

**INSPECTION UNDER SECTION 9 OF THE
EDUCATION (SCHOOLS) ACT 1992**

BLACKO COUNTY PRIMARY

Lancashire LEA

Date of Inspection

27.11.95 - 30.11.95

**BLACKO COUNTY PRIMARY
GISBURN ROAD, BLACKO, NELSON
BB9 6LS**

School Number :923/2075

Date of Inspection : 27.11.95 - 30.11.95

Name of Inspector: Steve Harrison

Registered Inspector : T11557

Date 17 January 1995

Under OFSTED contract number : 923/P/503779

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1. INTRODUCTION

This inspection was carried out under Section 9 of the Education (Schools) Act 1992 to report on the quality of education provided by the school, the educational standards achieved in the school, whether the financial resources made available to the school are managed efficiently, and the spiritual, moral, social and cultural development of pupils at the school. The findings of the inspection will contribute to the annual report of Her Majesty's Chief Inspector of Schools to the Secretary of State for Education.

1.1 BASIC INFORMATION ABOUT THE SCHOOL

Name of School	Blacko County Primary
Type of School	Infant and Junior
Type of Control	County
Age range of pupils	4 - 11
Name of Headteacher	J C Wright
School Address, postcode and telephone number	Gisburn Road, Blacko, Nelson, BB9 6LS
Name of appropriate authority (governing body, LEA or proprietor)	Governing Body
Local authority area in which the school is located	Lancashire
DFE school number	923/2075
Name of Registered Inspector	Steve Harrison
Date of the inspection	27.11.95 - 30.11.95

1.2 INTAKE OF PUPILS AND THE AREA SERVED BY THE SCHOOL

1. Blacko County Primary School is situated on the outskirts of Barrowford. The area surrounding the school is semi-rural with largely private housing. The area has a low unemployment rate. The majority of pupils at the school do not live in the immediate vicinity of the school. 3% of pupils are eligible for free school meals. This is well below local and national averages.

2. Many pupils have had some form of pre-school experience. On intake pupils are well equipped in basic skills and have good social skills. There are no pupils with a statement of special educational needs.

1.3 SCHOOL DATA AND INDICATORS

PUPILS

Number of Pupils in Each Year Group

	Boys	Girls	Total
Reception	6	4	10
Year 1	10	2	12
Year 2	5	4	9
Year 3	6	6	12
Year 4	5	0	5
Year 5	5	5	10
Year 6	7	5	12
Total	44	26	70

Special Educational Needs

Number of pupils having statements of special educational needs 0

Free School Meals

Percentage of pupils eligible for free school meals 3%

Teachers and Classes

Full-time equivalent teachers 3

Pupil : Teacher ratio 23 : 1

Teacher : Class ratio 1 : 1

Average class size 23

Teaching time per week

	Hours	Minutes
Reception	21	50
Key Stage 1	21	50
Key Stage 2	23	30

Pupil Attendance

Percentage attendance figures from the Governors' Annual Report to parents and for the third week of the term prior to the term of the inspection.

YEAR	ANNUAL REPORT TO PARENTS	THIRD WEEK IN THE TERM PRIOR TO THE TERM OF THE INSPECTION		
	Unauthorised absence	Actual attendance	Authorised absence	Unauthorised absence
Year R - 6	0	93%	7%	

Number of Exclusions in the last 12 months

YEAR	FIXED PERIOD		PERMANENT		NUMBER FROM ETHNIC MINORITIES	
	1	2	3	4	5	6
	Boys	Girls	Boys	Girls	Boys	Girls
Year R - 6	0	0	0	0	0	0

National Curriculum Assessments - Key Stage 1

Summary of the Key Stage 1 National Curriculum Assessments for 1995 (Teacher Assessments)						
		English	Mathematics	Science		
% of pupils working towards Level 1	School	8	100	100		
	LEA					
	England					
% at Level 2	School	83	100	100		
	LEA					
	England					
% at Level 3	School	8				
	LEA					
	England					

Summary of the National Curriculum Assessments for 1995 (Tasks/Tests)		Reading	Writing	Spelling	Handwriting	Mathematics
% of pupils working towards Level 1	School LEA England		25	33		
% at Level 1	School LEA England	83	75	50	100	100
% at Level 2	School LEA England					
% at Level 3	School LEA England	17		17		

National Curriculum Assessments - Key Stage 2

Summary of the Key Stage 2 National Curriculum Assessments for 1995 (Teacher Assessments)			
	English	Mathematics	Science
% of pupils at Level 1 (school)			
% of pupils at Level 2 (school)			
% of pupils at Level 3 (school)		20	
% of pupils at Level 4 (school)	80	60	60
% of pupils at Level 5 (school)	20	20	20

Summary of the Key Stage 2 National Curriculum Assessments for 1995 (Tasks/Tests)			
	English	Mathematics	Science
% of pupils at Level 1 (school)			
% of pupils at Level 2 (school)			
% of pupils at Level 3 (school)	10	50	
% of pupils at Level 4 (school)	80	50	10
% of pupils at Level 5 (school)	10		90

Financial Information

INCOME (£)	Last full financial year 1994-95	Current year 1995-96
Balance brought forward	12,176	7,383
Transitional grant (for GM schools)		
Recurrent income (LMS or AMG, fees)	103,708	117,647
Specific or special purpose grants for curriculum staff development	4,749	3,027
Other income managed by the school; lettings, funds raised etc.	<u>4,916</u>	<u>3,093</u>
TOTAL	<u>125,549</u>	<u>131,150</u>
EXPENDITURE (£)	Last full financial year	Budget allocation for current year
Teaching staff	80,423	86,699
Other staff	16,342	18,335
Educational resources	10,308	9,343
Premises costs	4,657	6,269
Curriculum and staff development	3,893	3,027
Other expenditure	<u>2,543</u>	<u>7,476</u>
TOTAL	<u>118,166</u>	<u>131,149</u>
Total expenditure per pupil	1764	
	(£)	
Expenditure per pupil on educational resources	154	
	(£)	

1.4 RECORD OF THE EVIDENCE BASE OF THE INSPECTION

1.The inspection was carried out by a team of four inspectors including one lay inspector. A total of 61 lessons or parts of lessons was inspected. In addition discussions were held with pupils about their work. More than twenty pupils were heard to read. Individual and group work was also inspected. Teachers' records and planning documents were analysed as were the school's policies and other documentation. The Registered Inspector held a meeting with parents, 19 of whom attended. Over 20 families returned a questionnaire dealing with the work of the school. Discussions were held with members of the Governing Body, with teachers and with support staff.

2.Contacts were made with local organisations and schools connected with Blacko Primary School. The pupils were observed throughout the day, at break and at lunchtime as well as in classrooms. A sample of registers and reports to parents was examined.

2. MAIN FINDINGS AND KEY ISSUES FOR ACTION

2.1 MAIN FINDINGS

Standards

3.The majority of pupils throughout the school are achieving standards in line with national expectations in all subjects of the National Curriculum and in religious education.

4.In the school as a whole the majority of pupils achieve high standards for their ages. In both the Reception Year and at Key Stage 1 (in the infants) nearly all pupils achieve either appropriately or well both for their ages and abilities. At Key Stage 2 (in the juniors) the great majority of pupils achieve either appropriately or well both for their ages and abilities. However, at Key Stage 2, while many pupils achieve well for their abilities, some underachieve in some aspects of the curriculum, though there is no general underachievement in any subject.

5.Pupils' standards of achievement are high, both in relation to national expectations and their abilities, in art, history (particularly at Key Stage 2), music and design and technology. In information technology achievement in the infants is appropriate for the pupils' ages and abilities. In the juniors pupils achieve well for their ages and abilities. Pupils achieve appropriately in English, mathematics, science, geography and religious education in relation to both their ages and abilities. In physical education opportunities are restricted but the pupils achieve national expectations and appropriately for their abilities. Standards in speaking and listening are excellent. Writing is good in content, but is insufficient at times in quantity, and there are weaknesses in grammar and presentation.

Quality of Education

6.The school teaches the full National Curriculum. Most pupils make sound or good progress. Most teaching is at least sound and much of it is good. The teaching of art, history and music is a particular strength. Teaching of many subjects takes place through topics. This works well and is effective in fostering pupils' understanding. However, a lack of monitoring and evaluation of the topics results in some imbalances in the curriculum. The absence of schemes of work makes planning more difficult. Teachers do not always plan to meet the needs of pupils of all abilities, nor is assessment used sufficiently to inform future teaching and learning. Good use is made of information technology and of visitors, other schools and the community..

Efficiency

7.The Headteacher provides a clear sense of direction and leadership. The headteacher and staff share a common sense of purpose with the governing body. The strategic management of the school is good. The role of curriculum co-ordinator lacks clarity and is not always carried out in practice.

Monitoring and evaluation are insufficiently employed in identifying strengths and weaknesses. Resources are used efficiently in general but the accommodation is not always used as well as it might be. The younger classes would benefit from more frequent opportunities to work in the space provided by the hall. For a school of this size Blacko County Primary provides good value for money.

Pupils' spiritual, moral, social and cultural development

8.The Governors' aims place substantial emphasis on pupils' social, moral, spiritual and cultural development and the school is successful in achieving these aims. Pupils' response is good. Behaviour is good and this leads to children staying 'on task' in class and therefore contributes to good quality learning. Levels of attendance are good. There is a strong contribution from parents and the community through involvement in the broad life of the school. This contributes to pupils' positive attitudes to learning and hence to their achievement.

2.2 KEY ISSUES FOR ACTION

9.In order to improve further the standards of achievement and quality of learning the governors, headteacher and staff should:-

- ensure the high standards of achievement in many foundation subjects are also attained in the core subjects of English, mathematics and science;
- develop the role of the curriculum co-ordinators in ensuring curriculum balance and consistency of approach by the writing of schemes of work and the monitoring and evaluation of the curriculum;
- use assessment more effectively to inform the next stage of planning for the range of pupils in each class and to shape teaching strategies and pupils' learning;
- review the use of accommodation with particular regard to the needs of young pupils.

3. STANDARDS AND QUALITY

3.1 STANDARDS OF ACHIEVEMENT

1.The majority of pupils throughout the school are achieving standards in line with national expectations in all subjects of the National Curriculum and in religious education.

2.In the school as a whole the majority of pupils achieve high standards for their ages. In both the Reception Year and at Key Stage 1 (in the infants) nearly all pupils achieve either appropriately or well both for their ages and abilities. At Key Stage 2 (in the juniors) the great majority of pupils achieve either appropriately or well both for their ages and abilities. However, at Key Stage 2, while many pupils achieve well for their abilities, some underachieve in some aspects of the curriculum, though there is no general underachievement in any subject.

1.Pupils' standards of achievement are high, both in relation to national expectations and their abilities, in art, history (particularly at Key Stage 2), music and design and technology. In information technology achievement in the infants is appropriate for the pupils' ages and abilities. In the juniors pupils achieve well for their ages and abilities. Pupils achieve appropriately in English, mathematics, science, geography and religious education in relation to both their ages and abilities. In physical education opportunities are restricted but the pupils achieve national expectations and appropriately for their abilities. Standards in speaking and listening are excellent. Writing is good in content, but is insufficient at times in quantity, and there are weaknesses in grammar and presentation.

3.2 QUALITY OF LEARNING

1. Throughout the school the quality of pupils' learning is usually sound or good. On occasions the learning is very good. In over two fifths of the lessons seen learning was judged to be good or very good. In less than a fifth of lessons observed learning had shortcomings.

2. The quality of pupils' learning is mostly sound or better in all subjects but not consistently so in some subjects. In art and music the quality of learning is often good. Unsatisfactory features of learning were evident in some physical education and science lessons. This was nearly always where teaching had shortcomings and pupils consequently made unsatisfactory progress.

3. Pupils are making sound or good progress in most subjects. The way in which teachers plan and organise their teaching helps pupils to gain understanding and this assures a firm foundation for their knowledge and skills. Spending too long on one subject reduced the progress of some pupils because their interest often waned. Teachers reduced the pace of teaching and sometimes gave overlong introductions.

4. Pupils' attitudes to work and their ability to concentrate on the task in hand are, in the main, good. Children are good co-operative learners within and outside classroom situations. Older pupils support learning among their peers and younger pupils effectively.

5. Pupils have well developed speaking and listening skills. They can question confidently, effectively and in detail to gain information. When given the opportunity pupils are able to evaluate their own performance. This was observed in music, amongst older pupils in gymnastics and in the case of some pupils in aspects of art and design. Pupils use information technology competently and are able to use sources of information effectively to support their learning, for example in history. There are limitations in pupils' abilities to use reference materials and in their understanding of how these might be useful. Though in information technology independent learning was good. Opportunities for further independent learning should be fostered for pupils of all ages.

4. EFFICIENCY OF THE SCHOOL

6. The strategic management of the resources available to the school is good. The governing body works well through an effective committee structure. Its decisions are based on accurate information and a clear understanding of the school's aims. These aims are jointly held by the headteacher who provides vision and clear leadership for the staff, governors and the wider community involved in the school. The extent to which budget setting reflects the school's priorities is a major strength. Resources are mostly used efficiently, though accommodation could be better used.

7. Financial control is good. There are effective and detailed financial procedures which have been utilised to ensure prudent financial management. The recommendations of the last auditor's report have largely been acted upon and plans are in hand to complete the process. Staff are well deployed and effective in their joint commitment to collaboration and co-operation. However, the role of curriculum co-ordinator is not secure and is not carried out in practice. In view of the standards achieved, the sound quality of education and the good social, moral and spiritual and cultural education provided the school provides good value for money.

5. PUPILS' PERSONAL DEVELOPMENT AND BEHAVIOUR

5.1 PUPILS' SPIRITUAL, MORAL, SOCIAL AND CULTURAL DEVELOPMENT

8. The spiritual, moral, social and cultural development of pupils is given high priority in the school. The governors set great store by the ethos of the school. All members of staff work together to provide a caring and secure environment for pupils and the school functions as an orderly and secure community. There is an atmosphere of mutual trust and respect and the pupils are encouraged to develop their own personal values such as truthfulness, responsibility and tolerance.

9.Aspects of pupils cultural development are catered for in some art lessons where pupils have the opportunity to appreciate the work of famous artists. Children are also introduced to a diversity of cultural stimuli which embraces dance and music. They learn about cultures other than their own through topic work, links with multi-ethnic schools and visits to local places of worship. Visitors to school reinforce these activities. In both art and music children become engaged in the expression of feelings. They are involved in thinking about themselves. 'Personal value' is very much a part of the school. The provision of Collective Worship meets statutory requirements. Assemblies place an emphasis on pupils' spiritual and moral development.

10.The promotion of the pupils spiritual, moral, social and cultural development has positive effects on relationships in the school. Pupils respond well, and when given the opportunity work well in groups and independently, displaying good behaviour, responsibility and respect to each other and adults.

5.2 BEHAVIOUR AND DISCIPLINE

11.Standards of behaviour are generally good in lessons and in all activities and areas of the school. Pupils are courteous, demonstrate self control and show consideration for others. They work and play together co-operatively. Classrooms are calm and orderly with an appropriate working atmosphere. The positive and consistent approach of all adults means that there are good relationships and this contributes to the high standards of behaviour.

12.The school is orderly and the parents appreciate the fact that pupils show respect for each other and their belongings. Older pupils often help and support younger ones. Pupils are mutually respectful to each other and are polite and courteous to visitors. Their contribution, to the realisation of the school's aim, of establishing a self disciplined atmosphere is considerable. Pupils do take responsibility for themselves and for others when the opportunity arises.

13.The governors and staff promote an ethos in the school based strongly on a caring code. This is consistently referred to and its principles are consistently applied throughout the school. Given this ethos the school does not appear to have the need for specific sanctions. There are very few examples of bullying in the school and those that do occur are dealt with quickly in close liaison with parents, who are rightly complimentary of the standards of behaviour in the school.

5.3 ATTENDANCE

14.Levels of attendance at the school are good. However, records of attendance fail to comply with DFE Circular 11/91 because arrangements for afternoon registration are not firmly established.

6. SUBJECTS OF THE CURRICULUM AND OTHER CURRICULAR PROVISION

English

15.Overall standards throughout the school are in line with or above national expectations and at least appropriate to pupils' capabilities. There are, however, variations in different aspects of the subject.

16.The 1995 National Curriculum Assessment results at the end of Key Stage 1 indicate that the majority of pupils achieve at least in line with national expectations but with some variability across the aspects of English. Evidence gained from observations confirms this pattern. In Key Stage 2 National Curriculum Assessments the great majority of pupils achieved at or beyond the national expectation. Evidence from the inspection confirms this but with a similar variability within the subject.

17.The quality of learning is invariably sound and is sometimes good. The quality of teaching is never less than sound.

18. Speaking and listening is a great strength of the school. At Pre-Key Stage 1 (the under fives) and at both key stages pupils speak with confidence and listen with care. The youngest pupils can speak confidently and draw on a wide vocabulary. Pupils at Key Stage 1 are comfortable in suggesting a range of options in story construction and they use terms such as 'plot' naturally and in context. Pupils throughout the school listen attentively both in whole class and group situations. At Key Stage 2 pupils can engage the interests of listeners and can adapt their talk to different purposes. Video evidence indicates that this has been a strength of the school for some time.

19. At Key Stage 1 reading standards range from satisfactory to good. Pupils have satisfactory word recognition skills and a good understanding of text. Accuracy levels are good but phonic skills are less secure. At Key Stage 2 reading standards are wider in their range. Some pupils are excellent readers but a minority lack fluency and expression. Phonic skills are not sufficiently used to tackle new words.

20. Standards of written work show considerable variation in aspects of the writing. While standards are satisfactory overall, and the content and style of much writing is imaginative, lively and well constructed, handwriting and spelling are at times unsatisfactory. Too many pupils continue to print for too long into Key Stage 2. Grammar, including punctuation, is often inconsistent. Pupils write in a range of styles and for different audiences with flair.

21. The quality of learning is invariably sound and is sometimes good. The under fives remain on task and are enthusiastic. They answer questions confidently and co-operate well. At Key Stages 1 and 2 pupils can draw on past experiences and apply vocabulary to new situations. When prompted, pupils can use aids such as dictionaries to assist their learning. At times the pace of learning is somewhat slow and the English element can be eclipsed by designing and drawing.

22. At all key stages the quality of teaching is sound. For the under fives the quality of story telling and questioning is appropriate and well focused. However, classroom organisation can lead to some pupils missing elements of a lesson. At Key Stage 1 and Key Stage 2 pupils are well supported and encouraged. Reluctant speakers are drawn out effectively. Good use is made of adult helpers and visitors. Lessons can sometimes lack pace and sometimes pupils are relatively unchallenged in to aspects of their work.

23. There is an appropriate English policy in place. The curriculum co-ordinator is currently developing a scheme of work which will assist the planning of the work in English. Recent innovations have been made in the teaching of handwriting and spelling which should go some way to improving standards in these aspects of the subject.

Mathematics

24. On the evidence of observation of classes, examination of pupils' work, discussions with pupils and test results standards of achievement throughout the school are consistent with national norms and, in relation to their abilities, most pupils achieve appropriately. The under fives are able to sort and match using appropriate language to compare qualities and quantities. At Key Stage 1 the pupils confidently recognise numbers up to ten and are beginning to understand the concept of order. At Key Stage 2 the pupils are able to discuss their work and explain their thinking. They are given the opportunity to apply their mathematics to real life problems and prove to be reasonably competent with computation. However, some pupils, depending on their choice of task, are only working on low level activities relative to their abilities. The most recent tests and assessments completed for children at the end of each key stage gave results which are consistent with this picture. At the end of Key Stage 1 all the pupils achieved Level 2 and at the end of Key Stage 2 half the pupils achieved Level 3 and half Level 4.

25. Overall, the quality of learning is sound. In a small minority of cases it has some shortcomings in important areas. The children under five are co-operative and attentive and learn from each other. At Key Stage 1 the pupils demonstrate a growing awareness of the concepts of heavier and lighter. They

work productively and are able to select and use resources appropriately. At Key Stage 2, although the work offers an opportunity to develop an imaginative learning experience, most pupils achieve immediate success and are generally not extended mathematically. During the week of the inspection the same work was given to most of the children in the key stage and, although the pupils applied themselves to the task, many tended to be practising skills rather than developing them.

26.The quality of teaching in both key stages is sound. The teaching of the under fives is clearly planned and the appropriate materials are available. The children are confident in the classroom routine and the staff work directly with them. At Key Stage 1 the children are able to discuss strategies with the teacher and there is a good use of questioning and recapping of previous work. However, in several of the lessons observed the same tasks were set for all pupils and they provided no more than a minimal challenge to some pupils in the class. At Key Stage 2 good attempts are made to develop mathematical language and there are good interactions and relationships. Feedback to the children on individual tasks is appropriate and encouragement is given. Expectation of pupils could be higher.

27.Mathematics is an area identified for review in the School Development Plan. The school has relied too heavily on commercial schemes and recognises the need to move away from such delivery by widening its resources by including more teacher produced materials and by providing resources for assessment. Mathematics is timetabled into lengthy blocks of time. Consideration should be given to shorter, more frequent sessions which might increase pupils' ability to remain on task and motivated.

28.There is a written policy for mathematics which recognises the requirements of the National Curriculum. The school is planning to develop this into a scheme of work which should enable a consistent approach and improve continuity between key stages. Strategies to improve planning and pupils' assessment are needed. Adequate resources are available for the children although consideration needs to be given to providing the youngest children access to sand and water on a more regular basis.

29.The mathematics co-ordinator has very limited opportunities to work with and influence other colleagues. The co-ordinator has had little responsibility for monitoring pupils' learning or the standards they achieve. The role needs to be more clearly defined and to be carried out in practice.

Science

30.The under fives achieve standards that are appropriate or high for their abilities. At Key Stage 1 and 2 the majority of pupils achieve national expectations, some achieve at a higher level and some achieve below the national expectations. In relation to their abilities this pattern is repeated. Pupils of all ages show an interest in the world around them and can observe and describe their observations. The majority of older pupils at Key Stage 2 can describe what is required to carry out a fair test and make predictions of what might happen using aspects of their previous learning. In the National Curriculum assessment all pupils achieved at level 2 in Key Stage 1. At Key Stage 2 over half the pupils achieved level 5.

31.The quality of pupils' learning is variable throughout the school. There were good features and shortcomings seen for pupils of all ages. Where learning is good, pupils respond with confidence and are able to share and discuss their observations with others. Pupils co-operate well with each other and record their findings individually or in groups. There was evidence of independent learning using resources available from home or the community. Where learning has shortcomings pupils make little progress and scientific knowledge is not adequately challenged. On occasions pupils lost interest, for example when teacher introduction to the work was too long.

32.The quality of teaching is variable for pupils of all ages, some lessons having good features and others having shortcomings. When teaching is good, lessons proceed at an appropriate pace, the content of the lesson is well supported by resources and involves the development of knowledge, scientific concepts, observation and investigation. When there are shortcomings the scientific content

of the lesson is weak with pupils given limited opportunities to develop understanding. When teaching involved long periods of time the pace of teaching and learning slowed. On occasions the balance between design and science was inappropriate with design the dominant element of the lesson.

33.Science is integrated into whole school topics. Planning is supported by a detailed policy. A scheme of work is being developed. The content of the three year topic cycle allows an appropriate reflection of the National Curriculum programmes of study. Resources are used well within the school, and additional resources, equipment , visits and visitors - enhance pupils' ability to retain and use scientific knowledge on a daily basis. At present the method of planning does not ensure balance and depth: other aspects of the curriculum can dominate the scientific content. The role of the co-ordinator needs to be developed to ensure continuity and progression within the curriculum. The planned assessment and recording opportunities need to be firmly established to ensure all pupils build on past achievement.

Technology

Design and Technology

34.No direct observation of design and technology lessons at Key Stage 1 or for the under fives took place in the week of the inspection. Observation of pupils' work indicates that standards are consistent with those at Key Stage 2.

35.Standards of achievement at Key Stage 2 are at or beyond national expectations and pupils are achieving appropriately, with many achieving levels that are high for their abilities. Design skills are developed to a high level across a variety of applications. Pupils were variously observed designing board games, invitations and a toaster (using facilities at the local high school). Additionally, there was considerable evidence of broader design work including a wide-ranging topic culminating in a fashion show. Pupils produce individual designs with confidence and considerable flair. They choose appropriate tools and materials. Some lower ability pupils sometimes depend too much on templates but most are confident in their drawing and cutting skills. The use of information technology was a feature of much of the work seen. Information technology was used to enhance presentational elements of products. At the high school this included control technology at an advanced level.

36.Pupils' learning is never less than sound and much of it demonstrates good features. Pupils draw on a range of resources for their ideas. They modify as they progress. Their work is characterised by enthusiasm and co-operation. Teaching too is invariably sound and often good. Teachers make the tasks clear to pupils and establish parameters within which they should work. Pupils are encouraged to experiment and their skill development praised. Lessons are summarised well. On occasions there were opportunities for challenging questions which were not always taken. There is a clear and comprehensive policy for design and technology. What happens in lessons is consistent with the aims of the policy. Good use is made of the high school, of voluntary helpers and of outside funding to promote high standards in the subject. The subject and its principles are effectively integrated into the broader curriculum. Pupils have come to think 'naturally' about the design implications of what they do.

Information Technology

37.Information technology is a well established, integrated area of the curriculum and a strength of the school. For the under fives and at Key Stage 1 pupils' achievement is appropriate to their age and abilities. At Key Stage 2 pupils frequently achieve well in comparison to national expectations and for their abilities. Pupils at Key Stage 1 can use an overlay keyboard, and some are able to use the keyboard to assemble simple text. Pupils are aware that information technology can be used to generate and communicate ideas through pictures or text. At Key Stage 2 pupils can access stored information and are confident within a variety of situations and with a range of equipment. Older pupils can combine different forms of information, amend and interrogate information that had been stored. To support design, pupils can create sets of instructions to control events, developing and refining these.

38.The quality of learning for pupils in the Reception Year and at Key Stage 1 is sound. Pupils are confident to work with other pupils or adults to use a machine. They can follow programs to extend their learning. At Key Stage 2 learning is often good. Pupils use time in lessons and during their leisure time to make progress in understanding what information they can obtain from a CD ROM. There is good evidence of independent learning. They work co-operatively within the classroom and around the school, supporting each other's learning and are keen to discuss the power of information technology. Those with computers at home extend their learning by linking activities with class work.

39.Teaching throughout the school is consistently sound and often good. The quality of teaching is sound with some good features for pupils in the Reception Year and at Key Stage 1. At Key Stage 2 there is often good teaching. Teachers are competent in the integration of this area of the curriculum

into other subjects. This is very successful for older pupils, where teaching is based on the firm foundation pupils achieved during Key Stage 1. Teachers' planning to develop opportunities to use information technology to collect weather information in class and to design and present information at a local high school, is good.

40. The subject is supported by a good policy which is under further review. There is no scheme of work. Appropriate recording systems are being introduced so pupil achievement can be noted across information technology. Volunteer help, under teacher supervision, is used effectively in this area of the curriculum. The school is appropriately resourced, loaned equipment and visits to secondary specialist rooms enhance provision very well. A good range of software is available including programs to support the reading scheme for pupils in the Reception Year and at Key Stage 1. The Weather Reporter assists pupils with datalogging. Opportunities for pupils to use the Roamer, CD ROM and class-based computers during the lunch period ensure good individual access to machines. Co-operative support from other pupils during these periods of time was excellent.

History

41. The pupils under five achieve levels in line with national standards and appropriately for their abilities. They can listen for a reasonable period of time as a member of a group and can relate confidently to known adults using appropriate language to communicate their ideas. At Key Stage 1 standards of achievement are at or above national expectations. Nearly all pupils achieve appropriately or at high levels for their abilities. They can place a sequence of events in a story about the past and have an understanding that these are about real people. At the upper end of the key stage the pupils are beginning to make a distinction between past and present and can answer different questions about differences evident on photographs. Key Stage 2 pupils are achieving beyond national expectations and well for their abilities. They are given the opportunity to use sources to answer questions about the past and are able to make attempts at understanding the reasons why certain events took place. By comparing photographs the younger children were able to demonstrate a growing awareness of the passage of time and changes in clothing.

42. The quality of learning of the under fives is sound, with some learning having many good features. The under fives show an interest in their work and complete their tasks with a reasonable degree of confidence. At Key Stage 1 pupils work with enthusiasm and are keen to learn. They are beginning to express their feelings. At Key Stage 2 pupils' learning has good features with no major shortcomings. The children are beginning to evaluate information and show enthusiasm in explaining aspects of the past. They are keen to learn and are confident in posing historical questions and questioning some of the information.

43. The quality of teaching throughout is sound, some teaching having many good features. The content of the work presented to the under fives is appropriate and gains their interest. There is a balance between self chosen and adult directed activities. At Key Stage 1 the work is clearly planned and builds on previous learning. There is good use of teacher intervention and of open ended questions which make the children think. At Key Stage 2 children are encouraged to use enquiry skills by the teacher offering a variety of sources of information and evidence. The displays of photographs and the oral presentations given to the children bring the knowledge, understanding and concepts of history into sharp focus. Approaches and materials are seldom varied to meet the needs of the range of ages and abilities in each class.

44. History is taught through topics within a rolling programme. There is an appropriate allocation of time given to the subject and in practice the requirements of the National Curriculum are met. However, pupils' progress through the history is not adequately monitored and assessment is underdeveloped across the school. Assessment could be greater in depth to inform the planning of future work and the progress of individual pupils.

45. Resources to support history are excellent. A variety of teacher prepared materials have been developed and are supplemented by artefacts, census materials, school log books, reference books and

photographs. The range of resources to support the Local History Unit is very impressive. Educational visits extend the learning opportunities available.

Geography

46. The under fives pupils achieve well for their age and abilities. At Key Stage 1 pupils generally achieve at or above the national expectation and appropriately for their abilities, although knowledge of various locations specified in the National Curriculum is limited. At Key Stage 2 pupils achieve at the national expectation and appropriately for their abilities, although, once again, locational knowledge is not always secure.

47. The under fives demonstrate understanding of the work of people in the community and recognise familiar landmarks. At Key Stage 1 pupils can make informed comparisons of their own locality with others. They can use alphanumeric grid references and locate features on a map. Most can categorise buildings by function. Their locational knowledge of features specified in the National Curriculum, however, is poor. At Key Stage 2 pupils are knowledgeable about their own locality and its principal physical and human features including its waterways. Plan view is underdeveloped in lower Key Stage 2 however able pupils in upper Key Stage 2 are confident in the use of six figure grid references. Locational knowledge as detailed in the National Curriculum is not secure for many pupils nor are reference skills always sufficiently well developed.

48. The quality of learning of the under fives is good and at Key Stages 1 and 2 is at least satisfactory and sometimes good. Pupils are diligent, enthusiastic and effective at questioning. Fieldwork is carried out well.

49. The quality of teaching throughout the school is sound. Teacher knowledge of the locality is secure and the conventions of map reading are taught effectively. Questioning is focused and draws out pupils' understanding. Geography features as part of topic planning. This affords some exciting and stimulating links and works very well in the study of the school's own locality. In-depth work on distant localities and on the locational elements of the National Curriculum is less secure and the absence of a scheme of work makes coverage of the National Curriculum more difficult, as does the absence of monitoring and evaluation by the co-ordinator. The geography policy is in place and has appropriate aims and a clear philosophy. It ensures that fieldwork plays an important part in the experiences of pupils at Key Stage 1 and Key Stage 2 which is reflected in the higher standards associated with work on nearby localities. Information technology features well in geography both through data logging in weather recording and in the interactive use of video discs from the Domesday project.

Art

50. All or almost all pupils throughout the school achieve at least the national expectation and many achieve beyond it. Pupils are achieving appropriately and many achieving levels that are high for their abilities.

51. Art is a real strength of the school. The pupils' best work is in the investigating and making aspects of the subject. Knowledge and understanding, particularly of famous artists, is less secure.

52. Pupils are able to use a wide range of materials and techniques. Observational drawing is often excellent, as is the use of art to enhance the presentation of a wide range of work. Pupils demonstrate genuine skill in work with pencils, paints, clay and other media. Work is well presented in two and three dimensional forms. As pupils grow older the attention to detail develops appropriately, but it is already well developed with younger children who can produce very accurate depictions from direct observation. The drawing of cross sections of fresh fruit was of high quality with excellent use of shading techniques. Pencil work remains a strong feature throughout the school.

53. The quality of learning and of teaching in the limited number of lessons seen was good.

54. Pupils use equipment competently. They reflect on the purposes of their artwork and match the image to the size of the paper or medium to be used. Some pupils use book covers to provide models of good practice. Many older pupils demonstrate great confidence, flair and imagination.

55. Knowledge of the work of artists is limited. Those living artists with whom pupils have had contact are remembered and have had a significant impact. Pupils are less aware of the work of famous artists. Reference skills are not well developed for independent work on them. The curriculum is planned with a great emphasis on direct experience. Artists in residence, working in the school, have contributed to high standards and visits to art galleries have been used to widen pupils' perspectives.

56. The aims of the art policy are good and are realised in practice.

Music

57. At the present time the school does not have a music co-ordinator and no member of staff has any music qualifications. The governors have taken interim measures by appointing a specialist part-time teacher from the LEA's Music Support Service for one day per week.

58. The under fives join in singing lessons and are able to copy simple rhythms and add simple accompaniments to the songs using percussion instruments. With reference to their age the pupils at Key Stage 1 achieve the national expectations with many achieving beyond. In relation to their abilities all the pupils are achieving appropriately with many achieving levels that are high for their abilities. They are beginning to show a simple understanding of notation and have the ability to listen critically to themselves and others. At Key Stage 2, levels of achievement are never less than the national expectation with most pupils achieving beyond it and some achieving high standards. In relation to their abilities many achieve levels that are high or very high. The older pupils sing with enthusiasm and in time and there is evidence of some good performing and composing. Most demonstrate technical and expressive control of their voices. At the lower end of the key stage the children show rhythmic awareness and the ability to listen critically and are able to make good attempts at transcribing sounds onto paper. Percussion instruments are used effectively.

59. The quality of pupils' learning throughout the school is never less than satisfactory and is frequently of a high standard. All pupils enjoy these lessons. The under fives actively participate showing confidence and good attitudes. They are beginning to develop an understanding of pulse and rhythm. At Key Stage 1 the atmosphere is pleasant and positive and the pupils respond willingly to the teachers questions. Many are able to evaluate their own performance and make suggestions for self improvement and they work with commitment and interest. At Key Stage 2 learning is never less than sound with many good features some of which are outstanding. The class atmosphere is positive and the children's singing is sustained with interest and pleasure. The children are able to work in groups performing their own compositions and use percussion instruments to add simple accompaniments to their songs.

60. Teaching is frequently of a high standard and is never less than satisfactory. Work is carefully prepared and there is imaginative use of resources. At Key Stage 1 there is a good balance between teacher input and pupil performance. There is evidence of considerable expertise and subject knowledge which enables the pupils to be involved in movement which helps to extend the quality of both the singing and the music. At Key Stage 2 there is some excellent small group composition work going on with the older pupils. The children are taught to emphasise posture and breathing in addition to the technical skills of singing. Good use of open-ended questions makes the children think.

61. The requirements of the National Curriculum are being met and the school has a clear policy statement. There is no named co-ordinator although the part-time specialist is currently overseeing the subject. Present resources include a variety of tuned and untuned instruments, two guitars, and an electronic keyboard as well as a selection of tapes, texts and teacher support materials. Reports to parents contain a comment relating to music and class teachers mark individual progress on the pupil profiles. There are no extra-curricular activities in music.

62. The children have responded extremely positively to the extra support received during the term of the inspection, achieving some excellent results.

Physical Education

63. On the very limited evidence available pupils of all ages achieve the national expectations for their ages and the majority achieve appropriately for their abilities. In gymnastics and movement pupils demonstrate creativity and control, older pupils can think about and reflect upon their performance.

64. The quality of learning is good in gymnastics for pupils at Key Stage 2. In other aspects of physical education there are shortcomings for pupils of all ages. Shortcomings occur where tasks lack challenge, the majority of pupils carrying out movement and physical skills that are well within their capabilities and which do not increase skills. Learning is good where pupils make progress by modifying and adapting their movements, evaluating their own performance alone or in pairs. Attitudes to learning are consistently good with pupils participating enthusiastically in tasks and aware of health and safety issues. Learning outside lessons is fostered by the use of small apparatus which includes balls, ropes and hoops in the playground and by extra-curricular activities.

65. The quality of teaching is variable throughout the school with some teaching having good features at Key Stage 2. Where teaching has shortcomings planning does not ensure pupils are sufficiently challenged to increase individual skills and performance. Where teaching is good pupils are given opportunities to practise and refine movement sequences. Teacher interaction with individuals and the class and the use of pupil demonstration enhance performance.

66. There is an appropriate policy which indicates the range of aspects for physical education but no scheme of work. Opportunities for pupils to participate in the range of activities associated with this subject are limited by the small school hall and outdoor play areas. Pupils at Key Stage 2 and a few at Key Stage 1 make use of facilities in the community and at other local schools. For pupils in the Reception Year and for younger pupils at Key Stage 1 a taught physical activity is very limited except during the summer months. At Key Stage 2 a residential outdoor educational visit and extra curricular activities including swimming, athletics and football events, support this area of the curriculum well.

67. Further consideration needs to be given to offering pupils under the age of five and at Key Stage 1 more regular access to physical activities throughout the school year.

Religious Education

68. Opportunities to observe religious education lessons were limited. Additional evidence was also gained through discussion with pupils and the examination of pupils' work. From the evidence available pupils' standards of achievement throughout the school are generally consistent with the expectations of the Local Authority Agreed Syllabus. Some of the junior pupils' achievement is good. Pupils' achievements are appropriate for their abilities. Pupils are becoming familiar with stories from the Old and New Testaments as well as learning about other principal world religions. A project involving a visit to a mosque for older junior pupils has led to an increased understanding of different places of worship and associated symbolism. Work on 'themselves' and the exploration of shared values helped infants and younger junior pupils to begin to develop an understanding of social and moral development.

69. The quality of learning is sound. Pupils can raise questions and express their own ideas in lessons and during informal discussion. Confidence in questioning adults helps pupils to make progress. Observation skills are used well to gain information from pictorial representations and on visits.

70. Teaching is sound. Lessons are planned in relation to the school policy and a framework that is in line with the County Agreed Syllabus. The good relationships between teachers and pupils, whereby pupils are confident to discuss issues, enhances the work in this area. Teaching makes good use of resources within the classroom and local community. Photographs, such as those based on the theme of Easter, are used to support learning and to act as a resource for future teaching.

7. FACTORS CONTRIBUTING TO THE FINDINGS

7.1 QUALITY OF TEACHING

71. The quality of teaching is usually sound and often good. In more than eight out of ten lessons observed the quality of teaching was sound or better. Teaching had shortcomings in important areas in less than a fifth of lessons.

72.The quality of teaching was strong in music, history and art and usually sound and sometimes better in English. In other subjects the quality of teaching was broadly sound with shortcomings evident mostly in science and physical education. Information technology is well organised and is integrated effectively into the curriculum.

The quality of teaching had a direct impact on the overall standards of achievement in lessons. Where teaching was good standards of achievement were usually high and where teaching had shortcomings there was greater evidence of pupils underachieving. The pace of most lessons was appropriate. In lessons with shortcomings there were overlong teacher introductions which limited what pupils could achieve in the time available. Expectations are usually appropriate but are not consistently high. In some cases low expectations were observed, or expectations were not appropriate for the subject that was the focus for achievement, even though they were appropriate in other areas of the curriculum being studied in a cross-curricular topic.

73.Teacher expertise is a positive feature in music, history, art, information technology and in design and technology. Science teaching too often lacked emphasis on the scientific content, knowledge and understanding. Overall, teachers had a sound or good knowledge of an appropriate primary curriculum.

74.There is much effective lesson planning. Some planning however ignores the necessity of meeting the needs of the wide range of age and ability. Observation of lessons generally indicated that preparing work to meet the needs of groups and individuals required further attention and improvement. Planning throughout the school did not take due account of continuity and progression.

75.Good relations are evident between staff and pupils and amongst pupils. The attitudes of staff and volunteers usually supported effective teaching and promoted good interaction.

7.2 ASSESSMENT, RECORDING AND REPORTING

76.The recent assessment policy provides helpful guidance to staff. It aims to make the assessment process integral to teaching and learning in order to improve the quality of pupils' learning. This policy has yet to be fully reflected in practice.

77.The school fully complies with the requirements for recording National Curriculum assessments. LEA assessment procedures are completed for pupils aged 4 and aged 6 and the school also uses standardised tests in some areas of English. The school has no pupils who are the subject of statements of special educational need but staff are fully conversant with the expectations of assessment for such pupils.

78.Assessment and analysis of pupils' achievements against National Curriculum levels or other assessment results is not undertaken systematically. In the majority of lessons seen, assessment was not used to promote higher standards or to inform the next stage of teaching. Examples of pupils' work are gathered to assist teacher moderation. Ongoing assessment in relation to the National Curriculum is being reviewed and developed. Recording pupil achievements on a regular basis in relation to lessons occurs in some areas but is inconsistent.

79.Detailed reports are sent to parents. Parents and pupils are given the opportunity to write about achievements they wish to note at home or school. The response by parents and pupils is good. Contributions show clearly that pupils and parents feel positive about the school and are used to sharing and valuing achievement across a broad curriculum as well as in activities outside school. The content of reports is sound with good comment on pupils' attitudes and approaches to learning. In some reports more emphasis is required on the knowledge and attainment gained during the past year in relation to the specific subject. Parents are given the opportunity to discuss reports with teachers. Parents' evenings are held in the autumn and spring term and are well attended.

80.All pupils have a Record of Achievement. Pupils at the end of Key Stage 2 are rightly proud of

these documents and are keen to discuss their achievements. Photographic evidence is used effectively for individual and group achievement. Video evidence is also available and acts as a record of school highlights.

81.The school has a response policy. This document is in the process of being developed into a more comprehensive document. There was evidence of this working in practice with pupils receiving oral and written responses and being given the opportunity to share work with others. Pupils' efforts are recognised and valued by the whole school community. The ability of pupils to value each others work is a strength of the school. Work is not consistently marked. In part this is due to the diverse range of formats used to record work. Further consideration needs to be given to marking to ensure it consistently enhances pupil achievement. The effectiveness of oral response was variable with examples of good questioning furthering pupil knowledge and understanding. On some occasions where teaching was not sufficiently focused on the objectives of the lesson opportunities to enhance pupil understanding were missed.

82.The school should implement fully their assessment policy to ensure assessment and recording fully inform teacher planning.

7.3 THE CURRICULUM

(i) Quality and range

83.The school delivers a broad and balanced curriculum which incorporates the National Curriculum and the Agreed Syllabus for religious education. Long term planning by teachers aims to meet the educational needs of the developing child by providing a broad, stimulating and appropriate curriculum, this is nearly achieved in practice

84.The curriculum is planned through a three yearly cycle of topics. The lack of monitoring and evaluation of this topic approach is leading to imbalances of emphasis in the curriculum. Design can play a dominant part in lessons where the main focus may be science. Planning is supported by subject policies but not schemes of work. Schemes of work need to be developed to underpin planning. The role of the co-ordinators needs to be more clearly defined to ensure continuity and progression throughout the curriculum is evaluated.

85.The flexible approach taken to timetabling, with the exception of physical education, in part reflects the aims of the school. Pupils are given opportunities to develop lively and enquiring minds, to reason and develop powers of communication in oral, visual and written forms appropriate to various occasions and purposes. This is sometimes at the expense of areas of the curriculum. Inconsistencies exist in the balance of time allocated to lessons over a school week. Some subjects of the curriculum such as mathematics might benefit from shorter and more frequent lessons. In science the allocation of nearly a whole day to the subject for some Key Stage 2 pupils reduces the pace of learning. Although the school has assessed the amount of time allocated to each area of the curriculum this is not monitored or evaluated in practice. Further consideration needs to be given to the time the school sessions start and finish for pupils in Key Stage 1 and lower Key Stage 2. The current arrangement for pupils in the same class to begin work at different times is unsatisfactory.

86.The curriculum is significantly enhanced by visits and specialist activities. Members of the community are effective in sharing with pupils their knowledge of local history, geography and wildlife. Specialist professionals assist pupils to increase knowledge and skill in specific areas of the curriculum such as art, music and dance. Visits are integrated well into different topics and used effectively to enhance understanding and knowledge. There are a range of occasional extra-curricular activities. The most regular features of extra-curricular activities are those associated with physical education where opportunities are extended for pupils in Key Stage 2.

87.There are no formal arrangements for homework, which is organised by teachers as and when

required. Reading is taken home on a regular basis.

88.The Governing Body is fully informed of curriculum matters and is very knowledgeable about how the school aims are achieved through the curricular delivery. A curriculum committee is in place with appropriate terms of reference. The Governing Body takes a supportive role in developments.

(ii) Equality of opportunity

89.The school has an appropriate policy for equal opportunities that refers to race, religion, disability and gender. This policy is reflected in practice. A short statement based on this policy is in the school information brochure.

90.The ethos of the school promotes equality of opportunity. School routines and practices support this. There is no segregation of pupils and they work well together when undertaking assignments in formal and informal situations. Equal demands are made of girls and boys; opportunities are offered to pupils of all abilities. An understanding of different cultures, religions and of disability is promoted through art, design, history, religious education and school links.

91.School aims include the need to value everyone as an individual and to develop each child to his/her full spiritual, moral, social, physical and academic potential. Teachers and the Chair of Governors have signed the aims. Relationships between all members of the school and local community are exceptionally strong. All adults and children are valued for their contribution to the school community. Pupils learn from an early age to value and celebrate the work of other pupils and adults. School staff work hard to ensure all pupils have equal opportunities to achieve their full potential.

7.4 PROVISION FOR PUPILS WITH SPECIAL EDUCATIONAL NEEDS

92.The school ethos which promotes pupils' understanding of themselves and each other, supports pupils with special educational needs well. The achievement of pupils of all abilities is celebrated and recognised by the school community. The proportion of pupils with special educational needs at the school is significantly lower than the national average; these pupils achieve appropriately for their abilities.

93.A good detailed policy for special educational needs is in place. The policy strongly reflects the good practice advocated in the Code of Practice. A register of pupils with special educational needs has been established. Parents are informed personally about the register and an appropriate review system exists. Individual targets are established for pupils who require these.

94.Pupils are identified as having special educational needs through the whole school process which incorporates screening at 4 plus and 6 plus as well as standardised testing in areas of English. Short term teacher planning and recording does not take any specific account of pupils with special educational needs. The achievement of pupils with special educational needs would be enhanced by more rigorous differentiation of the curriculum.

95.The school has good liaison with outside agencies including the educational psychologist and the reading and language service. At the present time no pupils are the subject of a statement of special educational needs.

7.5 MANAGEMENT AND ADMINISTRATION

96.The aims of the school are well stated, comprehensive, appropriate and clearly set out in documentation. A modified version is published in the school brochure. Many of these aims are concerned with the development of personal qualities and attitudes to learning and to life. The great majority of these aims are extremely well met. The school does provide a pleasant and stimulating environment with positive relationships and a sense of security. The general aim of developing every

child to his/her academic potential is not yet fully realised nor is that of ensuring continuity and progression throughout the curriculum.

97.The leadership provided by the Headteacher is of a high order. The work of the staff, teaching and non-teaching, is based on teamwork and is effective in promoting the positive ethos of the school and its high esteem within the community. There is great commitment and much hard work.

98.School development planning is well established and linked to finances. The plan is of good quality and reinforced by a wide range of high quality documentation. Curriculum plans in the shorter term, however, lack some detail and clarity as to what is expected of children in mixed age, mixed ability classes. The absence of schemes of work and of a full role for curriculum co-ordinators, including that of monitoring and evaluating the curriculum, are factors which contribute to this lack of clarity.

99.The governing body fulfils its legal responsibilities effectively. It is well organised, clear in its aims and displays a high degree of regular involvement with the day-to-day life of the school as well as the strategic decisions affecting the school. The routine administration of the school is efficient. Decisions are made effectively. Budget monitoring is detailed and appropriate. The school's daily routines are smooth and are well understood by staff, pupils and parents. Communication with parents is good. Communication within school is efficient and effective

7.6 STAFF, LEARNING RESOURCES AND ACCOMMODATION

(i) Teaching and non-teaching staff

100.The school is adequately staffed with teaching and non teaching staff who are well supported by a range of adult helpers. The average class size is 23 which is made possible by the Headteacher having a class responsibility. There are three classes in the school all of which, of necessity, contain pupils of different ages with the middle class comprising children from Key Stages 1 and 2.

101.There are curriculum co-ordinators in every subject of the curriculum, apart from Music. This subject is overseen by the Headteacher and is currently being led extremely effectively by a part-time teacher from the Music Support Service. Lack of non-contact time is an important constraint which inhibits co-ordinators carrying out their full function.

102.Staff regularly attend in-service training but the school should explore ways of making appropriate training more widely available to members of the non-teaching staff and volunteer helpers. The high level of voluntary help is a feature of the school but greater guidance and support needs to be given by the teachers. Close liaison and consultation is required if a greater contribution to standards of achievement and the quality of learning is to be achieved. A system of appraisal is in place for teaching staff, all of whom have job descriptions which are shortly due for review.

103.Classroom support is provided by a nursery nurse and two non teaching assistants. The role of the nursery nurse in formal planning and deployment within lessons is insufficiently well developed. Lunchtime supervisory staff are deployed appropriately and contribute to the orderly running of the school.

104.There is a mutually supportive team spirit among the staff which is encouraged by the Headteacher. Teaching and non teaching staff all have a high level of commitment to the school and its pupils and they contribute to the overall efficiency through their collaboration and co-operation.

(ii) Resources for learning

105.The school has a wide range of good quality resources for most curriculum areas which are in the main appropriate. In science and history the resources are particularly broad. The school has four computers for three classes and a range of associated software. During the week of the inspection

these were used regularly. A variety of good quality teacher prepared materials has been developed. These are supplemented by artefacts, equipment, instruments, reference books, posters and photographs. There is a good balance between commercial resources and those made by the staff.

106.The accessibility and storage of resources present some problems. The school is aware of the limitations of space in the classrooms and difficulties presented in storing equipment away from the teaching rooms. In the circumstances the school has done its best to provide accessibility to both staff and pupils. Resources are usually labelled and accessible but few examples were seen of pupils being encouraged to use them independently to seek out information for themselves enabling the development of research and problem solving skills.

107.Additional and replacement resources are the responsibility of the individual class teachers not the curriculum co-ordinators. The School Development Plan has a resources section which contains priorities and targets but there are no clearly understood procedures for monitoring the effects of resource levels on the quality and standards of work. There is a need for a system for the allocation of funding for learning resources based on agreed criteria.

108.Good use is made of external resources derived from the LEA Library Loan Service as well as from donations to the school from the Friends Association. The school encourages visitors who talk to pupils about their work or the locality. These visits together with the programme of educational visits, both residential and non-residential, enhance and support the quality of learning.

(iii) Accommodation

109.The school was built in 1889. Its size and layout impose some constraints on the organisation of learning. A mezzanine floor extension has recently been completed giving the school a total of three classrooms and a hall. Classroom space is at a premium in the school and, although there is sufficient room for existing classes, the space within them constrains the use of a variety of learning approaches with a consequent effect on the quality of learning. This is an inhibiting factor, particularly for the youngest children who have infrequent access to large equipment, to sand and to water. The headteacher and governors will need to monitor these effects as they make decisions about future class organisation. More appropriate use of available space needs to be considered. There are times during the week when the largest available space, the hall, houses a handful or no children at all.

110.A single office is shared by the headteacher, the staff and the clerk. The school is clean and well maintained. Governors, staff and pupils accept responsibility for the school environment. The quality of learning is greatly enhanced by the displays which support the curriculum and include pupils' work, stimulus materials, photographs and artefacts. This contributes to and reflects the overall ethos of the school.

111.The Governors' Building Committee is actively involved in providing for the maintenance and improvement of the school site. The interior decor is in good condition and the garden areas have recently been landscaped to provide a very pleasant setting with open aspects. The playground is in need of resurfacing but efforts have been made to use the open space effectively. A perimeter fence provides safety and security and a shelter and bench provide a covered area where children can play. This area has been thoughtfully developed and provides a safe, interesting and engaging resource for pupils. The school has a separate yard for football.

7.7 PUPILS' WELFARE AND GUIDANCE

112.The welfare of pupils is of paramount importance to the whole staff. Pupils' health, safety and guidance while at school are seen as the collective responsibility of those engaged in the supervision of activities in the classroom and outside. Staff are highly supportive of the pupils and are alert to their particular problems and needs. The pupils generally get on well together and are good at offering help to each other. Staff demonstrate a high level of sensitivity and commitment to the well being of the

pupils by providing a secure and supportive environment. Pupils respond positively.

113. Routine procedures for emergencies and illness including an accident book are in place. The fact that the school has a governor with responsibility for child protection is a clear indication of the importance the school attaches to pupils' welfare. The governors also oversee health and safety issues and the recommendations of the recent survey are currently being implemented. A programme of Health Education, including sex education, is administered by the school nurse with the approval of the governing body and the permission of the pupils' parents.

114. The arrangements for introducing children to their first experience of school life closely involve parents and contribute to the children's sense of security. Close liaison with other schools ensures that children move confidently to the next stage of education.

115. Parents comment positively that the school provides a secure and safe environment for pupils, that teachers are very supportive and give freely of their time for support and guidance and parents are informed of any concerns. Children enjoy coming to school.

7.8 LINKS WITH PARENTS, AGENCIES AND OTHER INSTITUTIONS

116. The links with community and parents are a great strength and make a valuable contribution to the quality of education that the school provides. The school's involvement with parents and community assists the pupils in developing a positive attitude to their learning.

117. Parents and other members of the local community are supportive of the school and make a positive contribution to school life in many ways including fund raising and by providing good quality assistance in the classroom. The talents of the many helpers are exploited in a manner which has a positive effect on the pupils' standards of achievement. The school makes good use of the local environment, particularly in art, history and geography.

118. The school has good links with local high schools. This has a positive effect on the standards of achievement in some subject areas, for example information technology. Pre-school links are currently underdeveloped. The school has developed links with many other local schools and has used these to develop the children's social experience.

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