils' performance was above average. Over the last three years, pupils' attainment in English was well above average, except for 1998, where results were lower, but where they were in line with the national average. This was a reflection of pupils' prior attainment. Small numbers of pupils undertake national assessments each year and there is likely to be a variation in the school's average results.

73. At the end of Key Stage 1 in 1999, pupils' attainment in reading and writing was very

good and well above the national average. In comparison with similar schools, pupils' performance was average in reading and well above average in writing. Results have varied over the last four years, with those in 1998 being below the national average.

74. English was seen to be a strength of the school at the time of the last inspection. At that time, standards were seen to be satisfactory at the end of Key Stage 1 and good by the end of Key Stage 2. Evidence from the current inspection shows similar results, with pupils attaining satisfactory standards in reading and writing by the end of Key Stage 1 and good standards by the end of Key Stage 2. Both cohorts are small in number and these standards reflect pupils' varying prior attainment. Pupils' speaking and listening skills are good throughout both key stages.

75. Pupils are encouraged to listen carefully and to contribute to class and group discussions. The youngest pupils quickly develop confidence and willingly take part in a range of speaking activities. For example, during introductions to the literacy hour, Year 1 and 2 pupils are encouraged to describe local features, using a widening range of vocabulary. They listen to others' suggestions and show appreciation of their contributions. Similarly, in a history lesson about sources of evidence, in the Year 3 and 4 class, pupils eagerly offered their ideas about the validity of these and learned how archaeologists pursue evidence. Older pupils in the Year 5 and 6 class listened attentively to the teacher's expressive reading of a story which promoted mature discussions about different cultures and languages. The positive encouragement for attentive listening and effective discussion is developed across subjects and contributes well to pupils' learning, along with their personal and social development.

76. At Key Stage 1, pupils make satisfactory progress in reading. They recognise familiar words and letter patterns and make increasing use of a variety of cues to gain meaning. They use illustrations and anticipate to deduce the most likely word when faced with unfamiliar vocabulary. Pupils make good use of their dictionaries to support their reading and make good progress in using these to learn early information finding skills. Most know the alphabetical arrangement of dictionaries and can locate words efficiently by the end of the key stage. A range of reading is provided to ensure pupils recognise different formats and layouts, such as diagrams, lists, poems, factual accounts and stories. Good use is made of computers to support pupils' knowledge of different formats. By the end of Key Stage 1, pupils read aloud with an accuracy and fluency appropriate for their age.

77. Pupils in Key Stage 2 continue to enjoy reading for a variety of purposes. In their study of poems, for example, pupils in the Year 3 and 4 class produced rhymes in the style of the "Adventures of Isabel''. They enjoyed the task, though this was insufficiently extended to further challenge those with higher prior attainment. In the Year 5 and 6 class, pupils' reading skills are well developed. For example, they draw inferences and information from illustrations and reorganise this effectively to support their learning about modern civilisation. Pupils enjoy reading for pleasure and for locating information. Reading skills are supported effectively by the good range of literature and non-fiction books available in the school.

78. At Key Stage 1, most younger pupils develop satisfactory writing skills. They form letters correctly and learn common spelling patterns. They punctuate simple sentences with a capital letter and full stop. A few pupils in Year 1 have yet to adopt a proper pencil hold and form letters correctly. Some left-handed pupils are incorrectly seated when writing, so as to ensure they have sufficient room to write. A few have yet to write letters, paying attention to their size and position on a line. By the end of the key stage, pupils write several sentences to tell a simple story in sequence. They begin to use some more complex methods of connecting their ideas, such as using words like "when, so" and "then". A few

pupils with higher prior attainment write more complex sentences in their accounts and descriptions. Very few pupils have learned to join their handwriting by the end of the key stage. The school has recently identified this as an aspect to be improved. The scrutiny of work shows that pupils in the Key Stage 1 class have had insufficient opportunity to practise extended writing during the current year.

79. At Key Stage 2, pupils quickly develop joined handwriting and their work is neatly presented. In their stories, such as "The Old Castle", Year 3 and 4 pupils showed good imagination and made effective use of a range of vocabulary to interest the reader. Those with higher prior attainment made correct use of commas to separate ideas and included dialogue to add interest. Pupils made good use of computer programs to present their work in different

ways, such as using graphics to illustrate "Monumental Buildings". By the end of the key stage, pupils have developed fluency in handwriting and know many writing conventions. For example, they use paragraphs, punctuate their work correctly and use a variety of methods to communicate their ideas. The work undertaken on persuasive writing shows that most pupils can sustain an argument, for example, in a letter of complaint following an imaginary visit. Pupils present good quality accounts of visits, such as one to York. They understand the value of collecting, organising and producing their writing in interesting forms and enjoy displaying their work for others.

80. Pupils, including those with special educational needs, make satisfactory progress at Key Stage 1 and good progress at Key Stage 2. At Key Stage 2, the organisation and management of the literacy hour is well established. At Key Stage 1, the organisation and use of time is not always fully effective and information about pupils' prior attainment is insufficiently used to plan future work.

81. The quality of teaching is good overall. In particular, the teaching in the Year 5 and 6 class is very good. There are high expectations and the teaching is often characterised by skilful and imaginative tasks. Work is carefully adapted to meet the needs of all pupils, including those with special educational needs. Pace is brisk and there are very good relationships, which are enhanced by humour and enthusiasm in many lessons. Marking is constructive and supports pupils' ability to improve. Planning is good for English. All teachers follow the guidance in the literacy schedule and make good use of resources. Progress is carefully monitored. The good and very good lessons ensured sustained concentration and pupils' conscientious efforts to achieve their best. In the satisfactory lessons that were mostly seen at Key Stage 1, although pupils listened and followed instructions, there was sometimes insufficient challenge and a sense of urgency to complete work.

82. Assessment procedures are satisfactory and pupils' achievements are carefully maintained as examples of how they have progressed. Attainment in national tests is analysed and appropriate future targets are set. The subject co-ordinator has good knowledge but has no systematic involvement in scrutinising work across the school or in monitoring teaching. This was identified as an area requiring action at the last inspection, but has yet to be achieved.

83. Resources for English are good. The school has invested considerably in providing these to meet the needs of the literacy hour. A strong focus is placed on literacy and there is a wealth of good quality books. The accommodation is satisfactory, though the reception and Key Stage 1 class lacks an area for pupils to select and read books for pleasure. Good

displays of writing enhance the accommodation.

MATHEMATICS

84. In the national tests and assessments in 1999, pupils' results at Key Stage 1 were close to the national average and to results obtained in similar schools. A significant feature in the small cohort was the number of pupils who obtained the higher level 3. This was well above the national average. At Key Stage 2, pupils' results were well above national averages and well above the average attainment of similar schools. Again, the percentage of pupils obtaining the higher level 5 was well above the national average. No pupil was below the expected level 4. The previous report found that standards throughout Key Stage 2 were good. Standards in Key Stage 1 were satisfactory. Over the years, pupils' performance in Key Stage 1 has been at least satisfactory and at Key Stage 2 it has been consistently well above average. Across the school therefore, pupils make very good progress in mathematics. The finding of the present inspection is that pupils' attainment at the end of Key Stage 1 is at least satisfactory with a significant number of pupils achieving level 3. At Key Stage 2, pupils are achieving very good standards with a higher proportion than average attaining level 5, and one pupil working in level 6.

85. The previous inspection report stated that there was a narrowness in the curriculum in Key Stage 1. Scrutiny of pupils' work shows that this has now been addressed. There is a very good range based on the attainment targets of the National Numeracy Strategy, with a high level of accuracy evident in the sampled work. A significant feature is the introduction of pupils to problem solving challenges, both in number calculations and "real life" problems. For example, studying measurement of time pupils work out times of arrival and duration of travel using bus timetables. In number work, pupils add and subtract successfully with two digit numbers, distinguish between odd and even numbers and have a good recall of number facts to at least 10. They have good recall of two, five and ten multiplication tables and understand fractions such as halves, quarters and thirds. Pupils' work also shows good knowledge of two-dimensional shapes and their associated vocabulary, together with ability to estimate and measure accurately. Younger pupils correctly count on and backwards in tens from a given number, using a counting stick. Their work also shows a good breadth of knowledge and accuracy, including shape, time, money and weight. They readily understand terms such as "more than, less than, heavier and lighter". Pupils make sound progress across the key stage in all aspects of mathematics.

86. At the end of Key Stage 2, pupils respond quickly and accurately to multiplication and division questions involving multiplication by eight. They use number cards to indicate their answers. The teacher skilfully varies the language of the questions, using expressions such as "multiplied by, product of" and "factors of". Pupils solve long multiplication problems using a variety of methods. They check their answers against earlier estimations. Year 6 pupils work with three digit numbers and Year 5 with two digit numbers. For homework, they have to devise a "real life" problem to be solved using long multiplication. Younger pupils in the key stage show good understanding of place value in counting on and backwards in tens and hundreds to 1000 and in locating the position of two digit numbers on a calibrated but unmarked number line. Scrutiny of pupils' work at Key Stage 2 shows very good progression over all aspects of mathematics. At the end of the key stage pupils are fully familiar with the four operations of number, the relationship between fractions, decimals and percentages, area, perimeter, three-dimensional shapes and their properties. They successfully solve problems involving analogue and digital time as well as calculations involving money, weights and measures. There are good examples of data handling, use of co-ordinates and

symmetry. Pupils make good progress through their classes and across the key stage. They show particularly good understanding of the application of their mathematical knowledge to solving problems.

87. Pupils respond very well to mathematics. Some describe it as their favourite subject. They listen attentively to the teachers and enjoy the brisk challenges of mental mathematics. In written work, pupils concentrate well and most produce a good quantity of work in the time allocated. Their attitudes and behaviour in lessons are very good.

88. At Key Stage 1, teaching is satisfactory overall. The teacher's knowledge is sound and the organisation of lessons satisfactory. Work, whilst carefully planned, does not always provide sufficient challenge to meet the needs of all pupils. In a good lesson seen, the teacher developed the number work well, involving most of the pupils in a brisk mental mathematics session. She then extended their understanding through the use of number lines and practical activities, such as estimating the number of buttons in jars. A good feature of this work was the careful use of mathematical language such as "what is the difference between?" and "how many are needed to make?".

89. At Key Stage 2, teachers have very good subject knowledge. The mental mathematics sessions stimulate and challenge the pupils by the use of quick-fire questions. The balance and pace of lessons is good. Planning is drawn from the National Numeracy Strategy and broken down well into lesson plans. Mental mathematics, direct teaching, pupils' individual working and the final plenary session give a good variety to each lesson. The teaching, particularly of older pupils, is clear, confident and authoritative. This, together with high expectations of pupils' learning and behaviour, impacts strongly on pupils' good motivation and anxiety to succeed. Teachers' constant use of mathematical vocabulary reinforces pupils' understanding. Tasks are explained clearly, ensuring that pupils understand exactly what they have to do. The teachers offer very good support to the pupils as they work on their tasks. They explain, encourage and keep the pupils moving forward. Work is well devised for pupils of different levels of attainment, with challenging extension work for higher attaining pupils. Marking of pupils' work is satisfactory. It includes good use of encouraging praise and some diagnostic comment. Teachers regularly record assessment of pupils' attainment and progress. Their use of day-to-day assessment is good. They have a good knowledge of individual pupils' standards of attainment and needs.

90. Pupils with special educational needs participate fully in whole class sessions and are set tasks appropriate to their needs. They are well supported in these by the teachers and make good progress.

91. The subject has been well organised in the school but the co-ordinator has insufficient opportunity to monitor and evaluate teaching and learning. Resources and the accommodation are satisfactory.

SCIENCE

92. In the 1999 National Curriculum Key Stage 2 assessments, pupils' attainment in science was very good. It was well above the national average and well above average when compared to similar schools. Similar performance was seen over the last three years. At Key Stage 1 in the 1999 teacher assessments, pupils' performance was well above average in most aspects of the subject and average in their knowledge and understanding of physical properties.

93. At the time of the last inspection, standards were less than satisfactory by the end of Key Stage 1. At that time the Key Stage 1 science curriculum was too narrow, limiting pupils' full knowledge and understanding of all aspects of the subject. By the end of Key Stage 2, in 1996, pupils' attainment was satisfactory and in line with the national average.

94. Evidence from the current inspection shows that pupils' attainment is satisfactory at the end of Key Stage 1 and good by the end of Key Stage 2. The scrutiny of Key Stage 1 pupils' work shows that they have a sound understanding of materials and living things. Within the topic of "Ourselves", reception and Year 1 pupils have sound knowledge of their senses. They have investigated light and dark and know that some animals are nocturnal. Work samples show that pupils have undertaken a variety of practical investigations. Pupils record their experiments, using an increasing range of formats, supporting their literacy skills well.

95. In the lessons seen at Key Stage 2, Year 3 and 4 pupils showed sound understanding of the term "materials". They investigated a variety of different objects made from material such as wood, metal and plastic and suggested ways in which they might be used. Pupils worked well together during their investigation, which included searching for different materials in the playground. They described their results clearly, using scientific language. By the end of the lesson, most knew the meaning of terms such as "flexibility" and "transparency".

96. In the Year 5 and 6 class, pupils learned and revised their knowledge and understanding of the parts of a flower. The carefully explained introduction ensured all pupils conducted their experiments effectively. By the end of the lesson, pupils named many parts of the flower and their conclusions were accurate. They showed mature understanding of how to conduct an experiment and how to research information. For example, pupils used reference sources efficiently to find out information about plant reproduction. They carefully dissected the flowers to identify and to compare a daffodil and blossom. Pupils with higher prior attainment confidently explained the link between pollination and reproduction.

97. Progress is satisfactory at Key Stage 1. The curriculum has been broadened since the last inspection to ensure a more appropriate range of work is provided. Pupils develop sound investigative skills and a secure knowledge and understanding of the various topics. From the scrutiny of pupils' work, there is sometimes insufficiently different work provided for reception and Year 1 pupils, particularly in written tasks. Similarly, in the early part of Key Stage 2, progress is generally satisfactory. In the Year 5 and 6 class, pupils make good progress, enhanced by the teacher's high expectations and encouragement to extend their learning. Pupils with special educational needs make good progress and are encouraged to take a full part in all work. Pupils respond well to science. They are interested and eager to carry out investigations. They behave well and have positive attitudes to their work.

98. The quality of teaching is satisfactory overall. It is good in the Year 5 and 6 class. The lesson seen was brisk. The introduction was very effective and skilful questioning challenged all pupils. The lesson conclusion successfully enabled pupils to review the task and present their results. Good references were made throughout the lesson to previous work, such as in discussions about insects. In the satisfactory Year 3 and 4 lesson, whilst the introduction and objectives were clear, the pace of the lesson varied. Science topics are often well linked to work in other subjects, such as art and mathematics. Planning is generally satisfactory, though there is a lack of detail in short term plans about the work planned for pupils with differing prior attainment. Assessment procedures are satisfactory and pupils' progress is carefully monitored. Homework is used to support pupils' learning and is satisfactory. Subject leadership is satisfactory, though the school has not yet

established monitoring and evaluating roles for subject co-ordinators. Similarly, the co-ordinator has little involvement in the regular scrutiny of standards of work.

99. Resources are satisfactory for teaching science and the subject is well supported by a range of good quality reference books. The accommodation is satisfactory and the school's rural position provides a good source for investigations. Good links exist with the secondary school staff who lend their expertise.

INFORMATION TECHNOLOGY

100. The previous report found the teaching and learning of information technology to be unsatisfactory at both key stages. It was a key issue to be addressed. The finding of the present inspection is that pupils' standards of attainment are satisfactory overall, though there are still weaknesses. During the inspection no whole class lessons for information technology were timetabled. Some work was observed during other subject lessons. Other evidence was obtained through discussion with teachers and pupils, scrutiny of planning and work on display.

101. The school has worked to improve the situation. Considerable investment has been made in software and hardware and training of staff. A suite of three computers is now installed in the staffroom. These are available for supervised use by pupils. Each classroom also has its own machine. There is ancillary equipment such as a digital camera and the school is connected to the Internet. Year 5 and 6 pupils have visited the local grammar school where they have received specialist tuition on the use of the Internet.

102. Year 1 pupils are successfully creating bar graphs showing the numbers of different pets owned by their classmates. This is a six-week unit of work devised and planned by the teacher but carried out by a parent with computer knowledge and training. She works weekly with individual Year 1 pupils in turn. The unit of work comprises the gathering of data about pupils' pets. They then translate this into tallies and pictograms. Data is transferred on to the computer in the form of various graphs showing the number and type of the pets. Each lesson plan clearly states the procedures for a part of the process. Each of the pupils observed showed a quick understanding of the steps and a good familiarity with the functions of the computer. They had good mouse control and could easily click on icons. They understood + and – keys in indicating the numbers of animals, could locate the program and correctly use highlighting. After being shown the procedure, pupils could rework the process and print out their graph without help. A second parent comes in to work with Year 2 pupils but this did not coincide with the inspection.

103. At Key Stage 1, pupils develop a satisfactory knowledge of computer features and functions. In addition to the data handling exercise, they are familiar with a number of word processing techniques. They use different fonts and sizes, cut and paste and combine graphics and text. Year 2 pupils are about to begin control technology using a programmable robot.

104. Progress is satisfactory for all pupils, including those with special educational needs, in Key Stage 1. It is satisfactory in some aspects of the subject in Key Stage 2, but there are still weaknesses in control technology. Work seen in progress during Key Stage 2 lessons included one pupil word processing an "Alphabet Poem". He selected a font, incorporated colour and texture and rearranged margins as appropriate. In science, pupils learned to use the digital camera to photograph the layout of parts of flowers. In a poetry lesson, pupils with special educational needs successfully organised rhyming couplets using "cut" and "paste".

They read printouts of their work to the rest of the class.

105. Teachers described further use of information technology in the literacy hour. The computer is used to develop pupils' correct use of punctuation. It also supplies missing words into text and is used to design layout of text incorporating graphics and utilising italic, bold and colour for effect. In mathematics pupils handle data, producing pie charts and spreadsheets. They have also investigated angles and shapes using a logo program. In music, teachers' planning indicates the use of information technology in composing programs with older pupils. In geography pupils research information on the rainforest from an encyclopaedia program.

106. Overall, the teaching and learning of information technology is still in a developmental stage. Good features are already evident in word processing and mathematics. Teachers' planning indicates full coverage of the National Curriculum requirements but as yet control technology and simulation programs are underdeveloped and the school has no equipment for monitoring external events. Computer skills are taught with insufficient regularity in some parts of Key Stage 2.

RELIGIOUS EDUCATION

107. Only one lesson was timetabled during the inspection period. This was in Key Stage 1. Judgements about Key Stage 2 are therefore based on discussion with teachers and pupils, scrutiny of written work and teachers' planning. The previous report stated that pupils' attainment and progress and the teaching of religious education were unsatisfactory in Key Stage 1 and satisfactory in Key Stage 2. Teachers' knowledge of the locally agreed syllabus and their planning were unsatisfactory. There was no scheme of work and resources were poor. Raising attainment in religious education and producing a scheme of work were key issues. Pupils' attainment is now in line with the targets of the locally agreed syllabus for Cumbria. A good scheme of work has now been produced based on the agreed syllabus. Resources of artefacts for the different religions have been built up satisfactorily. Teachers' planning is now detailed and appropriate for the syllabus.

108. In the lesson observed, good teaching and learning took place. In a previous lesson, pupils brought in and discussed their own special books. In the lesson observed, the teacher successfully built on this foundation describing the Bible as a special book for Christians. It was described as being like a light because it shows Christians the right path through life. It was seen to be like a library because it is a collection of different books and seen to be like a letter because it contains information and a message. It was a letter from God. The teacher imaginatively developed this theme by giving out envelopes addressed to individual pupils in the class. She asked the pupils to draw a happy face or write a happy letter to the child whose name was on the envelope. At the end of the lesson, the pupils stamped the letters and were taken to post them at the post box. The older pupils wrote two or three sentences. All the pupils showed great interest in the lesson and were excited by the letter project.

109. Discussion with pupils at the end of Key Stage 2 showed a satisfactory knowledge of Christianity. They accurately recount the story of Jesus' birth and the sequence of events of Easter. Pupils know the story of Jesus feeding the crowd of five thousand people and that he performed healing miracles. They know that the Bible is divided into two Testaments and what each represents. They name several denominations of the church and describe the ceremony and significance of baptism. Pupils' knowledge of Judaism is limited but they name Moses and give an accurate account of the Israelites' escape from Egypt through the Red Sea. They know that Jews celebrate the Sabbath with a special meal and worship in a

synagogue. In discussion, pupils showed that they were interested in learning about different religions and the faith and practice of others. Teachers' planning indicates that these pupils are about to develop earlier learning about Sikhism.

110. Year 2 pupils' written work refers to a visit to the village church where the Minister conducted a mock baptism of children's dolls. Pupils have also correctly sequenced pictures showing the Nativity and Easter stories. There are illustrations of the Jewish Torah, the Sabbath meal and the Mezuza. Pupils know that religions have in common special books, places of worship and prayers. Their writing also illustrates the second attainment target of the syllabus "learning from religion". They write about "things that make me sad", and "how can you be a good friend?"

111. There is less formal writing in Key Stage 2. Religious education does not contribute sufficiently to the development of pupils' literacy. Most of the writing is based on work sheets developing topics covered in Key Stage 1. Some original writing refers to a visit of the local Minister and her description of services such as ordination and communion. Older pupils have on display original writing about legendary creation stories and good empathetic writing about personalities imagined from photographs of the faces of elderly people.

ART

112. Standards in art are good throughout the school. This is an improvement since the last inspection, when standards were found to be satisfactory. The subject is carefully planned and well resourced. Pupils still lack knowledge and understanding of the work of famous artists in the past. This was identified as a weakness at the time of the last inspection and continues to restrict some aspects of pupils' cultural development.

113. Pupils, including those with special educational needs, make good progress in their observational and imaginative skills. They learn how to use a range of techniques with different materials and tools. At Key Stage 1, pupils have produced collages, such as an underwater scene and a seascape. They learned how to use watercolours effectively during a visit from an artist. Pupils mix colours well and have experimented with different brushes and brushstrokes. Paintings of nocturnal animals were subsequently used to make three-dimensional pictures, such as those depicting owls.

114. At Key Stage 2, pupils continue to produce a range of work, including "expanding" shapes, bonfire pictures and poems and Greek urns. They show good control of thick and fine paintbrushes. Very detailed work was produced from copying pictures of birds. Camouflage paintings of landscapes were also very carefully developed by pupils. Pupils have good understanding of colour and show good attention to detail. The older pupils in the school show good imagination, such as in designing and producing their invented mythological creatures. They use medium, fine and extra fine brushes well.

115. Pupils respond well to art. They listen attentively and conscientiously complete tasks. Pupils are appreciative of others' work and enjoy learning different art techniques. In the lessons seen, pupils behaved very well.

116. The quality of teaching is good. Lessons are carefully planned and resources are good. A wide range of experiences is provided. Many of these are closely linked to topics, such as the study of animal life in science. Art is often incorporated well, such as when pupils visit York and sketch historical buildings in the city. Teachers display pupils' work attractively and informatively. Art is also used well to illustrate other work, such as poems

and stories. In some classes, information technology supports pupils' learning in art, such as where graphic programs are used to illustrate information. Pupils' work is assessed informally. The co-ordinator is conscientious and ensures a range of work for the school. Whilst visiting artists contribute to pupils' learning, pupils lack opportunities to learn about their cultural heritage through studies of famous artists in the past. This was also found at the time of the last inspection. The accommodation is satisfactory and the school's surroundings provide a wealth of sources for observational work.

DESIGN AND TECHNOLOGY

117. During the week of the inspection, no time was allocated for design and technology. Evidence of pupils' attainment and progress is therefore derived from discussion with teachers and pupils, artefacts and models which they have made, photographs and teachers' planning.
118. The previous report stated that pupils' progress was satisfactory although the attainment of the juniors was lower than expected. The finding of the present inspection is that whilst the quality of products made by pupils is satisfactory, with some good, insufficient time is devoted to the progressive development of pupils' skills. The design aspect of the subject is particularly weak. The school addresses these issues in its current development plan. The curriculum is narrow in scope, limited by an inadequate range of resources.

119. In Key Stage 1 this year there has been little in the way of design work. Pupils have satisfactorily made mobiles hanging in the classroom, masks from clay and other materials, models from playdough, finger puppets and pop-up cards. Last year, pupils designed and made clocks and watches incorporating working mechanisms.

120. In Key Stage 2, pupils made their own cereal mixtures and designed packets to demonstrate their appeal and selling power. They made glove and finger puppets and spinners to investigate colour variation. Pupils made fabric wall-hangings using a special machine brought in by a parent. They designed cages for different pet animals. Photographs show robots with eyes that light up, made by pupils from boxes and other materials. There is no photographic record of the designing or making process.

121. The teacher described how, in the previous year, pupils had made models in connection with their history topic. These were an Egyptian shadouf and a Roman catapult, both with moving parts. Pupils at the end of the key stage made cardboard cut-out models of an owl whose pivoted wings moved with a slider. They also built wheeled vehicles powered by a battery driven electric motor with a stop and start switch. This provided a good link with their work in science. The vehicles showed several good features, such as the load bearing axles, wooden body with glued jointing, strengthened corners and a pulley drive mechanism from the motor to rear axle. Pupils wrote about the process of making the model, describing problems they encountered and how they overcame these. No evidence was seen of design drawings or a design brief. The good links with the local secondary school enabled the pupils to use its equipment and facilities to make a moulded plastic ball game.

122. The co-ordinator has yet to have time provided to monitor and evaluate teaching and learning across the school. The accommodation is satisfactory for teaching design and technology.

GEOGRAPHY

123. No lessons were seen in geography during the inspection due to the organisation of

the timetable. Evidence gained from discussions with pupils and the scrutiny of pupils' work shows that they make satisfactory progress throughout the school. Pupils with special educational needs make sound progress.

124. At Key Stage 1, pupils learn about themselves and where they live. They know simple directions and identify physical features of the immediate area. They express their likes and dislikes of the locality. They have sound mapping skills, being able to identify local features on photographs and simple maps. At Key Stage 2, pupils know about the seasons, characteristics in weather patterns and recognise that there are differences in climate around the world. Most recently, the older pupils have studied life in Kenya, looking at aspects such as climate, resources and the effects of the weather and pollution. By the end of the key stage, pupils know and locate most countries in Europe. They have secure understanding of compass directions and estimate and measure distance on a map.

125. Pupils show interest in geography. They make effective use of encyclopaedias and the CD-ROM to find information. Pupils who discussed their work with inspectors had good recall of previous work and explained their work clearly.

126. No teaching was seen. Planning is satisfactory and often incorporates good links with other subjects, including English, such as where stories linked to the weather are included. Geography is organised within topics. The scheme of work shows the development of skills and resources used to reinforce learning. A summary record sheet is provided for teachers' comments about pupils' progress. Good use is made of the local area and of places of interest further afield. During their regular residential visits to York, for example, the oldest pupils devise and follow street plans and routes. Leadership of geography is satisfactory. The co-ordinator does not monitor standards across the school and has no opportunity to monitor and evaluate teaching and learning.

HISTORY

127. History lessons were seen only in Key Stage 2 during the inspection. Pupils' attainment was good in those lessons. From the lessons seen, the scrutiny of work and discussions with pupils and teachers, pupils, including those with special educational needs, make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.

128. At Key Stage 1, younger pupils recognise that things change over time. Through science, they learn about their growth and development, which is reinforced by their increasing understanding of changes in their families as time passes. They know about famous people in history, such as Florence Nightingale, and compare life now with that in Victorian days. They have a sound understanding of the use of sources of evidence to gain information about the past.

129. At Key Stage 2, younger pupils consider evidence and its validity, through, for example, studies of how archaeologists work. In the lesson seen, pupils enthusiastically "excavated" samples of buried materials. They recognised those that could not be Roman artefacts. Pupils worked responsibly and collaboratively, sharing ideas and appreciating others' points of view. Their knowledge and understanding of the Roman Empire and the use of evidence is good. Older pupils in the key stage study Ancient Greece. In the lesson seen, they discussed the influence of Greek thought on modern civilisation. They talked about democracy, philosophy, architecture and culture. They undertook further research, to find out about the geographical features and principal cities. The teacher's skilful development of the lesson enabled pupils to gain a good understanding of relative periods in history and the time between major events. Pupils made very good progress during the lesson.

130. Pupils enjoy history and work conscientiously, both individually and as members of a group. They behave very well and have good relationships.

131. The quality of teaching seen at Key Stage 2 was at least good. The Year 5 and 6 teacher has very good subject knowledge, which is used very effectively to introduce and develop concepts. The lesson was well balanced, using a mixture of teaching methods that maintained pupils' high level of motivation and interest. Pupils were challenged and the pace of the lesson was brisk. In the Year 3 and 4 class lesson, the teacher prepared an imaginative task that was well organised. Key questions and issues were planned and opportunities for ongoing assessment were identified. There was good interaction with pupils as they undertook their practical investigations. The only drawback to the lesson was its length. This led to some reduction in pace towards the later part of the lesson.

132. Planning is good in Key Stage 2, particularly in the Year 3 and 4 class. It is satisfactory at Key Stage 1, though the development of skills is less clear. The scheme is well supplemented by a range of visits to places of historical interest, such as museums and buildings. Religious education, geography and other subjects are often successfully included within topics in history. For example, pupils have visited an abbey, have studied the dissolution of the monasteries and have prepared route maps around York. In the Tudor afternoon, pupils learned about the lute and pupils benefited from a visit to an open-air theatre to watch "Twelfth Night".

133. History makes a good contribution to pupils' literacy skills. They write accounts of events, descriptions of famous people and letters of thanks following visits. They use their knowledge of myths and legends to create their own, showing good understanding of formats and style. The quality of discussions is often very good, enhancing pupils' speaking and listening skills.

134. Pupils' written work is marked conscientiously and their progress is carefully monitored. Work builds on their prior learning and by the end of Key Stage 2, pupils have a good knowledge and understanding of history. Resources are good, including a wide range of books and artefacts, and the accommodation is satisfactory. The co-ordinator has insufficient involvement in monitoring standards or the quality of teaching and learning across the school.

MUSIC

135. It is not possible to make judgements about pupils' attainment and progress as no lessons or music activities could be observed during the inspection period.

136. Music is taught by a visiting specialist, her planning is comprehensive and shows a good mix of activities promoting pupils' skill development and knowledge and understanding of music. There is a good balance between the attainment targets of composing and performing and listening and appraising. In Key Stage 2 work planned for Years 5 and 6 is imaginatively linked to the topics the pupils are studying. For example, to enhance their study of the Ancient Greeks pupils are to compose music using an ancient Greek mode. They will also compose music inspired by the story of the Trojan Horse and improvise vocal music based on a Greek legend. The pupils will use an information technology composing program in this work. They will produce graphic notation, save and print it. They will also use the Internet as a source of information. At the end of the unit the pupils will arrange to perform the music they have produced.

137. In connection with pupils' project on Kenya they listened to African drumming music in its rhythmic complexity, contrasting this with European percussion music. Pupils have also discussed film music and its importance in heightening atmosphere and dramatic tension. Pupils in Key Stage 2 also learn to play the recorder. There is a suitable range of classroom instruments.

PHYSICAL EDUCATION

138. Three lessons were seen in physical education, one at Key Stage 1 and the others at Key Stage 2. The gymnastics lesson at Key Stage 1 involved the development of methods of travelling in defined areas. The games lessons at Key Stage 2 focussed on throwing, catching and fielding a ball. Insufficient evidence was gained to make a reliable judgement about pupils' attainment across the subject.

139. At the time of the last inspection, attainment and progress was unsatisfactory in Key Stage 2 and satisfactory in Key Stage 1. At that time, older pupils in Key Stage 2 were seen to lack accuracy and skill in games. This was not seen during the games lesson in the current inspection. Pupils showed enthusiasm in playing a competitive game of Stoolball and their throwing and catching skills were good. They made good progress in fielding the ball during the lesson. Pupils took responsibility for bowling, organising teams and scoring and played well.

140. In the Key Stage 1 lesson, all pupils, including the children under five, learned to hop, skip and jump. They found suitable space and the younger children and pupils made good progress in the activities. Those pupils with higher prior attainment and older pupils in the class were insufficiently challenged by the lesson objectives.

141. The school makes good use of facilities in the local secondary school to support physical education. Extra-curricular activities in football, cricket, rounders and netball are provided and there are regular residential visits to an outdoor centre where pupils undertake adventurous activities. The quality of teaching seen was satisfactory. All elements of the National Curriculum are taught, including swimming. There is no scheme of work for physical education that is used consistently throughout the school. Key Stage 1 lessons follow a published scheme, which is adapted by the teacher. Here, whole class lessons are planned and there is insufficient account taken of pupils' prior learning, sometimes resulting in inappropriate expectations for some pupils. The use of assessment to inform planning is not yet in place. The co-ordinator has no role in monitoring and evaluating teaching and learning. Resources for physical education are satisfactory overall and the accommodation is satisfactory. The school makes appropriate use of the village hall and large playing field for gymnastics, dance and games.