

# **INSPECTION REPORT**

**Roughlee C.E. (Controlled) Primary  
School**

**Blacko Bar Road**

**Roughlee**

**Nelson**

**BB9 6NX**

**LEA area : Lancashire**

**School Register Number : 119383**

**Headteacher : Mrs Carolyn Potts**

**Registered Inspector : Mr. C. Pickup**

**Date of inspection : 4<sup>th</sup> - 5<sup>th</sup> September 1996**

Roughlee C.E. (Controlled) School

Inspection carried out under Section 9 of the Education (Schools) Act 1992

## Information about the school

Type of school :	Controlled
Type of control :	Infants and Junior
Age range of pupils :	5-11
Gender of pupils :	Mixed
School address :	Blacko Bar Road Roughlee Nelson BB9 6NX
Telephone number :	01282 613613
Appropriate authority :	Lancashire
Name of chair of governors :	Mr T McGinn

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## **Main Findings of the Inspection**

1. Standards of attainment in both key stages reflect the national averages in English, mathematics and science and in all subjects except in art at Key Stage 2 where standards are good. Standards in the key skills of reading, writing and numeracy meet the national expectations throughout the school but there are weaknesses in the development of speaking and listening in reception. It was not possible to judge standards in design technology, information technology and physical education because insufficient work was seen during the inspection.
2. Overall in the school the quality of the teaching is sound in most lessons and it is good or very good in a third of lessons. There are, however, significant weaknesses in the teaching in Key Stage 1.
3. The quality of teaching for pupils under five has weaknesses in important areas. It does not take sufficient account of the areas of experience, or of an appropriate range of activities for young children. The teaching for pupils in the remainder of Key Stage 1 is more appropriate but it is unsatisfactory in English, humanities and it has weaknesses in science. Planning, although detailed, fails to take account of the Programmes of Study of the National Curriculum and teaching makes insufficient demands upon pupils. A strength in this key stage is the teacher's calm, caring regard for the pupils and the good class control.
4. In Key Stage 2 the teaching is sound with nearly half being good or very good. Lessons have good pace, work is well matched to pupils' abilities and the teaching is enthusiastic. Good use is made of questioning to extend pupils' knowledge and understanding. Relationships are good. The provision for pupils with special educational needs is appropriate and the quality of peripatetic teaching support is also good.
5. The quality of the classroom support is a strength in both key stages and contributes to the good quality of teaching and learning.
6. Most infant pupils make satisfactory progress in lessons but pupils under five make unsatisfactory progress in science. In Key Stage 2 pupils make satisfactory progress in all subjects and in art they make good progress.
7. Throughout the school pupils have positive attitudes towards their learning. Generally pupils work hard and exhibit very good behaviour. In the infants pupils are well behaved and work hard. However, in some instances, the youngest pupils lose interest due to the inappropriate nature of the curriculum. In Key Stage 2 pupils are enthusiastic in lessons and enjoy their work. Their response in science and in art is very good. Relationships at all levels are also very good. Pupils are pleasant, well mannered and polite and show a willingness to learn. The family atmosphere of the school is a strength which promotes an ethos of co-operation and support. All pupils get on well together.
8. The school is offering a curriculum which meets the requirements of the National

Curriculum in both key stages but some subjects are given less time than is recommended. The curriculum for the pupils under five is inappropriate and needs to be reviewed. Planning across the key stages is uneven and would benefit from a common approach to ensure that the Programmes of Study are covered. Policy documents exist for most subjects but there are no schemes of work or curriculum guidelines. The school's development plan indicates how these will be produced over a period of four years but in the meantime interim guidelines are needed to ensure progression and continuity and to enable monitoring to take place. Curriculum leadership is currently carried out within each key stage. This needs to be reconsidered to enable an overview of subjects to be developed across the key stages.

9. During the three years of her appointment the headteacher has achieved a great deal. She has established a good and caring ethos within the school. With the support of the governors she has improved resources and has completed building developments which have improved the quality and context of education. She has made significant improvements whilst maintaining a full time teaching commitment. Next she needs to create time to establish curriculum structures and to develop and monitor the quality of teaching. The headteacher enjoys the support and respect of staff, governors and parents.
10. The governing body is supportive of the school and carries out its statutory responsibilities conscientiously. The school's development plan is a sound document which reflects the needs of the school by establishing and prioritising targets. The time scale that the plan intends for curricular guidelines to be established for all subject needs to be shortened. Systems in school for management and administration are good. Overall the school gives satisfactory value for money.
11. Pupils' moral and social development is a strength and makes a significant contribution to the ethos and to relationships in the school. Spiritual development is satisfactory with some subjects of the curriculum and assembly making good contributions. Pupils learn about other cultures but this aspect of their education needs further development and greater emphasis. Currently there is no policy for child protection. This needs to be put into place. The school represents a caring community where pupils are happy and secure.

## **Key Issues for Action after the Inspection**

1. To improve further the standards of work and the learning of pupils, the governors, headteacher and staff should:
  - \* improve the quality of teaching for pupils under five, for Key Stage 1 pupils in English and science and for both key stages in the humanities. These improvements should then be monitored;
  - \* review the curriculum for pupils under five to ensure that they are offered a curriculum that is appropriate to their needs;
  - \* increase the time currently allocated to science, music and religious education to meet the national recommendations. A process for monitoring the curriculum across the school should then be established;
  - \* put into place curriculum guidelines for all subjects and review the arrangements for curriculum co-ordination to ensure continuity and progression across the key stages;
  - \* review planning to make it consistent across the school and ensure that it is related to the Attainment Targets and Programmes of Study of the National Curriculum;
  - \* put in place a policy for child protection; and
  - \* create some time away from class teaching responsibility to enable the headteacher to lead and monitor the changes required to bring about improvement.

## **Introduction**

### **Characteristics of the school**

1. Roughlee Primary School is situated in the District of Pendle in Lancashire. It serves the village of Roughlee which is close to the towns of Nelson and Colne. It is a small school with thirty eight pupils on roll. Pupils come from a wide range of social backgrounds. The school is popular in the community with more than half of its pupils coming from surrounding districts. A third of its pupils are entitled to meals free of charge and two pupils have statements of special educational need. Most pupils are of white ethnic origin but there are some pupils who come from different ethnic backgrounds. There is no nursery provision in the area and none of the pupils in the reception group have received pre-school education. Attainment for pupils on entry into school is in line with the national expectation.
2. The school aims to provide a broad curriculum which is rich in activities and first hand experience. It places importance on matching work to individual needs and seeks to build pupils' confidence and self esteem. The school also aims to teach pupils to respect others and emphasises good behaviour and positive achievement. The school's development plan identifies objectives and sets priorities. There are two full-time teachers and parents are encouraged to join in the work of the school. The headteacher has a full time teaching commitment in addition to her management responsibilities.
3. Recent building improvement projects have greatly enhanced the learning environment for the pupils.
4. The school's roll has grown by almost 30% since 1994. Many of the pupils therefore began their education in other places and have had to settle into a different school.

## **17. Key indicators**



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

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1995-6	3	4	7

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Percentage at NC	School	88 ( )	88 ( )	100 ( )
Level 2 or above	National	78 ( 81)	80 ( 67)	79 ( 82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys		3	3
	Girls		4	4
	Total		7	7
Percentage at NC	School	88 ( )	100 ( )	100 ( )
	National	80 ( 80)	79 ( 82)	84 ( 86)

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

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

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1995-6	1	5	6

National Curriculum Test Results		English	Mathematics	Science
Percentage at NC	School	( )	33 ( )	67 ( )
Level 4 or above	National	56 ( )	54 ( )	64 ( )

Teacher Assessments		English	Mathematics	Science
Percentage at NC	School	( )	33 ( )	67 ( )
Level 4 or above	National	56 ( )	54 ( )	64 ( )

### Attendance

Percentage of half days (sessions) missed

through absence for the latest complete

reporting year :

		%
Authorised Absence	School	6.9
	National comparative data	5.7
Unauthorised Absence	School	Nil
	National comparative data	0.5

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

### Exclusions

Number of exclusions of pupils (of statutory school age)

during the previous year :

	Number
Fixed period	Nil
Permanent	Nil

### Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	28.0
Satisfactory or better	80.0
Less than satisfactory	20.0

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

### **Educational Standards Achieved**

#### **Attainment and Progress**

1. Attainment and progress made by children under five is satisfactory. Children enter reception with basic early literacy and numeracy skills. All children are aware that text carries meaning, can use books correctly and give reasons for book choices. They can hold pencils and crayons and copy letters. They can count and recognise numbers. However, both the curriculum they are offered and the teaching approaches fail to provide an appropriate range of activities across all areas of experience for pupils under-five.
2. There is insufficient evidence to make judgements about pupils' attainment and progress in design technology, information technology and physical education at both key stages and Religious Education at Key Stage 1.
3. At Key Stage 1, attainment in the core subjects is broadly in line with national expectations. This is confirmed by the results of the end of key stage national tests, which show that pupils are achieving standards in line with the national average in English and science and above the national average in mathematics. Attainment in history, geography, music and art is broadly in line with national expectations.
4. Pupils make satisfactory progress in English. Their reading is at an appropriate level for their age. Most children are capable readers and enjoy reading. They are able to discuss the books they choose. They are articulate and respond to teachers' questions. Most are able to explain what they have done. Pupils have many opportunities to write and their handwriting is good. Pupils make satisfactory progress in the mathematics scheme used. They are able to use calculators to check out their work. Progress in science is unsatisfactory with little evidence of children acquiring new learning or being given appropriate opportunities to explore and carry out systematic enquiry. Pupils make satisfactory progress in history, geography and music.
5. The lack of curriculum co-ordination across the key stages creates some difficulties in relation to continuity and progression of pupils' learning. However, in Key Stage 2, pupils attain standards which are satisfactory in English, mathematics, science, history, geography, music and Religious Education and above the national standard in art. In the national tests at the end of the key stage, pupils achieve standards in line with the national average in English, mathematics and science.

6. Pupils make satisfactory progress in all aspects of English in Key Stage 2. Most pupils are articulate and respond well to the teacher's questions. They read texts appropriate to their ability confidently and fluently. Their level of understanding is good and many are able to talk knowledgeably about what they read. By the end of the key stage most pupils can write in a number of forms. Most of their writing has structure, accuracy in the use of spelling and punctuation, and is grammatically correct. Pupils continue to make good progress in the mathematics scheme used and some good work in relation to rotational symmetry was seen during the inspection. In science pupils make good progress. Pupils make very good progress in art. This is characterised by increased skills in handling a variety of media and expressing their ideas. Satisfactory progress is also apparent in history, geography, Religious Education and music.
7. Pupils with special educational needs participate fully in the curriculum and are making satisfactory progress. They are supported by class teachers and the school's non-teaching assistant. Statemented pupils are making satisfactory progress and receive good support from the non-teaching assistant and visiting specialist. Both the lower and higher attainers' would benefit from improved differentiation of learning objectives, pupil outcomes and resources. Teachers need to develop a range of strategies to support pupils of varying abilities.
8. At present the school only carries out low key, informal analysis of the assessment information it has available at individual pupil level. It would benefit from carrying out detailed analysis of its results at subject as well as at individual pupil level, setting targets for improvement at key stage or subject level and monitoring progress towards achievement.

### **Attitudes, Behaviour and Personal Development**

1. The attitude of the children towards learning is positive and contributes to standards of achievement. They express an interest in their work and for the most part are able to concentrate on the task in hand. There is, however, an over dependence on the teacher in some lessons which inhibits the development of personal study.
2. Children are very well behaved and enjoy good relationships with the staff and with the other adults in school. The older children show a caring attitude towards younger pupils and all show respect towards each other, to teachers and to the other adults in school. They have good manners and are polite at all times. They are self-confident and keen to learn. The children need to be given greater opportunity to show initiative and to take responsibility. Where they are given this opportunity they respond well and show initiative.
3. The family ethos is a strength and pupils enjoy coming to school.

## **Attendance**

1. The attendance record of the school for 1994/95 was above the 90% baseline though marginally below the national average. The school had no unauthorised absence. The requirements for recording attendance are fulfilled.
2. Pupils arrive in school punctually and lessons begin on time.

## **Quality of Education Provided**

### **Teaching**

1. Overall in the school the quality of the teaching is sound in most lessons and it is good in a significant number of them.
2. In Key Stage 1 there are weaknesses in about a third of the lessons. In particular, there are weaknesses in the teaching of the pupils under the age of five where, often, the provision is inappropriate for the pupils' needs. There are insufficient opportunities created for the pupils to gain first hand experience of the areas of learning through investigation and exploration. Teaching in English, science and the humanities in Key Stage 1 has weaknesses. The provision for the older pupils in Key Stage 1 is more appropriate and the teaching for all children is set in a calm and caring context. Planning is detailed but it lacks reference to the Programmes of Study of the National Curriculum. Control of pupils is good and relationships between the pupils and teacher are caring and positive.
3. The teaching in Key Stage 2 is good or very good in nearly half of lessons with the remainder being sound. This represents a strength within the school. Lessons have good pace and work is well matched to pupils' abilities. Classroom organisation and management is very good. There are high expectations of pupils and children with special needs are well catered for. Good use is made of questioning to extend pupils' understanding. Overall coverage of the curriculum is sound but there is a need to develop a more systematic process of short term planning. Teaching in the humanities has some weaknesses but it is good in mathematics, science and art.
4. In both key stages the teachers know the pupils well and there is a good exchange of information about individual pupils. This needs to be developed into a formal and consistent system of assessment and recording.

### **Curriculum and Assessment**

## CURRICULUM

1. The school is fulfilling the requirements of the National Curriculum for all subjects and for Religious Education. There is an imbalance in the times allocated to subjects, with science, music and Religious Education receiving a lower percentage of time than is recommended. The school should review its allocation of time to the different subjects. The curriculum currently provided for under-fives does not offer appropriate experiences and is unsatisfactory.
2. Arrangements for audit and review of the curriculum need to be developed. At present the headteacher has insufficient time to monitor the curriculum effectively. The school needs to consider how the head teacher can be released from some of the full-time teaching commitment in order to carry this out. The lack of subject guidelines and schemes of work means that it is not possible to gain an overview of the curriculum across both key stages. The school relies heavily on commercial schemes to cover the subject Programmes of Study. There is an urgent need for subject guidelines and schemes of work to be put in place to underpin curriculum planning. The current time scale identified in the School Development Plan for the development of schemes of work is too long and must be reviewed. The current system of curriculum co-ordination - by key stage rather than by subject - does not ensure continuity and progression. This results in duplication and overlap and currently the school has no mechanism to identify gaps in curricular provision.
3. The current system of long and medium term planning is not sufficient to ensure coverage of the National Curriculum Programmes of Study. Teachers engage in detailed curriculum planning at the level of day-to-day, short term, planning. At present their plans outline activities for pupils. Short-term curriculum planning in the school needs to focus on clear objectives for learning directly related to the National Curriculum Programmes of Study.
4. The support provided in class for lower attaining pupils by the non-teaching assistant is good. Parent helpers are also effectively deployed in the classroom. Class teachers know individual pupils well. However, current differentiation of the curriculum is largely carried out on the basis of pupils' ages. The school needs to consider a wider range of strategies to ensure progress for all pupils, including the higher attainers.
5. The school promotes equality of opportunity and provides very well for the moral and social development of its pupils. This is a particular strength of the school. There is, however, insufficient recognition of other cultures in its provision. Pupils should also be provided with more opportunities to develop independence as learners through collaborative working and open-ended tasks involving research or investigation.
6. There is a thriving small schools' network for sporting activities and the school's involvement in sports is an emerging strength. There is a high uptake with most children taking part in some extra-curricular activities.

## ASSESSMENT

1. The school needs to develop an assessment policy.

2. The link between curriculum planning and the assessment of pupils' progress is not established. Teachers make informal assessments of pupils' attainment and progress in lessons but little is recorded. There is only occasional evidence of assessment informing teachers' planning of new work for pupils.
3. Teachers mark pupils' work regularly. However, there does not appear to be a consistent approach across the key stages. Work is marked and in Key Stage 2 encouraging comments, and sometimes formative comments, are provided. Oral feedback is provided and this is often more effective since it has immediate impact. However, pupils remain largely unaware of their strengths and weaknesses and what they need to do to improve their work. There is a need for greater consistency in the provision of specific information to pupils at both key stages regarding what they are doing well and how they can improve their work.
4. The school is using the Lancashire Pupil Profile format for its individual pupil records and has begun to gather samples of pupils' work to provide a record of achievement for each pupil. Reading records are also kept but these track the books pupils have read rather than the development of reading skills. Not all records are up to date and the information included is often behavioural and not specific to progress in the National Curriculum Programmes of Study or levels. The school needs to begin to record pupils' progress in the attainment targets of each subject. Teachers rely too heavily on their own knowledge of individual pupils and have little formal evidence to reinforce their professional judgements.
5. The school follows the procedures set out in the Code of Practice for identifying pupils with special educational needs. Individual Education Plans for statements issued in February are currently being put into place.
6. The school sends reports to all parents once a year and the reporting format used fulfils statutory requirements. The quality of reporting is satisfactory. However, many comments are about behaviour and attitude rather than progress in a subject. The school should try to provide parents with clear information about their child's strengths and weaknesses and ways to improve in each subject.
7. The school does not carry out any internal moderation of teachers' assessment judgements, but teachers do attend area cluster group meeting run by the LEA to moderate standards. The school should consider developing internal moderation of pupils' work and producing a school portfolio of levelled work to exemplify their assessment judgements.
8. Arrangements for end of key stage assessments are satisfactory and the school undertakes informal analysis of the results of individual pupils. There are plans to become involved in Lancashire's projects both for baseline assessment and for value added issues. When these are in place the school should be in a good position to set specific targets for improvement and raising standards.

## **Pupils' Spiritual, Moral, Social and Cultural Development**



1. Pupils' spiritual, moral, social and cultural development are fostered through the curriculum, assembly and the life and ethos of the school.
2. Collective Worship makes an important contribution in this area, offering opportunities for children to reflect on their own and other people's lives and to value themselves and others. The curriculum offers opportunities for spiritual development, for example in the display of children's artwork which captures, in an inspired way, something of the wonder and mystery of creation and also in science lessons in which children learn to respect living things. In Religious Education at Key Stage 1 a good contribution was made to children's spiritual and moral development, offering them opportunity to reflect on values such as belonging and sharing. At Key Stage 2, story was used effectively in Religious Education to explore religious and spiritual concepts.
3. Children show high standards of behaviour and they are courteous and polite. They know right from wrong and they show respect for others and co-operate well. The school functions as a warm, friendly and harmonious community. It has a strong 'family' atmosphere which is caring and welcoming. Children are encouraged to develop a sense of responsibility towards the needs of others, through for example participation in charity fund-raising efforts. Older pupils take a caring responsibility for younger pupils.
4. The school is developing its programme of extra-curricular activities in sport and music. Children's cultural development is extended through some areas of the curriculum. For example, children in Key Stage 2 have learnt about Van Gogh and have painted in his artistic style. The school is also developing a good collection of new and attractive resources for Religious Education which portray religious and cultural diversity. However thought might be given to ways in which other aspects of the curriculum could also add to the development of children's appreciation of the richness of other cultural traditions. The school meets its statutory obligations with respect to Collective Worship. All pupils are treated equally and are given full access to the curriculum.

### **Support, Guidance and Pupils' Welfare**

1. The school's attitude to discipline is positive and children are encouraged to develop self-esteem and self-discipline. The work of the non-teaching assistant makes a positive contribution to the life of the school as does the support given by parent helpers in the classroom. Support for pupils with special educational needs is good.
2. Many of the pupils have joined the school after starting their education in other places.

Some of these pupils come with learning difficulties. The staff have successfully helped these pupils to integrate into their new school.

3. The school has two teachers trained in first aid and an accident record book is maintained. The Health and Safety concerns indicated by the school have been addressed in the recently completed building alterations.
4. Staff have attended courses on child protection, and though the procedures are in place the school does not have a written policy on the subject. This must be seen as a priority by the governors.
5. Children are well prepared for secondary education and there is close liaison with the receiving schools, involving year 6 pupils and their parents.

### **Partnership with Parents and the Community**

1. Parents are supportive of the school's aims. They make a valuable contribution to the life of the school through fund raising by the P.T.A. and by providing individual help in the classroom. Parents feel welcome to visit the school and they believe that the school responds well to problems.
2. The school has good links with the village and local community. Through visits and links with other schools and organisations the school extends the pupils' experience of the wider community.
3. The school provides the statutory information to parents through children's annual reports and the governors' report. The school prospectus gives useful information about the school to prospective parents.

### **The Management and Efficiency of the School**

#### **Leadership and Management**

1. The headteacher has worked hard since her appointment to make considerable improvements in the provision of education. She has secured the confidence of governors, staff and parents. She is enthusiastic and hard working and she has achieved

a great deal. Her leadership is reflected in the ethos of the school where the pupils have positive attitudes to each other and where there is a caring family atmosphere with good behaviour and good relationships.

2. During the past three years sound development planning and careful use of the budget have enabled the school to make improvements to the building and to resources which have enhanced the quality of the environment and improved the provision for education.
3. The school has clear aims and objectives which are outlined in its prospectus. They provide the basis for policy statements which have been produced for some aspects of the school's responsibilities and for some areas of the curriculum. The school needs next to develop curriculum guidelines for the subjects of the curriculum and to establish uniform planning and assessment procedures. The headteacher's full time teaching commitment does not allow sufficient time for monitoring quality and standards across both the key stages. This is necessary particularly in Key Stage 1 where standards of teaching need to be improved. Leadership of the subjects of the curriculum is carried out within each key stage. A sharing of curriculum responsibility across the key stages would ensure continuity and progression and would make more efficient use of teachers' time. Job descriptions have been written and appraisal procedures have been implemented.
4. Members of the governing body show commitment to the school and fulfil their statutory responsibilities. They meet on a regular basis and have established committees for key areas of their work. The headteacher keeps the governing body well informed and individual governors visit the school.
5. The school's development plan is discussed and agreed by the governing body. It identifies areas of priority including subjects of the curriculum and other aspects of the school life. The governors are guided by the headteacher and staff and relate priorities of the plan to the school budget. A recent reserve of money built up by the governors has been used to carry out improvements to the building which have enhanced the facilities for pupils and staff.

### **Staffing, Accommodation and Learning Resources**

1. The training and qualifications of the staff are appropriate. The head teacher recently gained an additional qualification in management. Expertise has been gained by staff over the years through attendance at courses. The school has had to set priorities for in-service training. Future in-service training should give greater emphasis to developing teachers' knowledge of the subjects of the revised National Curriculum. Consideration of training to support the development of subject guidelines and schemes of work should now be given priority.

2. The head teacher is faced with difficulty in trying to fulfil a management role and a full-time teaching commitment. The school needs to consider ways to provide release time for the headteacher to carry out her management role and, in particular, the monitoring and evaluation of curricular provision.
3. The classroom assistant is used effectively, particularly in supporting children with special needs. Training is being provided to further enhance this role. Parent helpers are also deployed effectively in the classroom. The site supervisor and lunch time supervisors also make positive contributions to the life of the school.
4. The school has appraisal in place and is at the end of the first phase of that process. Both head teacher and reception/Key Stage 1 teacher have been appraised and targets set in relation to work in the classroom and in-service needs.
5. Accommodation in school has been improved by the addition of a library area on a mezzanine floor and the redevelopment of the school office, toilet and storage facilities. A difficulty that the school faces is the lack of a school hall, which means that there is no space suitable for indoor physical education and lunches have to be served in one of the classrooms. The smaller classroom's lack of space inhibits structured play for the under-fives. However, the limited space is being used to maximum advantage. Furnishings and floorings have been chosen with a view to making it easy to move furniture to make maximum use of the available space. There is sufficient accommodation to support the needs of the curriculum.
6. Resources, are adequate to meet the needs of the curriculum. They are being built up gradually. A lot-of-out of date stock has been disposed of and priorities have been set for new acquisitions. Information technology and design technology have been given a high priority since there were virtually no resources for these subjects when the current head came into post.
7. Information technology provision is good. A PC is currently on order and when it is delivered each class will have at least one computer and a colour-printer. The school has audio and video equipment and is beginning to build up an effective library of recordings.
8. The school library has been a valuable addition to the school and it is well used by the pupils. The stock is organised using a simplified Dewey system and is colour coded to assist pupils in selecting books. Books in the library support the curriculum and they are well-suited to the learning needs of pupils. In addition each class has a library of appropriate texts.

### **The Efficiency of the School**

1. The school makes good use of the resources available to it. The building and the learning resources are used efficiently. Recent improvements to the building have enhanced the quality of the environment and its suitability for effective teaching and learning. Development planning is sound with the clear objectives and priorities set by

the headteacher and governors being given priority within the budget. Reserves have been built up in the budget to fund the building projects. These projects have been monitored by the governors and represent good value for money.

2. The budget is used wisely by the governors. Money allocated to special educational needs and teacher in-service training is used appropriately. Financial planning is effective and care is taken to ensure value for money on all purchases. Financial control and office administration is efficient. Computers are used to support administration, record keeping, finance and communication. The school has put into place all of the recommendations of the last audit.
3. The small size of the school enables good communication between the staff.
4. Teaching staff are appropriately deployed and non-teaching staff help to promote effective ways of working. More effective systems for co-ordinating subjects of the curriculum should be developed for the staff to take responsibility across key stages. Weaknesses in teaching in Key Stage 1 reduces the efficiency in that part of the school.
5. Overall the school represents sound value for money.

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

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

1. At the time of the inspection there were four pupils under the age of five. These pupils were working in a reception group in the infant class.
2. Pupils' attainment on entry is assessed by the teacher as average when compared with national expectations. Pupils have satisfactory levels of language, mathematical and technological skills. They have satisfactory levels of physical skills and respond to colour, shape and form. Pupils are able to use a pencil and they know how to handle books and use equipment.
3. The school welcomes reception pupils and their parents for preliminary visits in the year before they begin school. None of the current reception has made such visits to school and none has experienced pre-school provision.
4. Teaching of the reception pupils is done within the context of the infant class. Although the teacher's planning makes different provision for the reception group the curriculum provision, organisation and activities relate mainly to the needs of the older pupils. This leads to the reception pupils having a curriculum which is inappropriate to their needs. The curriculum fails to give these pupils sufficient opportunity for exploration, investigation, experimentation, first hand experience and learning through creative and constructive play. Pupils often have to sit for long periods of inactivity listening to the teacher when they become restless and lose interest because their attention span is too short.
5. Provision of sand, water, domestic play, dressing up, puzzles, games and construction activities is made. Insufficient use of these activities is limiting pupils development in the important areas of experience. The infant classroom is small and it limits the opportunities for activities requiring more space.
6. When the reception pupils worked with a classroom support assistant in design technology, experimenting with materials and water in a 'floating and sinking' experiment, the quality of learning and language development became very good and the pupils worked enthusiastically. Despite the inappropriate curriculum pupils are making satisfactory progress in most subjects except in English and science.
7. The provision for under-fives is a weakness and it is in need of urgent review to ensure that pupils are given an appropriate curriculum to enable them to make good progress.
8. The inspection took place in the first few weeks of the term in which the pupils began school. They had generally settled into school well due to the teacher's calm and caring manner.

## **English, mathematics and science**

### **English**

1. Standards of attainment in English throughout the school are broadly in line with national expectations for primary age pupils. This is confirmed by the school's results in the National Tests and Tasks. Pupils enter reception with levels of attainment broadly in line with those expected nationally. They make satisfactory progress in reading and writing and have attained the levels expected for their age by the time they leave reception.
2. Standards in Speaking and Listening are unsatisfactory in reception and satisfactory in Key Stages 1 and 2. In reception there are not sufficient appropriate opportunities for children to develop their speaking and listening skills. In class discussions they are often marginalised or excluded because the lesson is aimed at Key Stage 1 pupils and not accessible to them. They have to listen for long periods of time to introductions to lessons which are not devised primarily for them and consequently their attention is not sustained. At Key Stage 1 most pupils listen satisfactorily and some respond well to the teacher's questions. However, activities are rarely presented in a way which encourages talk. Opportunities for talk within lessons are few. In Key Stage 2 most pupils develop into articulate and confident communicators. Most are able to discuss aspects of their work and offer ideas, explanations and comments. Some opportunities for pupils to discuss their ideas are presented in design and technology and in history and geography. However, most opportunities for talk are teacher led and pupils' understanding of the importance of talk in developing their ideas is limited.
3. Standards in reading are satisfactory across the school. On entry to reception all children have some knowledge of books and some are able to read. They understand the difference between text and pictures and can choose books and give reasons for their choices. Most make satisfactory progress and leave reception able to read. In Key Stage 1 most pupils read appropriate texts accurately, independently and with understanding. They observe punctuation and can use a range of strategies to cope with unfamiliar words. Pupils enjoy books, can select appropriate books from the class library, and are able to discuss what they have read. They make satisfactory progress and most achieve level 2 by the end of the key stage. In Key Stage 2 most pupils are confident and accurate readers who enjoy reading. They can express preferences and offer opinions about what they are reading. Most pupils can locate information using the school library and know how to use index and contents pages. However, there are few examples of pupils making critical or extended responses to reading. Attainment in reading by pupils with special educational needs is satisfactory.
4. Standards in writing are broadly in line with national expectations across the school. Pupils leave reception able to form letters and write or copy separate words. Across the

school there is a strong emphasis on accurate spelling, punctuation and good handwriting. This is reflected in the work the pupils produce. In Key Stage 1 pupils make satisfactory progress in writing over the key stage. They can form correct grammatical sentences and use full stops and capital letters correctly. They write in a range of forms. There is little evidence of pupils redrafting work, though they do make fair copies of corrected work. Their handwriting is clear and legible, with letters correctly formed. Spelling is good and all pupils use word books. By the end of Year 2 most attain level 2. In Key Stage 2 most pupils write correct grammatical sentences and punctuate accurately. Many use direct speech and some punctuate it accurately. Most pupils do not use paragraphing in their writing. Standards in spelling and handwriting are good. Pupils complete many short writing exercises from the English textbook used, but these provide little stimulus for writing creatively or imaginatively and they rarely establish purpose and audience effectively. Pupils lack a range of approaches to help them to organise their ideas before writing. They carry out very little redrafting and therefore their ability to look critically at their own work is very limited. Across the school more attention should be paid to establishing purpose and audience, to the distinctive features of different writing forms and to redrafting to improve the quality of pupils' writing. Teachers should also consider matching work to pupils' abilities in order to support writing development. The use of writing-frames would assist this process. Information technology is used for the presentation of pupils' writing but teachers should consider using it to support pupils in redrafting and editing their writing.

5. Teaching in English has weaknesses in important areas in Reception and Key Stage 1. It is sound in Key Stage 2. The teaching of pupils with special educational needs is satisfactory and they receive good support from the non-teaching classroom assistant. Teaching of reception children is unsatisfactory both in terms of the inappropriateness of the curriculum and the teaching approaches adopted, which are not matched to children's experience and abilities. In unsatisfactory lessons there is insufficient stimulus for learning or focus for the children's attention; the teacher asks closed questions which do not extend or develop pupils' own ideas; time management is poor and pupils are very dependent on teacher approval which limits their initiative. Where teaching is good, classroom organisation is effective; the teacher is well organised with activities which match the needs of all pupils and the pace is brisk and purposeful. In both key stages teachers carry out detailed lesson planning and are well prepared for lessons. There is a need to focus planning on objectives for learning rather than describing activities for pupils. Planned opportunities to develop speaking and listening skills are mainly teacher-led. There is a need for the provision of more planned opportunities to develop speaking and listening skills through collaborative work, group discussion and independent learning approaches. The school should consider strategies for the further development of reading skills once pupils cease to follow a reading scheme, either with respect to reading non-fiction for research or in developing critical responses to fiction. In all lessons high standards of discipline are maintained and relationships are good.
  
6. The school has a policy for English which offers some general aims for the teaching of



English. In the absence of any subject guidelines or scheme of work, this is insufficient to provide an overview of the school's approach to teaching English or a sound basis for curriculum planning. The provision of a scheme of work is required. This would provide a basis for long term planning and improve the school's ability to plan for continuity and progression across both key stages. Teachers' short term planning of activities for their classes is detailed, but does not focus on clear learning objectives. Clear objectives for learning directly related to the programmes of study should be identified in their plans.

7. Teachers know their pupils well but they do not always take into account day to day observations and assessments to inform planning and provide appropriate activities for pupils. They mark pupils' work regularly and errors of spelling, punctuation and grammar are highlighted. Where there are written comments, these are generally of a positive nature. However, pupils are not always given clear indications of their strengths and weaknesses, or of what they need to do to improve the quality of their work. Reading records are kept and updated regularly, but these track books read and pupils' progress in the reading scheme rather than the development of their reading skills. Individual pupil records are kept but they should be more specific, related to the National Curriculum Programmes of Study and record progress in all three attainment targets.
8. Resources for the teaching of English are satisfactory. There is a strong reliance on commercially produced schemes, particularly at Key Stage 2 - for comprehension exercises, language development and writing. When used indiscriminately these provide repetitive, undemanding exercises which lead to minimal progress for individual pupils. These schemes are, however, supplemented by class libraries and by the school library which provide a good selection of suitable texts to extend and develop pupils' reading skills. The library is a valuable addition to the school and contains a suitable range of non fiction to support most areas of the curriculum. Plans to purchase more books to extend the quality and range of the library should take into account the needs of all pupils in the school and increased access, particularly for Key Stage 1 pupils.

## **Mathematics**

1. Pupils enter the school with levels of numeracy that are about average for their age. By the end of Key Stage 1 pupils' attainment is in line with the national expectation. In Key Stage 2 pupils make sound progress and their attainment in the National Curriculum assessments is also judged to be at the national expectation. Pupils with special educational needs achieve standards appropriate for their abilities.
2. Reception children had been in school for only a short period at the time of the inspection. They can count and recognise numbers and have an initial understanding of the early concepts of size, shape, time and distance.
3. In Key Stage 1, pupils learn to understand and to use the language and terminology of mathematics. They learn to recognise numbers and by the end of the key stage they can

read, write and order numbers up to 100. They know number bonds and the four rules of number. They can add and subtract accurately and understand simple multiplication and division facts. Most pupils can identify and classify geometrical shapes using mathematical criteria. Some pupils can use calculators to check and to work out answers. Information Technology programs are used to extend mathematics and pupils have access to a 'turtle' to develop their understanding of co-ordinates, shape and space.

4. In Key Stage 2 pupils' work builds upon that done previously. Their skills in computation and the four rules of number are further developed and they are given opportunities to apply their knowledge, skills and understanding of mathematics to solve problems. Emphasis is placed on mental arithmetic. Pupils can work out problems in their heads and they learn how to make accurate estimations and predictions. Throughout the key stage pupils develop a good understanding of place value and have a secure knowledge of money, measure, time and shape. Problem solving skills are emphasised and pupils learn how to represent data in graphs diagrams and charts.
5. In both key stages teachers carry out assessments of pupils' progress during each lesson and use this information to inform their planning. Overall, pupils make sound progress in both key stages. Work is marked regularly and pupils are given feedback but the school needs to put into place a consistent, formal process for recording pupils' progress across both key stages. Teachers know the pupils well and have a detailed picture of the progress of each one. Children with special educational needs are well supported, attain satisfactory levels for their ability and make sound progress.
6. Pupils co-operate well when working together and relationships between pupils are good. The 'family' atmosphere is a positive feature of classes in this small school. Pupils are very well behaved and exhibit positive attitudes and enthusiasm for mathematics. Pupils work hard in their lessons and show confidence when working independently. In Key Stage 2 the quality of the presentation of pupils' work is of a high standard.
7. In Key Stage 1 the teaching is satisfactory overall. Planning is detailed but lacks reference to the attainment targets and Programmes of Study of the National Curriculum and it needs to identify more precise objectives for learning. The planning for the reception age pupils needs to be reviewed to make provision for them to develop their understanding of mathematics through more opportunities for exploratory learning, first-hand experience and investigation. Organisation of pupils and class control is good. Pupils are given good levels of support by the teacher. Teaching is marked by a calm and caring regard for the pupils.
1. In Key Stage 2 the teaching is good. Lessons are characterised by good relationships, enthusiastic teaching and the teacher's good knowledge of the subject. Teaching has clear objectives and work is well matched to the different abilities of the pupils. Record keeping needs to be developed further and planning requires further review. Good use is made of a range of teaching strategies which include a balance of whole class work, group work and individual work. Discussion and questioning is used effectively by the teacher to revise and to extend pupils' knowledge and understanding of mathematics. Relationships are very good and class control is good.

2. The school has a detailed policy for mathematics but this has not yet been developed into curriculum guidelines. A commercial scheme is used across both key stages and this provides a broad and balanced curriculum which meets the requirements of the National Curriculum. Informal discussion about each pupil's work is used to ensure continuity across the key stages. The school should now develop detailed curriculum guidelines to ensure consistency in planning and assessment, systematic monitoring and to maintain continuity and progression. Calculators and computer programs are available to support learning in mathematics. Record keeping needs to be reviewed and a consistent system needs to be put in place. All pupils have equal access to the curriculum and those with special educational needs are well served.
3. Mathematics is co-ordinated by each key stage teacher and continuity across the key stages is achieved by discussion between the teachers. There is a need to review this arrangement and for one person to take responsibility for co-ordination across both key stages. This would provide more effective leadership, curriculum development, and continuity. There is a need to consider how time can be made available for curriculum development, review and monitoring.
4. Learning resources are good and teachers are suitably qualified and experienced in the teaching of mathematics. The headteacher has an Advanced Certificate in mathematics. The non-teaching assistant makes a good contribution to the development of pupils' knowledge skills and understanding in both key stages and parents are used to support work in the class rooms. The playground is painted with games that help the pupils to count and to develop their understanding of mathematics through play. There is evidence of mathematics work on display in both classrooms. In Key Stage 1 more opportunity needs to be taken to develop the environment of mathematics to support the learning of the youngest pupils. For example, at the time of the inspection there were no number-lines on display to help pupils with counting. Each classroom has a good range of mathematics equipment and resources which are well stored and accessible to pupils. There is a wide range of text books and the published scheme is used effectively to support pupils' learning.

## **Science**

1. Children under-five and those in Key Stage 1 are attaining national expectations in science. Children under-five recognise features of living things and are achieving a foundation for scientific learning. At Key Stage 1 all children achieved level 2 or above in Teacher Assessment in science, a standard which, was not significantly different from the national average. At Key Stage 1 children show an understanding of science in everyday life and a developing understanding of some observable similarities and

differences between living things.

2. At Key Stage 2 children's attainment was not significantly different from the national average with most pupils reaching level 4 or above in both Teacher Assessment and Tests. At Key Stage 2 children are developing skills of systematic enquiry and use first-hand experience to obtain information. Children in Years 3 and 4 can make careful observations and measurements and are able to compare results gained with what they predicted. In Years 5 and 6 children are able to put forward their own ideas with confidence, record data gained through investigation, and evaluate their findings.
3. Children at Key Stage 1 make satisfactory progress, with evidence of new learning and the ability to build on previous learning. At Key Stage 2 progress is good with gains in knowledge and understanding being as expected or better.
4. Children show enjoyment and interest in science. The under-fives and children at Key Stage 1 show much care, concern and respect towards the treatment of living things. Children show scientific curiosity and at Key Stage 2 there is evidence of children sharing and developing ideas together as they work. They co-operate well although the under fives lose concentration in lengthy whole class sessions and, on occasion, become restless and inattentive.
5. At Key Stage 1, and for the under-fives, whole-class teaching lacks pace and the structure of the lessons means that time is not well used. Good use is made of first-hand experience which adds to the children's enjoyment. At Key Stage 2 teaching promotes good progress and teaching methods extend pupils' knowledge and understanding in science through explanation, discussion, practical activity and investigation. The organisation of activities is well-matched to learning needs.
6. There is a school policy for science and the development of schemes of work is identified by the school as a future priority. Planning currently lacks direct reference to National Curriculum Programmes of Study and this, together with an audit of the science scheme against the revised National Curriculum, is an important area for the school to address.
7. Children show respect for one another and also towards adults and they were observed in their science lessons to be polite and to have caring attitudes. Use is made of the local environment to promote learning in science and to add to the range of learning opportunities offered in this subject.

## **Other Subjects**

### **Art**

1. Although no art lessons were observed for the under-fives or Key Stage 1 children during the inspection, a range of children's artwork was seen and attainment was judged to be sound with standards meeting the expectation for the age group. The art work seen showed evidence of development in children's understanding of art skills and techniques

and a delightful range of creative work was apparent, demonstrating exploration of pattern, texture and a variety of media.

2. In Key Stage 2 children achieve, or exceed, standards expected for the age group. They show confidence in the selection and use of a range of materials, having awareness of pattern colour, tone, texture and shape. Children express ideas and feeling confidently through art. Progress is very good and there is evidence of children acquiring and consolidating new skills and techniques. Children show a sense of pride in their work and they co-operate and share ideas with others. The quality of teaching is very good and promotes high standards. Resources are chosen appropriately to advance learning. A wall display of children's art demonstrated that they had been painting in the style of Van Gogh and producing some inspired work as a result.
3. The school has identified this area of the curriculum as one of the targets in its long term plan. It will need to include the development of a Policy and curriculum guidelines for art which make clear reference to the National Curriculum Programmes of Study.

## **Design & Technology**

1. During the inspection only one lesson of design technology was seen. Consequently it was not possible to reach a secure judgement about the subject across the school.
2. In Key Stage 1 pupils were working in a small group designing and making boats to float in the water trough. They used paper and plasticene to construct the boats and had good opportunities to apply their knowledge and understanding to solve the problem posed by the activity. The quality of support from the non-teaching assistant was very good and questioning was used effectively to extend knowledge, skills and understanding.
3. In Key Stage 2 there was a display of vehicles that the pupils had designed, made and tested. A variety of materials and construction kits had been used to build the vehicles. The design process had been linked to information technology to provide programmed control.
4. The inspection of pupils' work showed that pupils had been given the opportunity to work with a wide range of materials and that there are productive links between design technology and other subjects of the curriculum.
5. Resources for design technology are good and there is a good range of tools and equipment for pupils to use.
6. Pupils are keen to explain their work and to talk about the models they have made. The quality of the work seen was of good standard.

## **Humanities**

### **Geography and History**

1. The school teaches Geography and History at Key Stage 2 as linked subjects, and as part of a topic-based approach with under-fives and Key Stage 1 pupils. During the time of the inspection only one lesson was observed in each key stage and both were mainly geography based. Judgements are based on these two lessons, on discussions with class teachers and pupils and on the scrutiny of pupils' work.
2. Attainment and progress in under-fives and at Key Stage 1 is satisfactory, with most pupils attaining levels of attainment in line with national expectations. In Key Stage 1 all pupils are beginning to use correct geographical terms for environmental features; they can understand a plan and are beginning to think of such planning features as where to site a road. Attainment and progress are more variable across Key Stage 2, but is still broadly in line with national expectations. The activities carried out by some year groups have objectives which are too restricted for real progress to be made. Year 6 pupils uses an enquiry based approach in history which encourages personal interest and research. Most pupils are making gains in their knowledge and understanding of places and of issues involved in land use and planning.
3. Pupils' attitudes to learning are satisfactory at both key stages. Most listen attentively to the teacher and work with concentration on set tasks. Most of the work observed required individual responses and offered insufficient opportunities for co-operative group work, research and discussion. At present work is very teacher-led with few opportunities for pupils to demonstrate initiative and personal study.
4. The teaching of history and geography observed was unsatisfactory overall. In both key stages the lessons had been prepared and materials were ready for pupils. However, not all the activities were appropriately matched to the experience and abilities of the pupils. Some activities were undemanding and others too demanding. In both key stages time was wasted for some pupils who had to listen at length to explanations intended for other groups. Lessons lacked pace and discussion was very teacher dominated. Differentiated work was provided but on the basis of year groups rather than pupils' abilities. There is little evidence that teachers' assessments of pupils' abilities affects planning. Effective support was provided for lower attaining pupils by the non-teaching assistant.
5. In the absence of curriculum guidelines and a scheme of work for geography, the school

relies very heavily on a commercially produced scheme. This results in pupils carrying out activities often unrelated to their own environment, a process which runs counter to the intention of the Programmes of Study. Some study of the local area takes place and pupils have produced good history and geography work in the course of it. At present teachers do not appear to have fully come to terms with the revised Programmes of Study in geography and history. The current method of curriculum co-ordination - by key stage rather than by subject - means that there is no clear overview of each subject to underpin teachers' planning. Most lesson planning lacks clear objectives for learning related to the geography or history Programmes of Study. The provision of schemes of work should be given priority in the school's planning.

6. The school has made a good start to building up its resources for geography and history. Good use is made of the LEA loan service and of out-of-school visits to support the curriculum in geography and history.

### **Information Technology**

1. During the inspection it was not possible to see sufficient use of information technology to make a secure judgement.
2. The school has a good range of computers and printers available for each class. At the time of the inspection a new computer with CD ROM was being added. Each classroom has an appropriate range of software and programs for its computers. In Key Stage 1 there is a concept keyboard and the pupils have access to a 'turtle' to develop programming skills.
3. When pupils were asked they showed a good understanding of keyboard skills and explained how they used the computers to extend their knowledge and to support their work
4. The inspection of pupils' work showed examples of word processing and design work produced by using the 'turtle'.
5. Teachers have attended in-service training in the use of information technology and the school uses the Local Education Authority Information Technology Centre to maintain and support its equipment.

### **Music**

1. Attainment in music for children under five and in Key Stages 1 and 2 is consistent with national expectations and, in Year 6, children achieve standards which exceed the

national expectation.

2. The under-fives and Key Stage 1 children join in the singing of songs together and add accompaniment using instruments they have made. Key Stage 1 children are developing an appreciation of how sounds can create musical effects and there was evidence of progress within the lesson as children applied and extended previous learning and developed a sense of rhythm. Children's attitude to learning is good and they are willing to participate. They show enjoyment and respond well and teaching promotes sound educational standards.
3. At Key Stage 2 progress is satisfactory with children's performance improving and their knowledge of pattern, notation and composition being extended. Pupils' attitudes to learning are good; they respond enthusiastically and enjoy contributing ideas.
4. The teaching of music is satisfactory and promotes sound educational standards. Music is identified by the school as an area for development with a recognised need to establish a teaching scheme which relates to all elements of the National Curriculum.

### **Physical Education**

1. It was not possible to see physical education or games during the inspection as activities at that time were centred on swimming. The programme which includes other aspects of physical education is not due to begin until later in the autumn term.
2. All pupils go to swimming lessons including the youngest pupils. Transport is provided to a nearby pool where pupils are given lessons by swimming instructors. Pupils enjoyed the lessons and the instruction was of good quality.
3. The school does not have a hall and it has no playing fields. Transport is provided once each week to take the Key Stage 2 pupils to a larger school nearby where they have access to a hall, equipment and fields for physical education and games. At that school they have opportunities to share with other pupils and join in major games.
4. The school playground has recently been marked out for rounders and netball to enable boys and girls to play competitive team games.
5. When the junior pupils go to their weekly Physical Education lesson, Key Stage 1 pupils are able to use the larger junior classroom for dance and music.
6. The school tries hard to create opportunities to provide the pupils with an appropriate experience of physical education. The school is attempting to put greater emphasis on the development of games and sporting events as extra-curricular activities.



## **Religious Education**

1. In Religious Education at Key Stage 1, children are receptive, willing to listen and to engage in thoughtful reflection. Children were observed to respond well to the lesson material on the theme of 'belonging', and to offer some thoughtful answers. Progress is satisfactory.
2. At Key Stage 2 attainment is in line with national expectations. Progress in understanding of religious concepts is satisfactory and children respond well and make good contributions to the lesson. Teaching is satisfactory and was seen to make good use of story to illustrate religious and spiritual concepts.
3. Teaching is based on the Agreed Syllabus for Religious Education and the school has a policy statement for Religious Education. The development of a school Religious Education scheme is a future target identified in the School Development Plan. A stock of resources is being built up and the religious education programme should benefit from the recent acquisition of some new and attractive materials.

## **PART C: INSPECTION DATA**

### **Summary of Inspection Evidence**

1. The inspection of Roughlee C.E. School was undertaken by a team of four inspectors who, over a two day period, spent a total of 7 inspector days in the school. A total of 25 lessons, or parts of lessons, were inspected.
2. For most of their time in school inspectors visited classes, talked to individuals and to groups of pupils, and evaluated the work they had done.
3. A meeting was held with parents before the inspection took place. Of the questionnaires sent to all parents the 15 which were returned were analysed in detail.
4. Interviews were held with each member of staff including the headteacher, teachers and ancillary staff, clerical staff, some mid-day supervisors, and parents who were helping in school during the inspection. Interviews also took place with the Chairman, Vice Chairman, and members of the governing body.
5. Pupils were heard reading and were questioned on their knowledge and understanding of books.
6. A sample of pupils' work was scrutinised by the whole inspection team one evening after school. Inspectors focused on reviewing, subjects, continuity, progression, match, challenge, range, coverage, marking, assessment and presentations of work. Pupils in each year were examined in their mathematics knowledge and understanding.
7. Resources and Information Technology equipment were inspected across the school.
8. The building (its condition, cleaning and maintenance) was inspected.
9. Policy documents, schemes of work, teachers planning, the School Development Plan and the minutes of Governors' Meetings were scrutinised.
10. Attendance registers, pupils' records and teachers' planning documents were inspected.
11. The budget figures were analysed.

## 1.Data and indicators

### PUPIL DATA

	Number of pupils on roll	Number of pupils with statements of SEN	Number of pupils on schools' register of SEN	Number of full-time pupils eligible for free school meals
R - Y6	38	2	3	12

### 1.TEACHERS AND CLASSES

#### Qualified teachers (R - Y6)

Total number of qualified teachers (full-time equivalent)	2
Number of pupils per qualified teacher	19:1
Average class size:	19

### 1.FINANCIAL DATA

Financial year:	1996
	£
Total Income	80,230
Total Expenditure	73,678
Expenditure per pupil	1,889
Balance brought forward from previous year	19,985
Balance carried forward to next year	26,537

**PARENTAL SURVEY**

Number of questionnaires returned:

15

**Responses (percentage of answers in each category)**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	60.0	40.0			
I would find it easy to approach the school with questions or problems to do with my child(ren)	73.3	26.7			
The school handles complaints from parents well	28.6	50.0	21.4		
The school gives me a clear understanding of what is taught	33.3	46.7		20.0	
The school keeps me well informed about my child(ren)'s progress	46.7	46.7		6.7	
The school enables my child(ren) to achieve a good standard of work	60.0	40.0			
The school encourages children to get involved in more than just their daily lessons	40.0	46.7	6.7	6.7	
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	33.3	20.0	6.7	6.7
The school's values and attitudes have a positive effect on my child(ren)	53.3	46.7			
The school achieves high standards of good behaviour	40.0	40.0	6.7	6.7	6.7
My child(ren) like(s) school	73.3	26.7			

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