

INSPECTION REPORT

BLACKO PRIMARY SCHOOL

Blacko, Nelson, Lancashire

LEA area: Lancashire

Unique reference number: 119167

Headteacher: Mrs L A Harper

Reporting inspector: Mr A S Kingston
21585

Dates of inspection: 7 – 8 February 2000

Inspection number: 186307

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A G Stephenson
Date of previous inspection:	27 – 30 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	6
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
WHAT THE SCHOOL DOES WELL	11
<ul style="list-style-type: none">• Attainment in English and science is very high. In English a particularly strong feature is the pupils' speaking and listening skills• Assessment procedures and the analysis of test results are effective in the promotion of a systematic process of target setting for individual pupils. This has impacted positively on standards of attainment in English, science and more recently mathematics• There are very good procedures for planning the curriculum.• The headteacher, with the support of the parents, governors, staff and the wider community creates an ethos that strongly supports learning	
WHAT COULD BE IMPROVED	15
<ul style="list-style-type: none">• The proportion of pupils achieving the higher levels of attainment in mathematics• The standard of handwriting throughout the school• The accommodation which, because of the limited space, restricts pupils' movement in and around the school and detracts from their learning	
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	17
PART C: SCHOOL DATA AND INDICATORS	18

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Blacko Primary School has 81 pupils on roll. This is much smaller than the average-sized primary school. None of the pupils have English as an additional language. There are two Key Stage 1 classes and this allows children of reception age to be taught separately from Key Stage 1 pupils for the equivalent of four days a week. There are also two Key Stage 2 classes. The school is situated in the village of Blacko near the town of Nelson in Lancashire. It enjoys very close and effective links with the community it serves. The children come from homes where the very large majority of parents are in employment. Just over six per cent of pupils are eligible for free school meals and this is below the national average. There are 22 per cent of pupils on the special educational needs register, two of whom have statements of special educational needs. This is in line with the national average.

Attainment of four-year-olds when they start school is broadly average.

HOW GOOD THE SCHOOL IS

Blacko Primary School is a very good and effective school. The pupils achieve high standards in all aspects of their education. The quality of teaching throughout the school is very good. A major strength of the school is the very good leadership and very clear educational direction provided by the headteacher. She receives a high level of support from the well-informed governing body. Together they have led a series of successful improvements. The school provides very good value for money. The strengths of the school greatly outweigh its weaknesses.

What the school does well

- Attainment in English and in science is very high. In English a particularly strong feature is the pupils' speaking and listening skills.
- Overall the quality of teaching is very good.
- There are very good procedures in place for planning the curriculum.
- Assessment procedures and the analysis of test results are effective in the promotion of a systematic process of target setting for individual pupils. This has impacted positively on standards of attainment in English, science and more recently mathematics.
- The headteacher, with the support of the parents, governors, staff and the wider community creates an ethos that strongly supports learning.

What could be improved

- The proportion of pupils achieving the higher levels of attainment in mathematics.
- The standard of handwriting throughout the school.
- The accommodation which, because of the limited space, restricts pupils' movement in and around the school and detracts from their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The developments made since the last inspection in November 1995 have enabled the school to make significant improvements in the standards achieved by pupils in English, mathematics and science throughout the school. The rate of progress in the improvement of standards has been better than the national average. There are now comprehensive and coherent schemes of work in place. These provide teachers with valuable support and guidance in their planning and ensure continuity and progression in pupils' learning as they move through the school. The role of curriculum co-ordinators has been successfully developed and, although currently limited, they are monitoring teaching and learning. Accommodation, although very limited and restrictive, has been improved by enclosing the mezzanine floor classroom. The provision for children under five has been substantially improved by accommodating the Key Stage 1 pupils in the largest teaching space and by providing a 0.8 full-time equivalent teacher for the children in the reception class. Recent

appointments and the creation of a promoted post to support the headteacher in the management and leadership of the school have brought fresh ideas, new expertise and an effective team committed to high standards. The school is very well placed to continue to improve further.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	A	C	A*	A	well above average A above average B average C below average D well below average E
mathematics	B	B	B	C	
science	D	A*	A	B	

At seven years of age, standards in reading, writing and mathematics are very high. By the age of eleven, standards in English are very high, being in the highest 5% nationally. Standards in science are well above the average when compared with all schools and above average when compared with similar schools. Standards in mathematics are above average when compared with all schools and average when compared with similar schools. The work pupils were doing during the inspection in English and science confirms these standards. The work pupils were doing in mathematics during the inspection showed an improvement on the standard achieved in the 1999 National Curriculum tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Pupils' behaviour is very good. The care they show to one another and the willingness with which they accept roles of responsibility are strengths of the school
Personal development and relationships	Personal development is very good. Throughout the school pupils show respect for each other and for adults. Relationships are excellent.
Attendance	Attendance is very good. Pupils enjoy coming to school.

Pupils' attitudes to learning, their behaviour in class and around the school and their personal development are very good. The very positive views expressed by parents on these aspects are entirely justified. They are significant strengths of the school and make a major contribution to the pupils' academic and personal progress, particularly their self-esteem. Pupils are well mannered to each other and adults alike. Relationships throughout the school are excellent. All adults provide excellent role models and pupils work and play well together and show sincere care and respect for each other.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Very good	Very good	Very good

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

The teaching of English, including reading and writing, mathematics, including numeracy and science is very good throughout the school. Teachers present their lessons well. They have a secure knowledge and understanding of the subjects they teach and this is a key feature in the very good teaching observed. A particular strength of the teaching is the competence and skill of all teachers to ask relevant questions which assess, consolidate and extend learning. Their questioning techniques are successful strategies in the development of pupils' speaking and listening skills. Careful planning results in teachers having a clear programme of work for their pupils. This, together with tasks, which are well matched to pupils' levels of attainment, ensures that the school meets the needs of pupils very well.

In seven out of ten lessons observed the teaching was at least very good with examples of outstanding flair and effectiveness in English and mathematics. In two out of ten lessons the teaching was good. There were no unsatisfactory lessons. The quality of teaching is a real strength of the school.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. The curriculum meets the needs of the under-fives well. The school provides a broad and balanced curriculum which successfully reflects its aims. There is good provision for extra-curricular activities.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is good. Most make good progress towards the targets in their individual educational plans. They receive very good support from their teachers, classroom assistants and Special Support Assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision with very good use of visits and visitors to the school. There are many links with the community. All staff provide good role models. The very clear codes of behaviour and system of sanctions ensure that pupils develop a mature understanding of their moral and social responsibilities.
How well the school cares for its pupils	Very good. The school is successful in providing a welcoming and secure environment where pupils are listened to and their contributions valued. Regular health and safety inspections are carried out. There is a good level of first aid knowledge amongst staff. Knowledge and procedures for the protection of children are good.

Curriculum planning is very good. Teachers produce very good medium term and short term plans which provide clear information about what pupils should know, understand and can do and the learning resources required to achieve the stated learning objectives. They identify opportunities for assessment and teacher focus effectively. Teachers' evaluations provide appropriate information to plan future work, which is accurately based on pupils' prior attainment. As a result, teachers plan consistently for pupils of different ages and levels of attainment within the same class. As a result

pupils are provided with activities in an appropriate sequence that builds well on their previous learning. The school offers a good range of extra-curricular activities which include French, allotment gardening, music, drama, football and maths club. These help to promote the effective development of pupils' personal and social skills.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher provides very good, caring and supportive leadership. Her clear educational direction and the high level of support she receives from the senior teacher and the governing body are strengths of the school.
How well the governors fulfil their responsibilities	Governors are well informed. They carry out their statutory duties effectively and efficiently. They have a very good strategic overview of the curriculum and their support for improvement in the early years, literacy, numeracy and for those pupils with special educational needs is particularly effective. They work hard to ensure that the school receives its full entitlement of resources.
The school's evaluation of its performance	The school has a very good overview of its work. The school's monitoring of its performance, although in the early stages of development, is now beginning to identify and analyse successful and effective teaching and learning strategies. This is having a very positive impact on standards.
The strategic use of resources	Accommodation is cramped. Movement in and around classrooms is restricted and this detracts from pupils' learning. Nevertheless, the school makes very good use of the accommodation available and where possible, effective alternative provision is found to compensate for the limited space. Very good use is also made of all staff, time and learning resources.

The headteacher provides very good leadership and very clear educational direction. She receives a very high level of informed support from the governing body and the staff and together they have completed a successful series of improvements. Following the last inspection positive steps were taken to improve the school curriculum and to implement good formal procedures for the monitoring and evaluation of teaching and pupils' progress. Governors are very proud of the school and they work hard to support its development and the range of activities available to its pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The positive ethos of the school. • The very good and respectful behaviour of all pupils. • The willingness of their children to attend school • The pupils' attitude to their work and the good progress they make. • The good quality of teaching. • The expectation that children will work hard and do their best at all times. • The effective leadership and management of the school and the improvements it has brought. 	<ul style="list-style-type: none"> • The quality and spaciousness of the accommodation and outside play areas. • The amount of work that children are expected to do at home. • The amount of information they receive about how well their children are getting on at school.

The inspectors endorse parents' positive comments. They also endorse the concerns raised at the parents' meeting regarding the restrictive nature of the accommodation and outside play area.

The amount of homework required is similar to that of other primary schools, is consistent with government guidelines and is judged to be appropriate. The school sends to all parents a detailed report on their child's progress and there are three formal occasions when parents are invited to discuss their children's work with staff. Teachers are also available to meet parents informally at the start and end of each day. These arrangements are sufficient to keep parents well informed about their children.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

Attainment in English and in science is very high. In English a particularly strong feature is the pupils' speaking and listening skills

1. The overall attainment of pupils at the time they enter Blacko Primary School is average. By the time they reach the ages of 7 and 11 pupils reach standards that are well above the national average overall in English and science. In mathematics the standard of attainment is above the national average.
2. Over the past three years pupils have achieved results well above the national average in English and science with the rising trend of success occurring at a faster rate than nationally. This is due to teachers' very good subject knowledge, the very high expectations they have of their pupils, the high quality of their teaching and the very good responses of pupils.
3. In Key Stage 1, prior to the 1999 National Curriculum tests for 7 year olds, the rate of success in mathematics had been slower than the national trend. However, the 1999 tests showed a tremendous improvement in pupils' performance with standards rising from well below the national average to very high in comparison with the national average. This trend of improvement was clearly evident in the work being undertaken and the attainment of pupils observed in lessons during the period of the inspection. This marked improvement is due in the main to the recent appointment of teachers who have begun to work at the school and the recent implementation of a very effective class structure and organisation which enables the reception pupils to be taught separately from Year 1 and Year 2 pupils for the equivalent of four days a week.
4. All teachers regard high levels of skill in literacy as fundamental to the pupils' success. As such, literacy receives a substantial amount of time each day and considerable attention is given to ensuring that all pupils make the best possible progress they are capable of. The literacy hour has been implemented extremely well and the skills that pupils learn are expertly interwoven with most other subjects. This ensures that the skills are practised and mastered in the context of their own reading and writing when undertaking, for example, historical research.
5. The school capitalises well on pupils' natural interest in language and, consequently, pupils' speaking and listening skills are well above average for their age. In part this is due to all teachers' clear and expressive use of the voice and the opportunities they take to draw out pupils' speech even from wrong answers. Pupils listen well to what teachers and other pupils have to say. This is because teachers, through the very good relationships they have with their pupils, ensure that pupils concentrate, feel confident and secure and are therefore very keen to contribute to all class discussions. Pupils in the reception class discuss matters of immediate interest, talk animatedly about their work and describe well their experiences and what they can see. Throughout the school whole class work at the beginning of the literacy hour improves pupils' attentiveness to each other's views and words. All pupils can clearly explain the point of their work to visitors, often using an extended range of vocabulary and language appropriate to the occasion. For example, in Year 5 and Year 6 literacy lessons pupils speak confidently and clearly about, for example, the *'absurd views'*, *'purposeful contentious issues'* and *'clear prejudicial reporting'* when discussing extracts from newspapers. They take part thoughtfully in

class discussions and understand detailed explanations and instructions. They give reasons for their views and respect the views of others.

6. The standard of pupils' reading is well above the national average. Throughout the school pupils have a love of books and they read with accuracy, understanding and enthusiasm. In Key Stage 1 pupils learn phonic skills and spelling patterns and by the age of seven, they read their books fluently. They begin to show preferences when choosing library books and they can talk confidently about characters and plots. By Year 6 pupils read a wide variety of fiction and non-fiction with expression and mature understanding. Library skills are extremely well developed and research skills are particularly good.
7. Teachers plan together in partnership to provide a very good range of well-structured and challenging activities. Effective links between different subjects have also been clearly identified. Through this effective planning process the school is able to provide pupils with a wide range of opportunities to write in different genres for different purposes and for different audiences. Pupils enjoy demonstrating their writing skills and gain considerable pleasure from the many opportunities offered to them to tackle and successfully complete extended pieces of writing in subjects such as history and religious education.
8. In science, the 1999 teacher assessments for seven year olds indicate that pupils attainment is well above the national average. By the age of eleven pupils have maintained their good progress and their attainment is also well above the national average. Pupils' experimental work is a strong feature throughout the key stages and particularly in Years 5 and 6 where the large majority is confident in constructing fair test procedures. This is a significant achievement considering the difficulties experienced by teachers and pupils when setting up scientific investigations in the limited space available in their classrooms.

Overall the quality of teaching is very good

9. The very good quality of the teaching contributes very positively to the quality of pupils' learning and to the good progress they make. Teachers have a very secure knowledge of the subjects they teach, enabling them to focus on key elements which lead to the good progress pupils make and the high level of understanding they achieve. They also possess a variety of teaching strategies and organisational skills which enable them to teach classes in which there are wide age ranges and levels of attainment very effectively, efficiently and confidently. Teachers manage their classrooms confidently. Throughout the school a wide range of teaching methods is employed very effectively. They are used selectively to achieve the aims of the lessons. For example, the introductory stages of lessons frequently assess, revise and consolidate pupils' knowledge and understanding, set the lessons in the context of previous learning and inform them of the purpose of the tasks. When pupils have been working in groups, it is common practice for each group to briefly report back to the rest of the class at the end of the lesson. This part of the lessons is well structured and provides a useful opportunity for teachers to emphasise key points. A further notable feature is the sensitive and thoughtful teacher interventions which challenge thinking, pose leading questions and provide constructive feedback that enables pupils to improve their own performance.
10. Pupils meet with enthusiasm the high expectations in behaviour and attainment set by teachers. Because of this teachers can create interesting and exciting learning situations for groups and individuals and provide many opportunities for pupils to

extend their own personal learning and investigative skills despite the limitations imposed by the lack of appropriate accommodation.

11. Lessons are carefully planned and well structured to provide stimulating and challenging experiences for pupils. Initial introductions and explanations are clearly presented. Pupils understand what is expected of them and how to proceed. The most effective lessons engage and excite pupils' interest from the very start, as in the introductory stage of a Year 3 and Year 4 mathematics lesson which ranged from quick fire subtraction facts to the development, understanding and application of different subtraction strategies, or the Year 5 and 6 lesson which moved from the simple statements made by pupils regarding facts and opinions to discussions and prejudiced writing on contentious and contemporary issues such as hanging and country sports.
12. Teachers make it very clear that they enjoy their teaching and enjoy working with the pupils. This reflects the very good, comfortable and respectful relationships within the school which positively encourage relaxed conversations and vigorous discussions in which pupils are keen to take part. Teachers throughout the school are skilful and often energetic questioners. They use questions extremely well to assess, reinforce and extend pupils' knowledge and understanding as in the Year 5 and 6 science lesson on photosynthesis where pupils were pushed hard for explanations, or in the Year 1 and Year 2 science lesson on reflection where pupils were challenged to make generalisations on reflective materials.
13. There is lively use of a rich range of learning resources which includes books, worksheets, games, information technology and varied equipment all of which are very well chosen to match the aims of the lessons, the age and attainment of the pupils and the tasks set. Teachers also use role play very effectively, as when the reception aged children dressed in clothes which they thought would be suitable for a holiday in Lapland, Blackpool or Majorca.

Assessment procedures and the analysis of test results are effective in the promotion of a systematic process of target setting for individual pupils. This has impacted positively on standards of attainment in English, science and more recently mathematics

14. The school has successfully adopted its own self-review programme, which has helped to identify successful strategies for teaching and learning and to improve the attainment of all pupils. The monitoring has included lesson observations, and the scrutiny of pupils' work and the very close analysis of test results both at Key Stage 1 and Key Stage 2. The results lead to feedback to teachers and issues for action to be considered by the governing body. This process has enabled the school to identify accurately those learning resources needed to enhance the quality of pupils' learning experiences and have successfully promoted strategies aimed at raising standards in the core subjects of English, mathematics and science.
15. During lessons, teachers regularly evaluate pupils' progress both formally and informally. For example, the majority of lesson plans have assessment opportunities built into the tasks and these identify clear and focused targets against which teachers assess and evaluate the performance of specific groups of pupils. All evaluations provide teachers with good quality information, which they feed back to pupils at an appropriate level indicating clearly how they improve further.
16. Teachers are very self-analytical, reflect carefully on their successes and failures and are creative in developing strategies and initiatives to improve further. They

have, for example, identified the areas of weakness in the teaching of mathematics and are now successfully tackling the problem.

17. Careful assessment enables the school to set accurate targets for each pupil and this links well into a programme of continual testing to check pupils' progress through the year. Teachers' assessment of children as they enter the school is used as a baseline against which their future attainment and progress can be measured. Teachers record steps in each pupil's learning carefully and this information is used well to develop programmes of work designed to meet the individual needs of pupils and to inform the planning of further lessons. For example, assessments have led to some pupils in mathematics lessons being taught very successfully in different year groups other than their own. Teachers draw on the very detailed schemes of work to produce very good long and medium term plans. As a result of these and the accurate assessments made of pupils' attainment and progress pupils are provided with tasks in an appropriate sequence that builds extremely well on their previous learning.
18. The school retains samples of pupils' work to exemplify attainment. These are being developed into comprehensive portfolios of moderated and annotated work in English, mathematics and science. They link well to the scrutiny of work carried out by teachers and have been effective in bringing about improvements in the consistency of their assessments.

There are very good procedures in place for planning the curriculum

19. The school provides a broad, balanced and relevant curriculum. The provision is enhanced by the effective contribution of many subjects to the development of pupils' literacy and numeracy skills. The curriculum admirably reflects the school's aims and values and makes a significant contribution to pupils' intellectual, physical, social, moral and spiritual development.
20. Pupils engage in a wide range of activities, which develop their interests and promote high standards. They are given many opportunities to work independently and the use of information technology is a significant feature in this. The school offers a wide range of extra-curricular activities including sports, music, drama, French and allotment gardening.
21. Subjects are, in the main, taught separately but many effective cross-curricular links are well exploited through the use of very well planned topic work. These are never allowed to obscure the necessity for teaching the basic skills separately and purposefully, as seen in spelling, reading, writing and the use of multiplication tables.
22. The overall provision for curriculum planning is very good. All National Curriculum subjects and religious education have policy statements and schemes of work, which are systematically reviewed and monitored. Teachers draw on the very detailed schemes of work to produce very good long and medium term planning which is clearly linked to the National Curriculum Programmes of Study, the National Literacy Strategy and the National Numeracy Strategy. Teachers' plans also identify opportunities for assessment, which focus their attentions effectively. Teachers' evaluations provide appropriate information to plan future work, which is based on prior attainment. As a result teachers plan consistently for pupils' different

levels of attainment and provide them with activities in an appropriate sequence that builds solidly on their previous learning.

The headteacher, with the support of the parents, governors, staff and the wider community creates an ethos that strongly supports learning

23. The headteacher provides very strong, caring and effective leadership and sets the tone for the school. She provides very clear educational direction and sets high standards in her teaching and management. Her accessibility to parents and the support she receives from the hard working staff are particular strengths of the school. In the responses to the parents' questionnaire 95 per cent of parents agreed that they would find it easy to approach the school with a question or a problem.
24. The headteacher also receives excellent support from the governing body. The strong link between the chair of governors and the headteacher provides a very good basis for effective management. In addition to this, outstanding support is provided by the highly committed and hardworking staff in establishing an excellent ethos which is reflected in the school's very good relationships and the commitment to improvement in all aspects of its work.
25. The school has an appropriate and clear set of aims and these reflect the high expectations of what the pupils should achieve. Parents' support for these aims is considerable; for example, in the returns of the parents' questionnaire ninety-nine per cent of parents agreed that the school expects their children to work hard and to achieve his or her best; that their children like school and that their behaviour is good.
26. The headteacher has led a successful series of improvements since her appointment, particularly the careful evaluation of the results of national testing, the effective monitoring of teaching, the completion and implementation of well-structured schemes of work and the resourceful alterations made to teaching areas which have significantly improved the learning environment for the pupils in Year 5 and 6.

WHAT COULD BE IMPROVED

The proportion of pupils achieving the higher levels of attainment in mathematics

27. Over the past 18 months pupil attainment in mathematics has improved significantly, particularly Key Stage 1 where attainment soared from below the national average in 1996 and 1998 to very high in comparison with the national average in 1999.
28. In the 1999 National Curriculum tests for mathematics for eleven year olds the percentage of pupils reaching Level 4 or above was above average when compared with all schools and average when compared with similar schools. However, the proportion of pupils reaching the higher Level 5 was below the national average. This relative underachievement has a number of causes, most of which, although now being successfully addressed, require continued emphasis.
29. Levels of teacher expertise inhibited appropriate curriculum planning and this led to insufficiently challenging work being provided for higher attaining pupils. However, the very good and effective implementation of National Numeracy Strategy, the

creative use of setting at Key Stage 2 and the skilful blend of commercial mathematics schemes and teacher produced worksheets have already impacted very positively on pupil attainment.

30. The accommodation restricts opportunities for investigational and practical mathematics such as measuring, weighing and selecting and using mathematical equipment and materials. Storage and the provision of easy access to resources is difficult. Furthermore, the space available in classrooms for pupils to use, practise and apply their mathematical skills, knowledge and understanding without causing disturbance to other groups is limited in the extreme, particularly in Key Stage 2.

The standard of handwriting throughout the school

31. Pupils talk enthusiastically about their work and are proud to show it. However, pupils do not always pay sufficient attention to handwriting and as a consequence the presentation of their written work is often untidy. This detracts from the high quality of the content, the sensitive and accurate use of vocabulary and the clarity of communication.

The accommodation which, because of the limited space, restricts pupils' movement in and around the school and detracts from their learning

32. The school buildings are well maintained by the hard working caretaker who provides clean and pleasant surroundings for the pupils.
33. Recent modifications to the internal fabric of the building have greatly improved the quality of the learning and teaching environment. However, accommodation is, overall, cramped and does detract pupils from their learning. For example, libraries within classrooms are extremely well stocked but the very limited space within the school, particularly in the Key Stage 2 classrooms, prevents easy access and usage without disturbing other pupils. Thus the opportunities for these pupils to engage in individual or group research work are seriously impeded. In science too, although the quality of resources is good, the cramped conditions in many areas of the school make it very difficult for teachers to organise investigative and experimental science lessons where pupils are able to select their own equipment from centrally stored areas and to carry out their own systematic enquiries.
34. There is a lack of a water supply in one classroom which restricts some of the pupils' activities, particularly art work.
35. The school has no indoor facilities for physical education and uses both the village chapel and a nearby school, St Michael and All Angels, for dance, movement and gymnastics.
36. The hard surface playground provides very limited space for pupils to engage in vigorous physical activity and there are no adjoining grassed areas. Consequently, the school uses a nearby council-owned field for sports.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

37. The school should now:

- i. improve the progress of the higher attaining pupils at both Key Stage 1 and Key Stage 2 in mathematics by matching work more precisely to suitably challenge the pupils.
- ii. improve the standard of pupils' handwriting and the quality of presentation of their work throughout the school.
- iii. consider ways of improving further the teaching areas to enable pupils:
 - (a) easier access to learning resources, equipment and learning materials;
 - (b) to take full advantage of practical lessons, particularly in mathematics and science, which encourage the development of skills and the application and use of pupils' knowledge and understanding.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

18

Number of discussions with staff, governors, other adults and pupils

17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
11	61	22	6	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

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	-	81
Number of full-time pupils eligible for free school meals	-	5

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	-	2
Number of pupils on the school's special educational needs register	-	18

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.1
National comparative data	5.7

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	3	9	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	9	9	9
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92	92	92
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	2	2	2
	Girls	9	9	9
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	92	92	92
	National	82 (81)	86 (85)	87 (86)

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	6	12

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	70 (65)	69 (59)	78 (69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	6	6	6
	Girls	6	6	6
	Total	12	12	12
Percentage of pupils at NC level 4 or above	School	100	100	100
	National	68 (65)	69 (65)	75 (71)

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	2
White	79
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4
Number of pupils per qualified teacher	20.25
Average class size	23.3

Education support staff: YR – Y6

Total number of education support staff	5
Total aggregate hours worked per week	54

FTE means full-time equivalent.

Financial information

Financial year	1998
	£
Total income	166571
Total expenditure	153512
Expenditure per pupil	1896
Balance brought forward from previous year	13813
Balance carried forward to next year	26872

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	81
Number of questionnaires returned	63

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	59	40	1	0	0
My child is making good progress in school.	40	56	4	0	0
Behaviour in the school is good.	56	44	0	0	0
My child gets the right amount of work to do at home.	43	41	10	5	1
The teaching is good.	54	44	0	0	2
I am kept well informed about how my child is getting on.	41	49	10	0	0
I would feel comfortable about approaching the school with questions or a problem.	65	30	3	0	2
The school expects my child to work hard and achieve his or her best.	75	24	1	0	0
The school works closely with parents.	46	49	5	0	0
The school is well led and managed.	64	33	0	0	3
The school is helping my child become mature and responsible.	57	40	2	0	1
The school provides an interesting range of activities outside lessons.	51	38	10	0	1