

INSPECTION REPORT

HAWKSHEAD, ESTHWAITE PRIMARY SCHOOL

Hawkshead, Ambleside, Cumbria

LEA area: Cumbria

Unique reference number: 112195

Headteacher: Mrs Pamela M Ensor

Reporting inspector: Mr John D Foster
21318

Dates of inspection: 6th-9th March 2000

Inspection number: 182613

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Primary

Age range of pupils: 4 to 11

Gender of pupils: Mixed

School address: Main Street
Hawkshead
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Cumbria

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Appropriate authority: Governing Body

Name of chair of governors: Mrs J Galloway

Date of previous inspection: February 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
John Foster	Registered inspector	Mathematics Art Design and technology Music Physical education Under fives	What sort of school is it? School's results and pupils' achievements How well is the school led and managed? What could the school do to improve further?
Jean Smith	Lay inspector	Equal opportunities	Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
Gordon Longton	Team inspector	English Science Information and communication technology Geography History Religious education Special educational needs	How well are pupils taught? How good are curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hawkshead, Esthwaite Primary School caters for boys and girls and is much smaller than other primary schools. At the time of inspection 75 pupils attended the school; 34 boys and 41 girls. The school has grown to its present size since the last inspection in 1995 when the number on roll was 56. The general level of attainment of children entering the reception class is slightly above that expected nationally. No pupils are from ethnic minority backgrounds. The proportion of pupils eligible for free school meals is low when compared to national averages. The percentage of pupils with special educational needs is mainly in line with national averages, though no pupils are at the higher levels or have formal statements of need.

HOW GOOD THE SCHOOL IS

This is a good school. Standards are high, particularly in the core subjects of English, mathematics and science. The high quality of education provided is based on the good quality of teaching by a committed and hard working staff. Leadership and management are very good with the headteacher giving an excellent lead. The governing body has a very positive approach and manages the school very well. The school provides good value for money.

What the school does well

- The headteacher provides excellent leadership for the school.
- The governing body fulfils its responsibilities very effectively.
- Pupils achieve high standards in English, mathematics and science.
- The quality of teaching is good.
- The National Strategies for Literacy and Numeracy have been implemented very well and are having a positive effect on standards.
- Works very well in partnership with parents.
- Provision made for pupils with special educational needs is good and they make good progress.
- Provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils have very positive attitudes to their work, support each other well and have excellent relationships with staff.
- The school gives good value for money.

What could be improved

- Very occasionally, in a very small percentage of lessons, skills in managing behaviour are not good enough.
- The school fund is not audited annually.
- The facilities for physical development of children under the age of five are inadequate.

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

The weaknesses identified are far outweighed by what the school does well. The school has a great many strengths which support the education given to pupils.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since the last inspection the school has made good progress in addressing all the issues identified. The school now offers a good, well-planned curriculum for all its pupils. There are now appropriately identified roles for staff with all teachers having responsibility for developing at least one National Curriculum subject. Some staff have undertaken appropriate training and their expertise is used well. The governing body has clearly identified roles and procedures ensuring full implementation of the school development plan. Pupils at Key Stage 2 are now taught for the recommended time. Good progress has been made in raising standards and they are now higher in English, mathematics, art, design and technology, religious education, science and information and communication technology. Standards in physical education and music have deteriorated slightly.

STANDARDS

The small size of the cohorts makes judgements about the standards unreliable based on data from one year. In 1999 fewer than 10 pupils were entered for the end of Key Stage 2 National Tests and so results are not published in this report. Over the past four years, standards in English, mathematics and science have been consistently above national averages, indicating that pupils do well. This is confirmed by the work seen. In other subjects of the National Curriculum and religious education pupils achieve standards at least in line with those expected nationally and standards in art, design and technology and religious education are above national expectations. Pupils' attainment in science and information and communication technology is well above the expected levels. Pupils in Key Stage 1 make good progress and achieve standards which are above national averages in reading, writing and mathematics. In science they attain levels well above those expected nationally. Children under five make good progress in their learning and achieve the Desirable Learning Outcomes ready to start work on the National Curriculum at the age of five.

Aspect	Comment
Attitudes to the school	Very good, pupils are well motivated to learn, keen to come to school and participate actively in their learning. Older pupils undertake a high level of responsibility.
Behaviour, in and out of classrooms	Very good overall though in an occasional lesson pupils misbehave.
Personal development and relationships	Very good. Pupils relate very well to each other and to adults in the school. Good opportunities given for developing pupils' self-confidence and sense of responsibility.
Attendance	Levels of attendance are good. The school monitors attendance very effectively.

Pupils' very good attitudes and behaviour are strengths of the school. Pupils are encouraged to behave well in and out of class. The provision made by the school to develop pupils' attitudes and personal development is having a positive impact on pupils' learning.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	Aged 5-7 years	aged 7-11 years
Lessons seen overall:	good	good	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 quality of teaching overall is good. It is satisfactory or better in 96 per cent of lessons; good or better in 81 per cent and very good in 33 per cent. There is a very small percentage of unsatisfactory teaching. In English and mathematics lessons the quality of teaching is of a consistently high standard. Teachers plan effectively for the wide age range in their classes and use very effective methods to develop pupils' learning. Teachers display good knowledge and understanding of the subjects they teach and almost all have high expectations of pupils' behaviour and work levels. Where the very small percentage of unsatisfactory teaching occurs, pupils' inappropriate behaviour is not effectively corrected.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Wide range of learning opportunities given to pupils. Extra-curricular provision is good.
Provision for pupils with special educational needs	Provision made for pupils with special educational needs is good and they make good progress.
Provision for pupils' personal development, including spiritual, moral, social and cultural development	Very good; good for cultural development and very good for spiritual, moral and social development.
How well the school cares for its pupils	Very well; a safe, caring and happy community. Staff know pupils well and good assessment procedures are used effectively to promote pupils' achievements.

There are very good relationships with parents. They are kept well informed of what is happening in the school and about their children's progress. A full curriculum is provided with a good level of extra-curricular activities involving all the staff of the school. Pupils are cared for very well. They are given very good support in their learning and in their personal development.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. Excellent leadership by headteacher. In the short time she has been at the school many positive changes have been effected. The subject co-ordinators lead their subjects very effectively.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties very well. The governors have a high level of involvement in the school. They have produced a very high quality development plan to move the school forward.
The school's evaluation of its performance	Good levels of evaluation are evident. The governing body and headteacher successfully monitor targets set and use the information gained for future development.
The strategic use of resources	Resources are used very well. Financial planning is very good and day-to-day administration is good.

Overall the school is led and managed very well. The headteacher provides excellent leadership and the governing body makes a very positive contribution to the school's development. The subject co-ordinators are fully committed and work very effectively to develop their subjects. There is a good level of well-qualified teachers and the support assistant makes a positive contribution to pupils' education. The level of accommodation is adequate for the number, size and ages of pupils. There is inadequate provision for outdoor play for under fives though the school utilises the facilities of the village playgroup. The current building development will greatly improve the accommodation.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty parents or carers (65 per cent) completed the questionnaire and 23 attended the pre-inspection meeting for parents.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Staff are approachable. • Teaching is good. • Leadership and management are good. • Children work hard. • Their children enjoy school. • Behaviour is good. • Children make good progress. • They are well informed. • Good relationships between parents and school. • School helps children to mature. 	<ul style="list-style-type: none"> • Too little homework is set. • Inadequate provision for extra-curricular activities.

Inspection evidence supports the parents' positive views of the school fully. Evidence indicates that the level of homework given to pupils is satisfactory and that the quality and range of extra-curricular opportunities are good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 At the time of the last inspection standards attained by most pupils were in line with national expectations for most subjects of the National Curriculum. It was noted, however, that towards the end of Key Stage 2 a significant minority of pupils failed to reach expected standards in history, geography, art, design and technology and information technology. The school has made good progress in the intervening period and has addressed the key issue relating to lower standards at the end of Key Stage 2 very effectively. By the time they leave the school, pupils attain levels at least appropriate for their age in all subjects. Standards are above average in English and mathematics and higher than normal in art, design and technology and religious education. Pupils make very good progress and achieve standards that are well above those expected in science and information technology by the end of Key Stage 2. Pupils with special educational needs make good progress in achieving their learning targets.

- 2 Attainment on entry to the reception year is variable, but overall it is slightly above that expected for pupils of that age. They make good progress during their time in reception and by the age of five attain levels above those expected for pupils of this age. This is mainly due to the high quality of provision. The quality of teaching is good overall. They work alongside older Key Stage 1 pupils and this has a positive effect on their learning. The under fives develop good relationships with other children and with adults in school. They play and work together in a happy manner. Their behaviour is invariably very good. They work with the older pupils for part of the literacy hour and make good progress with their literacy skills. Their speaking and listening are well developed. They describe the differences between their time in the playgroup and since they started school. They develop increased vocabulary and use adjectives to describe the "Big, Bad, Wolf" as "naughty, horrible and hungry". The under-fives make good progress in their mathematical knowledge and add and subtract single-digit figures to 10. They count to ten and beyond confidently. Children have well developed knowledge and understanding of the world around them and correctly identify a range of unusual fruit and vegetables from pictures in the classroom. They make good progress in their physical development overall, though unsatisfactory provision is made for outdoor play through the lack of an appropriate area and equipment. The school utilises effectively, however, the facilities of the village playgroup to support its own limited provision.

- 3 The small number of pupils in each year group means reliable judgements are difficult to make from the results of the annual National Curriculum tests, both for seven-year-olds and 11 year-olds, though results over four years show consistently high performance. In the 1999 tests for seven-year-olds the percentage of pupils attaining the expected Level 2 in writing and mathematics was very high in comparison to the national average and the percentage attaining this level in reading was above the national average. The 1999 tests for 11 year-olds showed that pupils attained levels well above the national average in English, very high in science and close to the national average in mathematics. These results are not quite as good as in previous years due to the characteristics of that particular cohort of pupils. The very small number of pupils in each year group means that the percentages can be altered by up to 15 per cent through the attainment of one pupil. Over the past four years pupils' attainment has been very high in relation to the national average for these subjects.
- 4 In English, pupils make good progress at both key stages. Their speaking and listening skills are well developed, conversing easily with other children and with adults about a range of subjects. They read a range of books and use appropriate expression when reading aloud, to give meaning to the text. Pupils write independently and accurately, using capital letters and full stops accurately. At Key Stage 2 pupils have well developed speaking and listening skills for their age. They explain things fully when, for example, they tell how they scan pictures for computer designs in design and technology lessons. They read a wider range of texts including poetry, and this is reflected in the quality of their written work when they write plays, poetry and in their descriptive writing.
- 5 Pupils make good progress in mathematics. In Key Stage 1, they gain increasing knowledge about the relationships between numbers. They add and subtract mentally to 20, count out money when serving and buying in their "café" and count accurately in 2s, 5s and 10s. In Key Stage 2 pupils maintain the high level of learning from Key Stage 1. They use a range of procedures for handling data. They make tally sheets and convert their results into block graphs. They know that when making graphs they need to draw and label the axes to indicate what each one represents. By the end of the key stage almost all pupils know their table facts to 10x10 and use them confidently when working out the factors of large numbers.
- 6 Pupils develop their knowledge and understanding well in science lessons. At Key Stage 1, they learn and know the differences between different animals and how animals differ from humans. They understand the differences between living and non-living things. By the end of Key Stage 2 pupils gain a wider understanding of the world around them. They know the requirements for plants to survive through their experiments in propagating seeds. They know, understand and explain the differences between solids, gases and liquids. They learn about the planets and know the position of the earth in relation to the other planets.

- 7 Pupils have a well developed understanding of information and communication technology and use it well in their work. At Key Stage 1 they communicate their ideas using the word processing facility. They change the font and size of print using the “mouse” confidently. By the age of 11, pupils’ skills in using information and communication technology are very well developed. They use the internet and send and receive e-mails confidently. They utilise control technology well when, for example, they programme movements for the buggies they make in design and technology lessons.
- 8 Throughout the school pupils gain good understanding of religions in their religious education lessons. They learn about the Christian festivals of Lent and Easter. They develop an understanding about the differences and similarities between the major religions of Christianity, Islam, Hinduism and Judaism.
- 9 Pupils with special educational needs make good progress in attaining the targets set for them. They receive a high level of support within the class and when they are withdrawn for special support work. Appropriate procedures are in place to identify pupils who may be in need of extra help and the school provides this very effectively. From stage 2 of the special educational needs Code of Practice, the pupils have individual education plans with appropriately identified and manageable targets. Teachers’ planning clearly identifies where pupils with special educational needs require special help or support and they identify appropriate tasks for pupils’ different levels of attainment. The levels of attainment of boys and girls are broadly comparable over a period of time.

Pupils’ attitudes, values and personal development

- 10 Pupils’ attitudes, values and personal development are very good and are a strength of the school.
- 11 Pupils have very positive attitudes to the school. In lessons they show a high level of concentration and interest in what they are doing. They are keen to succeed and take pride in their work. Pupils’ positive attitudes and motivation are due to good teaching. Pupils in Year 3 and Year 4 were excited by an imaginative lesson on Vikings. In a mathematics lesson, the lively exposition and good challenge provided by the teacher, enabled pupils in Year 5 and Year 6 to maintain their interest in their work on number patterns. Pupils work independently when required without over reliance on adult help. In a design and technology lesson, for example, Year 3 and Year 4 pupils were involved intently in designing clothes for their Viking dolls. When faced by difficulties, they helped each other sensibly or referred to reference books and their own previous work.
- 12 Pupils’ behaviour overall is very good both in class and around school though very occasionally it is unsatisfactory in lessons. Pupils are friendly and courteous to visitors. Younger pupils know school routines well and respond sensibly and quickly to teachers’ requests. Pupils show a high level of self-discipline. They move around the school, queue for lunch and undertake routine tasks sensibly and without the need of adult supervision. Pupils treat school property with care and handle equipment and materials properly.

- 13 Relationships between pupils and adults and between pupils are excellent. There is a high level of mutual trust between staff and pupils in the school. Pupils show respect and mutual support for each other. In the playground, for example, older and younger pupils play naturally together and help each other when they become upset. In class they are able to work together collaboratively in a mature and constructive manner. They are sensitive to the feelings of others and show in their work on customs and religions that they respect other people's differences.
- 14 The school helps pupils to develop a high level of self-confidence and responsibility. Younger pupils undertake routine tasks in a sensible and responsible manner. Older pupils undertake a wide range of responsible tasks. Girls and boys in the upper part of Key Stage 2 help the school by closing the gates before playtime, word processing simple letters to parents, doing library duties and helping to look after younger children at lunch time. The high level of trust given to pupils has a very positive impact on their personal development.
- 15 Attendance is good. Pupils enjoy coming to school and the attendance rate is above the national average. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT

- 16 There has been a marked improvement in the quality of teaching since the last inspection, and, overall, it is now good. The teaching in 96 per cent of lessons was satisfactory or better. In 81 per cent the teaching was at least good and in 33 per cent it was very good. In 4 per cent of lessons, which represents one lesson, teaching was unsatisfactory.
- 17 The key issue from the previous inspection report identifying the need for better use being made of staff expertise linked to appropriate staff development has been very well met. This is due largely to changes in staff and the excellent leadership of the recently appointed headteacher and the governing body. Staff training has taken place in many subjects and teachers' knowledge and understanding of the subjects they teach are now secure. The improvement in the quality of teaching at the upper end of Key Stage 2 since the time of the last inspection has been a major factor in improving standards.
- 18 The quality of lesson planning is good and developed effectively from clear medium-term plans. Teachers set clear learning objectives so that pupils understand what they are expected to do and why. The very good teaching is characterised by imaginative and challenging lesson content that motivates pupils, encourages them to concentrate and give of their best for the whole lesson. The very good teaching is mainly in Key Stage 2, in mathematics, English and design and technology lessons. The expertise of the co-ordinator for information and communication technology is used very well to support learning in other subjects. In almost all the lessons observed, the management of pupils was good. Where the very small percentage of unsatisfactory teaching occurred in a single lesson, pupils' inappropriate behaviour was not effectively corrected. This resulted in a slow pace to a music lesson for pupils in lower Key Stage 2. Pupils are not afraid to ask for help when in difficulty and this helps them to make good progress in their learning.

- 19 The relationships between pupils and teachers are very good. They form the basis of the relaxed but firm and secure control that enables learning to take place in almost all lessons. There is regular, good-humoured interaction between teachers and pupils. Teachers usually manage lessons at a brisk and lively pace whilst still allowing pupils time to think and learn.
- 20 In the great majority of lessons teachers have realistically high expectations of the quantity and quality of work that pupils should achieve. Where pupils fail to reach this expected standard they repeat the work correctly. Each class contains a wide spread of attainment levels and mixed age range of pupils. Teachers plan effectively to provide each pupil with the challenge to learn well. They make clear what they expect pupils to do and learn in lessons. The balance of boys and girls working together is generally well managed and boys and girls work well together in groups.
- 21 Teachers at both key stages use the school's marking policy consistently to support learning. Teachers encourage pupils by their structured and helpful comments. This forms a valuable part of the day-to-day assessment of work that is used to inform planning for future lessons. Teachers frequently mark work alongside pupils, explaining how they might improve and where they have made mistakes.
- 22 The pattern of setting homework has been explained to parents and is understood by the pupils. This includes taking home reading books regularly, as well as learning spellings and multiplication tables. Pupils sometimes have to find out information at home to prepare for the future work and they reinforce their school work with extra practice at home. During the inspection pupils in Year 5 and Year 6 had to write 10 sentences over the weekend based on their visit to Claife observation station. A significant minority of parents indicated in their responses to the questionnaire that they were unhappy with the amount of homework their children were given. Inspection evidence, however, indicates that the provision for homework is satisfactory.
- 23 Teachers are confident in their knowledge and understanding of the subjects they teach. This is especially true of their understanding of the National Literacy and the National Numeracy Strategies, enabling them to develop pupils' skills well. All staff have high levels of confidence in teaching information and communication technology and use it well to support work in other subjects. Individual teachers share their particular skills and interests with colleagues in an open and generous way, often when taking additional responsibility for leading a subject as the co-ordinator. Full-time and part-time teachers work very well together. Maximum use is made of individual teacher's knowledge and expertise to develop pupils' learning most effectively. Pupils with special educational needs are provided for in a supportive but challenging manner. In the classrooms, teachers set work that takes account of pupils' needs, while still offering the challenge that will allow them to make good progress. Where appropriate, they are also supported very effectively with extra help.
- 24 Teachers organise and use well the good quality resources available. They use skilled support staff effectively and efficiently to assist in lessons. The extra help enables the class teachers to devote additional time to other pupils in their classes.

- 25 The methods employed by teachers, especially with the mixed ages in all classes, of working closely with each other at the planning stage and sharing evaluations and reviews are vital to the success of the school. They offer support and encouragement to one another and make weekly and, often daily, opportunities to check that work planned is effectively taught.

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

- 26 The quality of the curriculum is good overall. Statutory requirements are met to teach the National Curriculum programmes of study and religious education. There is a suitable curriculum for under-fives and for pupils at both key stages with a good balance of time for each subject. Sex education and drugs awareness are principally delivered in the science lessons as part of the personal and social development provision. Religious education follows the Local Authority's agreed syllabus. The provision for physical development for the under-fives is satisfactory, though there is a lack of appropriate outdoor play provision.
- 27 The previous inspection identified three aspects arising from the curriculum within the key issues for improvement. These have all been fully addressed with a high level of success. All subjects of the curriculum now meet statutory requirements. The quality of planning is greatly improved and now provides well for all ability groups. The teaching time for Key Stage 2 is now at the recommended level.
- 28 Teachers in both key stages use the guidelines of the National Literacy Strategy in planning the literacy curriculum and the daily literacy hour well. This is having a positive effect on standards. In both key stages planning provides satisfactory opportunities for pupils to develop their literacy skills across the curriculum. The National Numeracy Strategy was introduced at the beginning of the school year. This is now well established in both key stages and is supported by clear and detailed planning for each section of the lesson.
- 29 All subjects have a policy and schemes of work have been written for most subjects. These provide good guidelines for medium-term and short-term planning. Full account is taken of the National Curriculum programmes of study and in many subjects the school also integrates the most recent national guidelines. Planning is detailed and well matched to the full range of ability and takes good account of the needs of mixed-age classes. In some subjects the co-ordinators are waiting for the latest national guidelines to be made available before a further review of the scheme of work is made.
- 30 The school makes good provision for pupils with special educational needs. The curriculum meets the needs of all pupils on the special needs register and teachers take good account of targets in individual education plans. This has a positive impact on the progress that pupils make.

- 31 The school makes good provision for all pupils to make progress and to have equal access to all aspects of school life. Boys and girls join in the good level of extra-curricular activities provided. In addition to sporting activities such as football and netball, the "Thursday Club" offers pupils from Year 2 to Year 6 the opportunity to take part in learning French, sewing, art, cookery, information and communication technology, recorders and music making. Recently, appreciation of music and art have been added to the impressive list of activities. All teachers in the school are involved and retired teachers and the headteacher of a local secondary school also provide help with the club. The improved provision for extra curricular activities is a result of discussions between the headteacher and the governors in the autumn of last year and the survey of parents' suggestions. The views of some parents, who expressed dissatisfaction with the range of extra curricular activities provided by the school, are not supported by inspection evidence.
- 32 The school has very good links with the community through a range of activities and close links with local churches. The pre-school playgroup attends the school assembly and joins in other activities. The local community supports the school very well, creating a family atmosphere within the village. Satisfactory arrangements are in place to ensure that Year 6 pupils make a smooth transition to their secondary school.
- 33 The overall provision for the spiritual, moral, social and cultural development of pupils is very good. The clear values, which underpin the work of the school, contribute to an atmosphere of care, concern and consideration for others.
- 34 The provision for pupils' spiritual development is very good. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Assemblies are held daily on a variety of themes planned throughout the year. During the inspection, the assemblies focused on the season of Lent and had a strong Christian content. Pupils visit local churches, and clergy come into school to lead assemblies. Pupils celebrate the Christian festivals of harvest, Christmas and Easter, and are also made aware of celebrations in other faiths, for example, Diwali and Eid-al-adha. Good use is made of music to add elements of spirituality to assemblies. Pupils listen to music as they enter the hall, and sing hymns tunefully and enthusiastically. Pupils are given many good opportunities to consider the wonders of the natural world, and the creativity of artists. Reception class children are thrilled as they watch their cress plants grow and during the period of the inspection the school was decorated with many bowls of daffodils and bouquets of flowers for pupils to admire. Religious education makes a significant contribution to the pupils' spiritual development.
- 35 The provision for pupils' moral development is very good and staff foster this well. Pupils are helped to understand the difference between right and wrong and to see the consequences of their actions for others and themselves. There is a strong emphasis on good behaviour throughout the school. Staff aim to create an orderly environment and to help pupils to become responsible members of the community. All adults in the school set a good example to pupils and encourage good relationships. Collective worship makes a valuable contribution to pupils' moral development. Lunchtime supervisors promote good moral values and attitudes.

- 36 Provision for pupils' social behaviour is very good. Social skills are developed successfully during lessons, break and lunch times. The staff has worked hard to build up an awareness of the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. Pupils in all age groups are encouraged to work in pairs and small groups, and to undertake special responsibilities. They carry out a number of duties in and around the school very efficiently such as collecting registers, preparing the hall for assembly and older pupils help to look after the youngest children at lunch times. A residential visit is arranged for Years 5 and 6 every two years and this has a positive effect on the pupils' social development.
- 37 The provision for the pupils' cultural development is good. Pupils are encouraged to appreciate and celebrate their own culture through the work of artists and listening to and appreciating music. Pupils listen to the 'music of the week' as they come into assemblies and know the name of the piece and the composer. The school provides a good range of cultural experiences through visits to places of interest including places of worship, museums, heritage centres and visits to the theatre. The Literacy Hour is successfully introducing pupils to a range of authors. Through history lessons and visits pupils appreciate how life has changed. The school works hard to promote pupils' awareness of other cultures. Classrooms and other areas provide stimulating displays of artists' work as well as celebrating the pupils' own efforts. This is a credit to the time and effort put into display by all staff.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 38 The school is a safe, happy and caring community. Staff know pupils well and pupils are confident that when they are hurt or upset they have someone to turn to. There are effective induction procedures for new pupils based on the good links between the school and playgroup. Children from the playgroup come to a weekly assembly and take part in a shared project in the summer term so that when they join the school they are familiar with it and feel confident. The school liaises effectively with outside agencies and provides good support for pupils with special educational needs. There is a high level of awareness regarding the importance of safety within the school. Governors and staff monitor health and safety procedures effectively. The school has sound child protection procedures. Parents value the good care taken of their children by the school.
- 39 The school promotes good behaviour very effectively. There are agreed procedures for dealing with poor behaviour. The consistently high expectations which staff have of good behaviour and the good level of self-discipline displayed by pupils, however, mean that formal sanctions are seldom used. Bullying occurs infrequently, though the school has clear procedures for dealing with the isolated incidents. An important part of the school's anti-bullying strategy is the way it encourages pupils to be aware of the feelings of others.

- 40 The school has developed its procedures for the assessment of pupils' academic progress very well over a short period and these are now good and are used effectively to assist planning. An assessment file is kept for each pupil containing pieces of assessed work for core subjects and staff effectively check assessments at termly meetings in order to ensure their validity. Formal assessment data is also well kept and used to help the school track pupils' progress. The school has very good procedures for monitoring and promoting good attendance. These include praise given to the class with the best weekly attendance and for pupils with 100 per cent attendance.
- 41 The school provides effective support and guidance in order to promote pupils' progress. Target setting and pupil involvement in this are developing well. Good assessment procedures and the good knowledge which teachers have of their pupils enable them to promote their progress through the provision of work planned for pupils' different attainment levels. Pupils who need extra help with literacy and numeracy are given useful extra support.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 The very effective partnership existing between the school and parents is a strength. Parents strongly support the school and are pleased with the way in which it is developing its relationship with them and is encouraging more openness and parental involvement. Parents particularly value the shared assembly which is held every Friday and is well attended. The parents' questionnaire confirms their very positive views of the school, their confidence in the school's good leadership and teaching and their appreciation of the good progress made by their children. A significant minority of parents, however, expressed concern about homework and the level of extra-curricular provision. Homework was one of the matters discussed at a well attended meeting held for parents. The school has drafted a new policy and is at present drawing up guidelines on how parents can help with homework and also a homework timetable which the school intends to send to parents at Easter. The introduction of the Thursday Club has enhanced the opportunities for pupils to learn beyond the school day. Activities offered include computing, dancing, music, French and art. All members of staff are closely involved in this provision. Inspection evidence indicates that the extra-curricular provision is good.
- 43 The school provides parents with good quality information including an informative prospectus. Appropriate meetings for parents about matters which concern them are held, including a meeting on the school development plan. Parents agree that there is good dialogue between them and the school and that staff are easily approachable and respond well to any concerns they have. Annual reports to parents on pupils' progress are satisfactory. They reveal teachers' good knowledge of children and contain brief descriptions of what pupils can do in the core subjects and targets for improvement. Parents value the opportunity to discuss the content of reports at the parents' meeting held after reports are sent to them.

- 44 The school strongly encourages parent involvement. Parents who help in the classroom, with swimming or with special events have a very positive impact on pupils' education. About seven parents provide high quality help in the school on a regular basis, either by helping with practical activities or by hearing readers. In a history lesson seen during the inspection a father in the guise of a Viking warrior cleverly captured the interest and imagination of pupils in Year 3 and Year 4. Parents assist their children's education at home by regularly listening to their younger children read and by supporting their children's homework. The school has a thriving parent-teacher association which holds successful social and fund-raising events. Parents also help the school financially through contributions to the school's charitable trust.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 45 The quality of leadership and management is very good. The recently appointed headteacher provides excellent leadership for the school and she is very well supported by a highly committed governing body and teaching staff.
- 46 The headteacher, though in post for only two terms, has made a significant impact on the school and has developed a team of teachers dedicated to improving the school most effectively. The headteacher is highly experienced and leads the team by example. She has a very clear vision for the school and is fully committed to the school. In the short time since her appointment, the headteacher has appointed most of the teachers and this has had a positive effect on the workings of the school. There are enthusiastic co-ordinators for all subjects of the National Curriculum and religious education. Most of the teachers, including those who work part-time, have responsibility for more than one subject, which they are fully committed to developing. Though most have only had responsibility for their subjects for a short time they have made a considerable impact. Most subject policies have been reviewed and plans are firmly in place for developing each subject, taking into account the requirements of the new National Curriculum.
- 47 The governing body, most of whom have been appointed since the last inspection, is very good. The governors fulfil their strategic duties very effectively and take an active part in planning the school's future. The governors are strongly led by a committed chair who works closely and very effectively with the headteacher. The recently formulated School Development Plan is an excellent document. It identifies the current position of the school, how the governing body and headteacher want it to develop and the means for that development to take place. The governing body is very well organised with a recently inaugurated committee system. The committees have yet to make a significant impact on the management of the school, though the commitment of the governors to their role is clear.

- 48 The governing body and headteacher monitor finances very effectively. The finance committee and the headteacher meet to draw up the preliminary budget. This is based on the limited budget share the school receives as a small school. When the committed costs are allocated there is limited funding available for development. The use of the money available, however, is planned to give the most effective support to pupils. In the past two years there has been a slight deficit budget set. This has been addressed for the current year where a surplus is planned and there are plans to eradicate the deficit in the future. The school uses additional funding for special educational needs most effectively. There is additional income to the school from the Hawkshead School Trust and Enterprise Fund and from charges made for using the school playground for car parking. This is a charitable trust set up to raise money for the support of the school. The Trust is properly managed and the school uses funding provided by the Trust most effectively. The day-to-day administration of the finances is good. There are clear procedures for financial control and for processing orders and invoices. Most of the recommendations from the most recent internal audit have been acted upon successfully. There is now a formally approved scheme of delegated responsibility for financial administration and copy orders are appropriately signed though the school fund is not properly audited. The school is aware of this shortcoming and plans are in place for this to be remedied.
- 49 There is a good number of well-qualified staff to teach the number, age and range of pupils. The staff are deployed to ensure that their curriculum strengths are used most effectively. All staff except one are recent appointments but work together very effectively as a team. The sole classroom assistant is well qualified and works very effectively as part of the team. She is a great asset to the school. Whilst at an early stage of development, the headteacher, with support from the local authority's advisor to the school, successfully monitors the quality of teaching. This is accomplished through scrutiny of teachers' planning and direct observation of lessons. Appropriate feedback is given to the staff and though there is no formal appraisal system, professional development interviews take place with staff. These are currently informal but plans are in place to formalise them in the near future.
- 50 The accommodation at the time of inspection was adequate for the curriculum to be taught effectively. It is well maintained and cleaned by the caretaking staff. The building of extensions currently taking place will increase the classroom and office provision and give a good level of accommodation. There are adequate play and grassed areas for the age and number of pupils. The school's ownership of "Fletcher's Field" is a positive asset to the school. This is considered by the school to be an "outside classroom" and is used most effectively to enrich the curriculum.
- 51 The resources for teaching and learning are good overall. They are good for all subjects of the National Curriculum and religious education except for information technology, where resources are very good. Resource provision for children under the age of five is satisfactory overall. There is a good level within the school but there is no secure outside play area with large toys and climbing apparatus. The school utilises effectively, however, the facilities of the village playgroup to enhance its own limited provision. Resources are readily available for teachers and pupils and are used most effectively for teaching and learning.
- 52 Since the last report the quality of leadership and management has improved very well. The high level of commitment of the present governing body, headteacher and staff indicates that the school is very well placed to develop further in the future.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53 The governors, headteacher and staff should build on the recent positive developments made and should now:

(1) Improve skills in behaviour management in the very small percentage of lessons where the quality of teaching was unsatisfactory by:

- Providing appropriate training in behaviour management
- Further monitoring the quality of teaching
(Paras: 12, 16, 18, and 91, 116)

(2) Ensure that all the recommendations of the most recent internal audit are implemented by:

- Arranging for the school fund to be audited annually
(Para: 48)

(3) Improve the facilities for the physical development of children under the age of five by:

- Providing a secure outdoor area with appropriate large toys and climbing apparatus
(Paras: 26, 51, 68)

54 In addition to the key issues above, the following minor issue should be considered for inclusion in the school's action plan:

- Raise standards in physical education and music which, though in line with national expectations, are below those at the last inspection
(Paras: 114, 117)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	18

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	33	48	15	4		

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)		75
Number of full-time pupils eligible for free school meals		2

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs		NIL
Number of pupils on the school's special educational needs register		10

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	4.6
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	7	11

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	6	7	7
	Total	10	11	11
Percentage of pupils at NC level 2 or above	School	91 (94)	100 (87)	100 (94)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	4	4	4
	Girls	7	7	7
	Total	11	11	11
Percentage of pupils at NC level 2 or above	School	100 (94)	100 (88)	100 (94)
	National	82 (80)	86 (81)	87 (84)

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

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	3	5	8

National Curriculum Test/Task Results		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	88 (91)	75 (91)	100 (91)
	National	70 (63)	69 (64)	78 (68)

Teachers' Assessments		English	Mathematics	Science
Percentage of pupils at NC level 4 or above	School	75	88	100
	National	68 (65)	69 (66)	75 (69)

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

The school's results are not included in this report as there were under 10 pupils in the relevant year group

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	75
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)	3.9
Number of pupils per qualified teacher	19.2
Average class size	25.0

Education support staff: YR– Y6

Total number of education support staff	1
Total aggregate hours worked per week	23

Financial information

Financial year	1998-1999
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	£
Total income	160,300
Total expenditure	160,746
Expenditure per pupil	2,088
Balance brought forward from previous year	-2,976
Balance carried forward to next year	-3,422

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out

77

Number of questionnaires returned

50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	32	4	0	0
My child is making good progress in school.	42	50	4	0	4
Behaviour in the school is good.	22	70	6	0	2
My child gets the right amount of work to do at home.	20	46	26	6	2
The teaching is good.	60	36	2	0	2
I am kept well informed about how my child is getting on.	38	52	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	78	20	0	0	2
The school expects my child to work hard and achieve his or her best.	70	26	2	0	2
The school works closely with parents.	54	44	0	0	2
The school is well led and managed.	66	32	0	0	2
The school is helping my child become mature and responsible.	42	56	0	0	2
The school provides an interesting range of activities outside lessons.	8	32	54	0	6

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

55 The provision for children under the age of five is good. They work alongside pupils in Key Stage 1 but specific work is planned for them in order that they maintain good progress. The number of children entering the school each year is small and the attainment levels vary year by year. Overall, however, the children's level of attainment on entry to the school is slightly above that expected for children of this age. Most children have attended the pre-school playgroup in the village before starting their formal education. The good progress they make in reception means that they achieve the nationally recognised Desirable Learning Outcomes and begin to work on the programmes of study of the National Curriculum by the time they enter Key Stage 1.

Personal and Social Development

56 In personal and social development, children make good progress and achieve standards above those expected for their age by the time they are five. They settle down to work very well and have good relationships with other children and with adults in school. They play and work well together and their behaviour is very good. When changing for physical education, they manage to undress and dress themselves very well. The quality of teaching is good. The Key Stage 1 teacher plans work well to promote the development of children's skills. The high levels of support and help given to the children by the classroom assistant are positive aspects of provision.

Language and Literacy

57 In language and literacy the under fives make good progress and achieve levels above those expected of them, by the time they reach compulsory school age. They talk confidently to each other and to adults. They explain what they did at playgroup before they started school and compare appropriately the similarities and differences between playgroup and school. The class teacher and the classroom assistant work very well together to give a good foundation to the children's learning. The children are given a wide range of experiences whereby they can develop their speaking and listening skills. They play in their "café" offering adults a breakfast or dinner. In the national literacy hour they identify the wolf in the story of "The Three Little Pigs" as "horrible", "naughty" and "hungry". By the time they are five children have made good progress in reading and writing. When they enter school some children have limited skills in this area. The opportunities given and the good quality of the teaching, however, mean that children develop a keen interest in books and begin to read and write their names and read notices in their classroom. Most have developed a good sight vocabulary for their age. The quality of teaching is good. The teacher plans a range of activities to give the children a firm grounding in literacy. They are taught to appreciate books and given wide-ranging opportunities to develop their speaking and listening skills. The teacher has a good understanding of how young children learn.

Mathematics

- 58 Children make good progress in mathematical knowledge and understanding and by the time they are five, achieve levels above those expected. They count to 10 and beyond easily and add and subtract single-digit numbers accurately to 10. The practical activities for developing mathematical thinking are well organised by the teacher and well implemented by the teacher and the classroom assistant. Good quality questions challenge the children's thinking and help to develop their understanding and knowledge of number, shapes and simple measures. Most children tell the time accurately using the hours of "o'clock". The high quality of teaching is displayed where the teacher makes the most of opportunities to increase the children's mathematical understanding through practical tasks.

Children's knowledge and understanding of the world

- 59 Children's knowledge and understanding of the world are good. They make good progress in their learning and by the time they are five, they achieve levels higher than those expected for children of this age. They know and explain the differences between the properties of dry and wet sand. They explain, for example, that when a container of dry sand is tipped up, the sand comes out like water, but when wet sand is used it comes out of the container in lumps. They identify a range of fruits and vegetables displayed on posters in their classroom. They know, for example, the kiwifruit, water melon, sweetcorn and cauliflower. In a history lesson the children work alongside pupils in Key Stage 1 and they identify how things change with the passage of time. They know that the horse-drawn wagon came before the tractor. Children use computers confidently to help their learning. They handle the "mouse" confidently and use it effectively to control the cursor on the screen. In a science lesson the children grow seeds on wet cotton wool and study them with a magnifying glass. They see and talk about the changes taking place with the seeds.

Physical development

- 60 In physical development pupils make good progress. They take an active part in physical education lessons with pupils in Key Stage 1 and this has a very positive effect on their learning. They throw and catch a variety of balls competently. They have good control when running, jumping and when making stretching shapes. The teacher's planning is effective for the development of skills giving a good range of activities for children to develop movement and control. The provision for children's development through outdoor play using climbing apparatus and a range of large toys is unsatisfactory. The school acknowledges the lack of a suitable area and equipment. The financial constraints of a small school, with a few children in each cohort, means that finance is not available for developing this aspect fully. The school uses, however, the facilities of the village playgroup to support children's physical development effectively and the facilities in Fletcher's Field are used during the summer months to develop the physical skills of children under the age of five.

Creative development

- 61 Pupils make good progress and by the age of five achieve levels higher than those expected of pupils of that age. They use paint, textiles, glue and a range of equipment to produce a high level of work when designing and making rattles as part of their study of "Carnivals". They handle brushes well when painting and add glitter to their rattles very carefully to create a pleasing effect. They use a range of percussion in their music lessons and experiment with the sounds made by different instruments. Children use a range of equipment well when making models. They cut out shapes carefully with scissors and use different ways of sticking shapes onto their models. The quality of teaching is good. The classteacher utilises the skills of the classroom assistant very effectively to support learning for the under-fives. They work closely together to arrange a series of experiences which are designed to develop children's creativity very effectively.
- 62 The curriculum for children under the age of five is good. The children work alongside pupils in Key Stage 1, though the provision made for them is separate and based on the Desirable Learning Outcomes. The good quality teaching they experience has a positive effect on their learning. There is a direct link between the good provision, the teaching and how children under the age of five progress. The classteacher utilises the experience of the classroom assistant very well to give the youngest children the best possible start to their education.
- 63 There was no mention made in the last report about the provision made for children of this age, but the school is committed to developing the provision for them when funds allow.

ENGLISH

- 64 At the time of the last inspection standards were identified as being at least in line with national expectations and often above. Good progress has been made since that time and standards are now above those expected nationally. In the 1999 national tests for seven-year-olds the percentage of pupils attaining the expected Level 2 and the higher Level 3 in reading was above the national average. In writing the percentage attaining Level 2 was very high in comparison to national averages and above the national average for pupils attaining Level 3. When compared to similar schools, pupils attain levels which are broadly in line in reading though very high in writing. Over the four-year period from 1996 to 1999, pupils' performance was above that expected for this age group. At the end of Key Stage 2, over the past four years, the results have been consistently above national averages, though the very small number of pupils who completed the national tests last year gave unreliable information on which to base judgement on pupils' attainment. In the 1999 national tests for eleven-year-olds the percentage of pupils attaining the expected Level 4 was well above average though the percentage attaining the higher Level 5 was very low. Evidence from the inspection, however, indicates that the current pupils in Year 6 achieve levels above national expectations.
- 65 Pupils with special educational needs are well supported in their learning and make good progress in relation to their individual education plans.

- 66 In speaking and listening, pupils' attainment is well above national expectations by the end of both key stages. By the end of Key Stage 1, pupils answer questions accurately and articulately. They listen carefully and speak clearly, varying the tone of their voices in conversation. They converse easily about different subjects. Pupils in Year 3 and Year 4 make good progress in developing their speaking skills. This occurred when they worked in the school hall in a drama lesson, investigating the impact of sound effects. The ideas they generated were to be used when they write their own plays in a lesson later in the week. By the end of Key Stage 2, pupils attain high standards in their speech. High attaining pupils are particularly fluent and have developed a strong and mature vocabulary. During the inspection this was ably demonstrated in discussion with inspectors and conversation around the table at lunchtime. Average and low attaining pupils speak clearly in conversation. Pupils talk aloud confidently in class discussions and many pupils converse in a way that easily holds the listener's attention.
- 67 Attainment in reading is well above average at both key stages and all pupils make good progress. Year 1 pupils approach their reading confidently. They use pictures and text to gain meaning and anticipate what comes next. By the end of Year 2, pupils are fluent and accurate readers. They use expression well and many correct their own mistakes, checking to make sense of what they read. Library skills are well developed. Pupils have a secure understanding of alphabetical order and know how to use the library index system. Pupils continue to make good progress in Key Stage 2. The range and challenge of texts increase appropriately so that by the end of the key stage pupils' knowledge and understanding of books are impressive. They read with expression and meaning in a variety of situations. Pupils enjoy reading, for example the whole Year 5 and Year 6 class read poems in their literacy lesson with very good expression and obvious enjoyment. One pupil brought a poem he had found at home and all the class enjoyed it. They express their preferences for different genres of literature and are articulate when discussing the different aspects of books they have read. Reference skills are very well developed. Pupils use the school library confidently to search for information.
- 68 Pupils' attainment in writing by the end of both key stages is above levels expected for their ages. Pupils make good progress throughout the school. Pupils' writing in Year 1 shows clarity in meaning. Almost all write sentences independently and sequence them in logical order. Most show some understanding of full stops, capital letters and question marks. They use their knowledge of sounds when attempting to spell unfamiliar words. By the end of Year 2, pupils write for a range of purposes. They retell stories, write diaries and present information they have discovered clearly. They use appropriate punctuation accurately and consistently. Pupils have a good grasp of spelling rules. Handwriting is mostly clear and legible. In Key Stage 2 writing becomes more organised. Pupils begin to choose words for interest and effect as in Year 3 and Year 4 when writing their plays or describing the sequence of events as they get up in the morning. Pupils in Year 5 and Year 6 write for a wide range of purposes including note taking, applications for jobs, research and autobiography. In one lesson observed, pupils in Year 5 and Year 6 demonstrated good knowledge of poetry. The class teacher introduced three poems by the poet Charles Causley. Pupils enjoyed comparing the poems and looking at their structure during the shared reading as part of the literacy hour. Pupils with special educational needs make good progress in reading and writing to reach the individual targets set for them.

- 69 The development of the National Literacy Strategy throughout the school is good. Pupils work hard during the Literacy Hour to improve their vocabulary and knowledge of grammar. Writing skills are used effectively in other subjects. In science lessons, for example, Year 1 pupils write a diary of the development of plants they grow from seed. Pupils in Year 3 and Year 4 make careful notes on their experiments when deciding the essential requirements of plants for growth. Equally good examples of writing can be found in history about the Vikings and the Ancient Greeks.
- 70 Pupils' behaviour and their attitudes to work are good or very good in all English lessons. They are always ready to begin lessons on time and are very enthusiastic. They enjoy the challenge of new language and work hard to apply their learning to written tasks. They easily recall what they have learned earlier. When writing, pupils generally concentrate well and sustain this until the end of the session. Pupils' enthusiasm and very good behaviour are significant factors in promoting their good progress. There is a very pleasant, caring attitude in all classes. In the Year 5 and Year 6 class when a pupil was congratulated on his written work, the whole class broke out into spontaneous applause.
- 71 The quality of teaching in the subject is good overall. It is good in four out of six lessons and in one third of lessons it is very good. The high quality teaching makes an important contribution to pupils' learning. Teachers have a deep knowledge and understanding of English. They have embraced the structure of the Literacy Strategy very well in their planning. Learning aims are clear and shared with pupils. As a result, pupils are aware of what is expected of them. In the Year 5 and Year 6 class the teacher's enthusiasm and humorous approach drew a very good response from the pupils during the poetry lesson. Lessons are well paced with very good use made of all available time. This is particularly true of plenary sessions at the end of lessons, during which all teachers use questioning skills effectively to consolidate and to assess pupils' learning. Teachers' marking is effective and follows the school's marking policy.
- 72 Use of the school library was partly restricted during the inspection due to the extensive building programme nearing completion but it contains a good range of books for all abilities and ages. Library skills are well developed throughout the school.
- 73 The leadership and management of English are very good. There are very good systems for monitoring pupils' progress and for setting targets for pupils' attainment. The co-ordinator plays a key role in monitoring standards of pupils' work and the quality of teaching and providing support where it is needed.

MATHEMATICS

- 74 At the time of the last inspection standards were identified as being higher than national expectations at both key stages. The school has maintained the high standards in the intervening period and current standards are still above those expected nationally. Pupils make good progress overall from when they enter the reception class.

- 75 In the 1999 national tests for seven-year-olds, pupils' attainment was very high in relation to all schools and well above average when comparison is made with pupils' attainment in similar schools. The percentage of pupils attaining the expected level 2 or above is very high and that for pupils attaining level 3 is also very high. The small number of pupils in each cohort, however, makes year by year comparisons unreliable. Over the past 4 years from 1996 to 1999, for example, levels of attainment have varied from being close to the national average to being very high. Overall, however, pupils attain levels above those expected nationally. The small number of pupils who have been entered for the national tests for 11 year-olds in the past four years gives unreliable information on which to judge pupils' attainment by the end of Key Stage 2. Inspection evidence, however, indicates that by the time they leave the school most pupils attain levels which are above those expected nationally.
- 76 At Key Stage 1 pupils make good progress in their learning. They enter the key stage with attainment levels above those expected for their age, having made good progress in exceeding the Early Learning Goals during their time in the Reception year. By the end of the key stage, pupils attain levels above those expected nationally. Pupils in Year 1 and Year 2 are taught within the same class, though the organisation of their work with two teachers gives them appropriate tasks for their age and ability. In Year 1 pupils begin to use addition and subtraction when calculating numbers up to 20. They check the numbers of sweets in a pile and record their findings accurately. They count up to 20 and beyond with confidence and begin to tell the time using hours. When working in their "café", pupils count out money to 10 pence accurately and give the right amount of change for purchases below that figure. Whilst in Year 2 pupils consolidate what they learn in Year 1. They develop a greater understanding of number and begin to relate different numbers to each other. They count, for example, in 2s, 5s and 10s. They add and subtract greater numbers, working accurately up to 20 when calculating mentally. They know the number of coins of the same value, which are equivalent to 20 pence. They exchange these coins accurately and record their results carefully.

- 77 In Key Stage 2 pupils continue to make good progress, maintaining the high levels of learning started in Key Stage 1. Whilst in Years 3 and 4 they work closely together in the same class. Pupils tally data from their investigations and create bar charts and pictograms from their results. They make these in horizontal and vertical forms, understanding the differences between the terminology used to describe them. They know that axes are needed on a graph and that they must indicate what each axis represents. Pupils add and subtract numbers accurately to 100. They use well-developed mathematical processes, for example, to add together two 2-digit numbers. They add 27 to 33, for example, by adding 30 to 27 and then adding the final three units. Pupils have a good understanding and knowledge of shapes and identify the properties of the more common ones. They draw lines of symmetry and colour symmetrical patterns accurately. Pupils work with vulgar and decimal fractions and begin to understand the relationship between the two types. In Year 5 and Year 6 pupils continue to make good progress. Pupils build successfully on the knowledge and understanding they acquire in the lower key stage. They have a deeper understanding of multiplication tables and use this knowledge to find factors and to find out whether any number will divide by single digit numbers. They know, for example, that any number where the digits add up to 3, 6 or 9 is divisible by 3 and that if the number is even it will also divide by 6. Pupils calculate using the 4-rules of number to larger numbers using long division and long-multiplication processes accurately. They identify the properties of shapes; kite, rhombus and parallelogram and use these to show how patterns of symmetry work. Pupils' understanding of geometry is well developed and they name, measure and draw accurately different types of angle.
- 78 Pupils behave very well in lessons and work with high levels of concentration and application. They are keen to take an active part in their learning, particularly in the mental development aspects of the National Numeracy Hour. In one class, for example, pupils work against the clock to develop their multiplication skills and are eager to beat their previous best times. When working in groups pupils collaborate well and help and support each other very effectively in their learning. When some higher attaining pupils are undertaking investigations into divisibility, for example, they discuss their findings with each other and with their teacher in a most mature way. In the Year 3 and 4 class a group of pupils join together their results when putting data onto a computer program. The result is very effective, with good levels of mathematical discussion about the graph they produce on the computer. They realise that the vertical axis is not graded according to their requirements and try to create a better graph to interpret their results. The quality of presentation in most pupils' books is of a high standard.

- 79 The quality of teaching and learning in the subject is very good. It is at least satisfactory in all lessons observed, good or better in 80 per cent and very good in 60 per cent. The high quality of teaching means that pupils' learning is equally well established. The high expectations of the pupils by the teachers is evident in all lessons and it is this that is having a positive effect on pupils' learning. Teachers plan to the suggested format of the National Numeracy Strategy and ensure that appropriate work is planned to develop each pupil's needs according to their level of attainment. The quality of teachers' planning has a direct relationship to the quality of teaching observed. The clear plans indicate objectives to be achieved in each lesson and appropriate activities identified to help to achieve the objectives. The better quality teaching is marked by a brisk pace, which is used to hold pupils' attention and give a high level of challenge to them. Teachers' good subject knowledge is clearly displayed in all lessons. It is most evident when teachers ask questions to consolidate pupils' earlier learning and to develop new learning. The difficulty of teaching mixed-age classes is overcome through the highly effective organisation of time and resources and by careful grouping of pupils. The very good relationships that exist between pupils and between pupils and adults contribute strongly to the quality of teaching. Pupils feel at ease with their teachers and are unafraid to make mistakes. The mutual trust is clearly evident.
- 80 The quality of leadership for the subject is very good. There are good procedures for monitoring the subject through the scrutiny of teachers' planning and pupils' work. Good assessment opportunities are built into the policy, with the use of the optional tests for pupils in Years 3, 4 and 5 being used well. The results are analysed to aid future planning.

SCIENCE

- 81 The teaching of science has been reorganised since the last inspection and now meets statutory requirements. An appropriate amount of time is spent on the subject and a subject policy and scheme of work have been developed well.
- 82 In Key Stage 1, teacher assessments for 1999 show the percentage of pupils reaching the expected National Curriculum Level 2 or above was very high and above the average for similar schools. The percentage of pupils attaining Level 3 was well above the average for similar schools. Inspection findings indicate that the present cohort of pupils attains above national expectations by the end of Key Stage 1. The results of national tests in 1999 indicate that pupils' attainment at the age of 11 was very high in comparison with the national average and in comparison with the average in similar schools. However, the small number of pupils who completed the national tests for 11 year-olds gives unreliable information on which to base a judgement on pupils' attainment by the end of Key Stage 2. Evidence from this inspection, however, indicates that they achieve levels well above national expectations.

- 83 At Key Stage 1, pupils make good progress in their learning. By the end of the key stage pupils know the difference between animals and humans, and living and non-living things. They study magnetism and complete work on storms as part of a study of weather. During the inspection, Year 1 pupils planted sunflower seeds, examining them carefully under a magnifying glass and recording their observations. Year 2 pupils examined the roots of hyacinth bulbs, which were dying off after flowering. They learned of the structure of roots and their function. Pupils record their observations, labelling their illustrations appropriately. Key Stage 2 pupils make very good progress. They cover a wide range of topics in their science lessons and attain levels well above those expected nationally. They learn about the planets, and why the moon appears to change shape, making a diary of the phases of the moon. They carry out experiments on solids, liquids and gases and work with a range of materials. They investigate the propagation of seeds.
- 84 During the period of the inspection pupils in Year 5 and Year 6 established that green plants need light in order to grow. They learned that plants produce flowers with male and female reproductive organs. Pupils set up experiments to discover what happens when plants are fed different liquids. They used information and communication technology to photograph the plants over seven days to record the varying results of the experiment and retrieved the images onto the screen for all the class to observe. Pupils described the main functions of the stamen, stigma and petals and how they are essential in reproduction.
- 85 Pupils' attitudes to their work are good throughout the school. In the Year 5 and Year 6 lesson observed it was very good. Pupils know what is expected of them and make efforts to complete the tasks set for them in the allotted time. They particularly enjoy practical investigation and show clear appreciation of the interesting work planned for them. They demonstrate very good relationships and high levels of collaboration. They settle down well at the beginning of lessons and behaviour is invariably good. Pupils in the Year 5 and Year 6 class worked hard right to the end of the long science lesson.
- 86 The quality of teaching in science is good throughout the school. Lessons are well planned with clear objectives. Explanations before activities begin are clearly given so that all pupils know what is expected and good use is made of time and resources. Of lessons observed during the inspection, the teaching was always good and in one Key Stage 2 lesson it was very good. The knowledge, understanding and confidence of staff when teaching science are good in both key stages. In Key Stage 1, the teachers work very closely together, making good use of all available space and the expertise of all staff. The classroom support assistant provides valuable help to staff and pupils and makes a significant contribution to the pupils' progress. In Key Stage 2 a wide range of resources provided by the teacher captured the pupils' interest and imagination. Open-ended questions checked pupils' prior knowledge and appropriate attention was given to the development of the correct scientific language. Teachers have very good rapport with pupils and control is good in spite of the considerable excitement pupils experience in their lessons.
- 87 The subject is well managed. The policy and the scheme of work have recently been reviewed. Arrangements for the assessment of pupils' achievements are well organised and used to guide curricular planning.

ART

- 88 At the time of the last inspection pupils' attainment was broadly in line with levels expected nationally. It was possible to observe the subject being taught only once in each key stage. The analysis of pupils' work and teachers' planning, however, along with discussion with pupils and teachers indicate that the school has made good progress since the last inspection and that pupils now achieve levels which are above national expectations.
- 89 Pupils in Key Stage 1 make careful designs of masks and rattles linked to their work in religious education. They cut out the shape of the masks carefully and accurately and use a wide variety of techniques to decorate them. They use glue sparingly when sticking feathers on the masks and on an occasion when the glue failed to hold the feather sufficiently rigidly, a pupil chose an alternative method of adhesion which worked effectively. Pupils handle and choose materials and tools for their work very well. They use paint and glitter to create stunning effects on their masks. When they have finished decorating the masks they fasten them to straws as handles. Pupils create pictures using a collage of characters from the books they read. They choose the materials they use carefully to give the best effects on their pictures. When they move into Key Stage 2, pupils are given an opportunity to extend the range of their experiences in art. They undertake projects in three-dimensional art and study the work of great artists, often making paintings in a similar style to that of the artists studied. Pupils create pictures, for example, in the style of Van Gogh, Hiroshige and Chagall. They study the work of the artist carefully and take great pains to recreate paintings accurately. In this they are very successful. In one lesson observed the teacher suggested that pupils paint similar pictures to Van Gogh's "Sunflowers" but using a different range of colours to create "Moonflowers". Most pupils made good attempts at their paintings using the swirling brush strokes in a similar way to that used by the artist. Pupils use a variety of materials in the third dimension. They use clay to produce high quality work, which is fired at the local secondary school. Close links exist between art and other National Curriculum subjects. Pupils exhibit collage work linked to geography when they make pictures of the North Pole. They make and decorate dragon masks very well in connection with their study of the Chinese New Year. Pupils are given opportunities to make prints with a variety of materials, creating pleasing designs with their repeating patterns.
- 90 Pupils' attitudes and behaviour vary in art lessons, but overall they are good. They try hard to produce a high level of work, using equipment and materials carefully. They work for long periods with sustained concentration, though in a lesson for pupils in Year 3 and Year 4 a small minority of pupils talk when the teacher is talking and do not concentrate fully all the time.
- 91 The quality of teaching overall is good. Teachers have good subject knowledge and this is used most effectively in their planning to give pupils a wide range of experiences. Good, clear explanations and questions consolidate pupils' previous learning. Pupils are reminded, for example, that Van Gogh always signed his pictures using his Christian name only and that he painted using thick paint in wide swirls. Teachers support pupils' learning well and give help where needed, though they allow pupils to experiment with materials when necessary. In one lesson observed, pupils' misbehaviour and noise were not dealt with effectively.

- 92 The quality of leadership for the subject is satisfactory. The recently appointed co-ordinator has had little time to make any impact on the subject. She has, however, a clear vision for developing the subject and plans are in place to review the scheme of work in light of the requirements of the new National Curriculum.

DESIGN AND TECHNOLOGY

- 93 By the time they leave the school, pupils achieve standards well above those expected for pupils of this age. They make good progress in their learning, largely due to the high quality of teaching they experience. At the time of the last inspection standards were generally in line with national expectations by the end of Key Stage 1, though by the end of Key Stage 2, a significant minority of pupils were achieving levels below those expected. In the intervening period the school has made good progress in developing the subject to the current level.
- 94 Although there were no lessons observed in Key Stage 1, it is clear from analysis of pupils' work and discussion with pupils and teachers that pupils make good progress at the key stage and enter Key Stage 2 with well developed design and making skills. During their time in Key Stage 2, pupils continue to make good progress. In the class for Year 3 and Year 4 pupils, they work with textiles, designing and making clothes which the Vikings may have worn. This work is closely related to the work they undertake in history lessons. They have studied the Vikings' clothes and create their own designs to dress dolls, based on this knowledge. They then use the correct tools to cut out and make the clothes. They sew, pin and decorate the clothes. At each stage of design and manufacture pupils evaluate their work, changing the designs as necessary. They know that the aim of the lessons is to produce work of the highest quality. In the class for the older pupils, the good progress is shown by the greater analysis by pupils of their work at both design and making stages. They work on textiles using a wide range of skills to produce the finished product from their designs. Different groups of pupils practice knitting, sewing, collage, felting, appliqué and printing. They choose the type of materials for their designs and use a wide range of tools to develop their skills. One group uses information technology skills very effectively to generate their designs. They scan pictures from magazines, edit the picture and print it out. In some instances the printout is used to print directly onto textiles with an iron. Pupils understand very clearly the processes they use to complete their work and explain them very clearly.
- 95 Pupils' attitudes and behaviour are very good. They settle down to work very quickly and quietly and work throughout their lessons with a high degree of concentration and effort. They support each other very well, giving encouragement and help to one another. Pupils are proud of the work they produce and strive to maintain the high quality at all times. They are keen to share ideas with their teacher and with other pupils. Pupils handle equipment with great care and are very aware of the safety factors involved in the subject. When using electric sewing machines, for example, they know that they have to take their foot from the control pedal when an adult is threading the machine.

- 96 The quality of teaching in the subject is very good. The school makes the best possible use of teachers' expertise to build and maintain high standards. The planning for the subject is of high quality. Clear links exist between the learning objectives and how they are to be achieved. Good quality introductory sessions to lessons give the pupils a very clear indication of what it is they are to do and learn. The organisation of groups and the most effective use of time and resources result in high quality learning experiences for pupils. The teacher makes excellent use of adult helpers in the lessons and the adults understand clearly what it is they are to do to support pupils' learning most effectively. The teacher and the adult helpers have good relationships with the pupils and this makes a strong contribution to the quality of learning.
- 97 The co-ordinator leads the subject very effectively. She has a good understanding of how the subject can best be developed and has ensured that the pupils experience a very wide range of learning covering all aspects of the subject. Good procedures are used to monitor and assess pupils' learning. The staff work closely together to assess pupils' progress through discussion and scrutiny of work undertaken by the pupils.

GEOGRAPHY

- 98 There was no geography taught during the inspection. The analysis of pupils' work and discussions with teachers and pupils indicate, however, that pupils are working at levels appropriate for their age. It is not possible, however, for an informed judgement to be made on the standards of teaching and learning from the limited evidence available.
- 99 Pupils, including those with special educational needs, make satisfactory progress in their learning. By the end of Key Stage 1 pupils know where they live and where the nearest town is. They understand that they live in the county of Cumbria. Pupils begin to look down on objects as part of their developing knowledge of maps. They make a comparison between life in Hawkshead and in Iqaluit in Northern Canada. They have seen a video of life there and corresponded with new friends by e-mail. In Key Stage 2, pupils in Year 3 and Year 4 compare Hawkshead with a village in India, studying the differences between homes, family life, food and the climate. Pupils in Year 5 and Year 6 understand the composition of the earth's crust. They know the difference between mountains and hills and study the mountain ranges of the world concentrating on the countries surrounding Nepal. They improve their mapping skills when they make a survey of the world and carry out an exercise arranging world tours. Throughout the school good use is made of photographic evidence and the widespread use of information and communication technology help pupils develop their research skills.
- 100 The level of resource provision is good. Good use is made of Fletcher's Field adjacent to the school, where lessons are taught about the environment. The school also makes excellent use of its position in the National Park. Close links with The National Trust and other organisations based in The Lake District have been developed and these are used most effectively. Pupils in Year 5 and Year 6 visited Claife Station the week before the inspection and had completed homework based on their experiences.

- 101 The enthusiastic co-ordinator has updated the policy and scheme of work based on guidelines provided by the Quality and Curriculum Agency (QCA). These provide good guidance for teaching geography throughout the school. An assessment system has been put into use this year when pupils are assessed at the end of each topic but has not been used long enough to make an impact on pupils' learning.

HISTORY

- 102 During the inspection it was only possible to observe one history lesson at Key Stage 1 and one lesson at Key Stage 2. Judgements based on a range of evidence, however, indicate that pupils make satisfactory progress in their learning throughout both key stages. Standards of attainment have been maintained since the last inspection and are in line with those expected for this age group.
- 103 Pupils in Key Stage 1 make satisfactory progress in their learning. They are introduced to the subject through stories, which help them to develop concepts of time and place. They learn about significant characters and aspects of life in Britain beyond living memory, for example Guy Fawkes and the gunpowder plot. They study farming in the past. Pupils develop appropriate language, such as old and new, before and after and sequence events and objects onto a time line from the present time back 200 years. They notice, for example, that old tractors do not have air in the tyres and there is no protective cab for the driver. At Key Stage 2 pupils develop their historical knowledge through topic work. Pupils in Year 3 and Year 4 investigate The Vikings, finding out where they came from, what they looked like and how they travelled. Pupils find out about English place names and trace their origin to the Vikings. Pupils in Year 5 and Year 6 study The Ancient Greeks. They learn of Theseus and the Minotaur and consider city life in ancient Greece making links between ancient and modern times. There are very good links to literacy. Pupils in Year 6 extend their work well, making a comparison between the different ideals of Athens and Sparta. They write a letter asking permission to have a stall on the city market and learn the story of The Trojan Horse. By the end of Key Stage 2 pupils set themselves questions and research answers using a range of primary and secondary sources. Pupils make good use of information and communication technology to help their research and this is strength of the school.
- 104 In the Year 3 and Year 4 lesson observed the pupils' response was very good. The teacher and a parent dressed as Vikings and through role-play presented the pupils with a real investigation of a treasure found by the builders while digging the foundations for the new extension. Pupils had a positive attitude and contributed enthusiastically to the lesson finding it very enjoyable. They sustained their concentration during the whole lesson and behaviour was good. They shared resources and discussed their findings in a very friendly manner.

- 105 Teachers' planning is very good. Evidence from pupils' written work shows that activities are planned appropriate to the age and prior attainment of the pupils to allow them to make progress. This includes pupils with special educational needs. Work is marked satisfactorily. Good use is made of comments to praise and encourage pupils in their work. There are good links with geography through the study of maps. Teachers present the subject in interesting ways and make good use of visits, people, artefacts and books to stir pupils' enthusiasm. A good example was observed in the Year 3 and Year 4 lesson when the teacher had planned the lesson very carefully. The help of the parent and excellent role-play, supported by the use of a CD-ROM to hear Vikings using their own language, inspired the pupils to investigate the Viking language so that they could solve the mystery of the treasure. The teacher's lively introduction captured the pupils' interest. Her very effective use of questioning and her purposeful direct teaching enabled pupils to develop their investigative skills, and at the same time increase their knowledge and understanding of the life of Vikings.
- 106 The subject is well led. The co-ordinator checks teachers' planning and collects pupils' work to check curriculum coverage and standards. There is a comprehensive policy and scheme of work that ensures full coverage of the National Curriculum. Assessment opportunities are indicated in the scheme of work.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 107 There have been significant improvements made in information and communication technology since the previous inspection. Weaknesses identified in Key Stage 2 have been addressed very successfully. Information technology is now an integral part of everyday life in the school and is not taught as a discrete subject but throughout and alongside other work to support learning. Evidence gathered from observations and discussions with pupils and teachers indicates that pupils' attainment at the end of Key Stage 1 is above national expectations and at the end of Key Stage 2 it is well above.
- 108 By the end of Key Stage 1, the majority of pupils use information and communication technology to help communicate ideas. They use word processors to convey their ideas in English and change font and print sizes to enhance work. Almost all edit their own work and save and print it. Pupils have visited a supermarket to study the use of information and communication technology. They understand bar codes and how computers speed up shopping. Pupils use e-mail to send a letter to a school in Northern Canada and, at the time of the inspection, they were eagerly awaiting a reply. Pupils programme a floor robot to follow a series of commands very effectively.
- 109 By the end of Key Stage 2, pupils use information and communication technology comfortably at higher levels in their work across the curriculum. Some are familiar with the Internet and most can use e-mail. During the inspection pupils contacted a school in the Caribbean by e-mail when investigating "The Carnival". They were pleased to receive lots of information from their contacts there. Pupils research evidence very effectively to support their learning in history, geography, art, science, English, religious education and design and technology. Pupils use control technology to move buggies powered by electricity in design and technology lessons. The confident use of skills, understanding and knowledge supports their learning well.

- 110 Pupils' progress is enhanced by regular use and increasingly demanding programs geared to challenge pupils' learning. Pupils make good progress due to the ethos of the school where expectations are high for everyone to succeed. Pupils with special educational needs make good progress alongside other pupils.
- 111 Pupils' attitudes towards the subject are good at both key stages. The youngest pupils are confident when using the computers and other technology such as listening posts and tape recorders. Pupils of all ages collaborate well and are helpful to one another. Whilst working in pairs or small groups they share ideas and demonstrate confidence and independence. They take good care of software and hardware and can be trusted to work independently in pairs. Pupils work hard and with great enthusiasm when using information and communication technology.
- 112 The quality of teaching is good at both key stages. Teachers' knowledge and understanding of information and communication technology and their skill in handling the equipment is good. This helps them lead pupils to develop a good range of skills. They plan lessons carefully and make very good use of computers to support and enhance work in other subjects. Teachers have high expectations of behaviour and pupils' attainment. They manage pupils well and make good use of the time available. All this combines to give a high level of motivation for pupils to succeed. Such motivation is evident from the way in which pupils work hard and enthusiastically at information and communication technology. There is a computer club held weekly.
- 113 The leadership and management of the subject are good. The policy and scheme of work has recently been reviewed. The co-ordinator uses the Cumbria planning document and prepares very thorough plans that identify the skills to be learned each term. A sample of each pupil's work is kept each year and assessment procedures are well organised.

MUSIC

- 114 Standards at the time of the last inspection were identified as being above those expected nationally. There has been some deterioration since that time and by the time they leave the school, pupils' attainment is currently about in line with national expectations. The changes in staff and the slimming down of the non-core subjects of the National Curriculum are the main causes of the relatively lower standards. The school is, however, in a good position to raise standards to the former levels. Only two lessons were observed during the inspection, but evidence from collective worship, discussions with pupils and teachers and analysis of teachers' planning confirm this judgement.

- 115 By the end of Key Stage 1, pupils have developed a sense of rhythm and use this effectively when clapping and chanting rhythmic patterns based on the pictorial notation produced by the teacher. They copy the rhythms started by their teacher very accurately. Pupils suggest names for percussion instruments based on the sounds and shapes of the instruments. They begin to sing in tune and show clear regard for diction in their singing. They know the words to a variety of songs and rhymes by heart. By the time they leave the school, most pupils sing well in tune and with a good degree of enthusiasm. They follow the words from a radio broadcast and try to imitate the difficult rhythms of some Caribbean songs very well. Pupils follow the broadcast and join together to create patterns of sound based on the songs. They produce, in groups, effective compositions using a variety of percussion instruments to signify the rhythms made by words in the songs. Pupils sing well. In their assemblies they join in and sing songs of worship well, in tune and with appropriate regard for the meaning and rhythm. Pupils have well developed listening skills when, for example, they listen and discuss the music played for the beginning of assemblies.
- 116 Pupils' behaviour in music lessons is variable though overall it is satisfactory. This has a direct influence on the level of learning in each individual lesson and is closely linked to the quality of teaching within that lesson. Most pupils try hard to produce a good level of work in their lessons, behave well and sing and play instruments enthusiastically. In one lesson observed, however, a significant minority of pupils, mainly boys, did not fully concentrate on their tasks and misbehaved. They talked when the teacher was talking and failed to react appropriately when the teacher tried to correct them. The quality of teaching overall is satisfactory though it varies from good to unsatisfactory. The higher quality teaching occurs when the teacher's planning is clear and it contains specific learning objectives, outlining how the objectives are to be achieved. Teaching is good when the teacher is confident in teaching the subject and has good knowledge and understanding about the subject. Where the quality of teaching is less effective, the teacher experiences difficulty in managing pupils' behaviour and due to this the pace of the lesson is slow. In this lesson observed, pupils found difficulty in following the songs through the use of inappropriate overhead transparencies.

PHYSICAL EDUCATION

- 117 It was only possible to observe two lessons being taught during the inspection, one at each key stage. Evidence from discussion with pupils and teachers and from the scrutiny of teachers' planning, however, indicates that pupils attain standards in line with those expected nationally by the time they leave the school. The report from the previous inspection identified standards as good at both key stages. In the intervening period the high standards have not been maintained. The primary reason for this is differences in the small cohorts, the changes in the staffing of the school and the emphasis which the school has, rightly, placed on the development of literacy and numeracy. This has meant a decrease in the amount of time available for teaching physical education.

- 118 Pupils in Key Stage 1 make sound progress in their lessons. They warm up, following the teacher's guidance, playing a game of "Beans". They jump, stretch, freeze and run, using the space available effectively. Pupils begin to control a range of balls using their feet and hands, kicking, throwing and catching. When throwing and catching they are accurate from a short distance, but less accurate as they increase the distance between themselves and their partner by only small amounts. It is clearly evident, however, that the older Year 2 pupils have greater ability and throw with a greater degree of accuracy than the younger Key Stage 1 pupils. In this lesson, pupils consolidated their previous learning effectively. At Key Stage 2 pupils perform a series of linked gymnastic movements with good control. They incorporate rolls and balances effectively in their sequence of movements. Pupils are given opportunities to play games and do so confidently. The school grounds lend themselves well to the development of games' skills. Pupils play netball and football and are confident and able performers at both games. The extra-curricular provision for the subject is a positive addition to the opportunities given to pupils. They have the chance as part of the physical education curriculum to take part in competition with pupils from other schools.
- 119 Pupils are keen to do well in their physical education lessons. They try hard to improve their performance when working as individuals or in pairs and groups. They are prepared to watch other pupils and learn from them. When they take part in coaching sessions as part of their extra-curricular activities, pupils react well to teachers and coaches and put in much effort to develop their skills.
- 120 The quality of teaching observed overall was satisfactory with some good elements. Teachers plan effectively for the subject with appropriate learning objectives identified. They have sound knowledge of the subject and ensure that pupils warm up properly before exercise with an interesting range of activities. The better quality teaching is displayed when the pace of the lessons is brisk and the pupils are given work which offers a good level of challenge.

RELIGIOUS EDUCATION

- 121 It was only possible to observe two lessons during the inspection. The analysis of pupils' work, displays and discussion with pupils and teachers indicate that pupils are generally attaining standards expected in the local authority's agreed syllabus. The weakness identified at the previous inspection has been satisfactorily addressed. The policy and scheme of work have recently been reviewed and the school follows the new locally agreed syllabus effectively.

- 122 Pupils reach standards in line with the locally agreed syllabus by the end of both key stages. During the period of the inspection, the focus of the whole school assemblies was on the season of Lent. Pupils in both key stages extend their knowledge of Lent and the connection with the Christian festival of Easter in their religious education lessons. These are planned well to complement the assemblies. Pupils at Key Stage 1 understand the reasons why we celebrate Shrove Tuesday. They know that Lent is a time to think about their behaviour. They explore the ideas behind fasting and learn of local traditions. Pupils in Year 5 and Year 6 study the idea of pilgrimage and link it to the start of a study of Easter. They use a very good selection of artefacts to investigate the Trinidad Carnival and its association with Shrove Tuesday. Pupils show interest in the palm cross and the tradition of burning it and using the ashes to make a mark on the forehead. One group of pupils listen to carnival music on the listening post and answer questions appropriately. Other groups examine carnival photographs and Christian symbols of Easter. All groups are given the opportunity to carry out independent research work on the link between the carnival and the Christian celebration of Easter.
- 123 By the end of Key Stage 2, pupils have increased their understanding of the significance of key people and teachings in the religions they have studied. They recognise the distinctive features of Christianity, Hinduism, Islam and Judaism and how these relate to everyday life of those who practice these religions. They add to their growing understanding of religious beliefs, values and knowledge by studying the similarities and differences between major faiths. They have an understanding of the need to take responsibility for their actions and consider other viewpoints in a mature way.
- 124 Pupils' attitudes and their responses to the tasks set before them are very good. Most pupils listen carefully and work quietly when carrying out written tasks or completing research on the Internet. They willingly share ideas with others. The views of pupils with special educational needs are valued and respected by other pupils in their classes, and these pupils make good progress.
- 125 The quality of teaching in one of the lessons observed was good and in the other it was very good. Teachers ensure through good planning that the relevant course material is covered. Teachers have high expectations of pupils' behaviour and challenge pupils to improve their knowledge. Teachers have a calm manner in lessons and bring out important facts from other subjects where appropriate. Religious education lessons make a good contribution, in support of acts of collective worship, to pupils' spiritual, moral and cultural development, and to their skills in literacy. The emphasis which teachers place on the need to show care and concern for others supports the teaching of religious education and contributes to the moral, social, and cultural development of the pupils.
- 126 The co-ordinator leads the subject well. The curriculum has been reviewed and now fully implements the Locally Agreed Syllabus. The local clergy visit the school, taking assemblies, and talking about their work.