

INSPECTION REPORT

All Saints CE Primary
Cockermouth

LEA area: Cumbria

Unique Reference Number: 112272

Headteacher: Mr. D. Cowles

Inspection No: 182624

Reporting inspector: Mrs R. Eaton
OIN: 15173

Dates of inspection: 20th - 23rd September 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Voluntary Controlled
Age range of pupils:	3 - 11
Gender of pupils:	Mixed
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Appropriate authority:	Governing Body
Name of chair of governors:	Rev. D. Thomson
Date of previous inspection:	November 1994

INFORMATION ABOUT THE INSPECTION TEAM

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Mrs R. Eaton, RgI	Special educational needs	Attainment and progress
	Information technology	Teaching
	Design and technology	Leadership and management
Mrs R. Mothersdale, Lay Inspector	Equal opportunities	Attitudes and behaviour
		Attendance
		Support, guidance and pupils' welfare Partnership with parents and the community
Ms B. Pollard	Areas of learning for children under five	Efficiency
	Mathematics	
	Art	
	History	
Mr D. Earley	English	Curriculum and assessment
	Music	
	Physical education	
Mrs P. Bradbury	Science	Pupils' spiritual, moral, social and cultural development
	Geography	Staffing, accommodation and resources
	Religious education	

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MAIN FINDINGS

What the school does well

- Pupils attain high standards and make good progress. Children under five are prepared well for the National Curriculum.
- The quality of teaching is good and is a strength of the school.
- The quality of relationships and pupils' personal development are both very good. The provision for moral and social development is very good.
- The curriculum, including the provision for pupils with special educational needs, is very good. The assessment arrangements are very good.
- The school maintains excellent relationships with pupils' families and with the community.
- The school is very well led and managed, and its resources are used very efficiently.
- The school's ethos is excellent.

Where the school has weaknesses

- The school has not yet completed risk assessments for all areas of the curriculum and the accommodation.
- The role of the subject leaders is not yet fully developed.
- Although satisfactory, the provision for spiritual development is not of the same high standard as that for moral, social and cultural development.

The school's many strengths outweigh its weaknesses. The governors' action plan will set out how the school is to tackle its weaknesses, and a copy will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The quality of teaching has greatly improved. Standards in information technology and religious education have improved. In information technology the improvement has been dramatic. The consistency with which teachers manage pupils' behaviour is now much better, and as a consequence, behaviour is now good. Standards in reading, writing and numeracy have improved. The accommodation has been developed, so that there are now no temporary classrooms, there is a room for information technology, and a nursery has been established. The arrangements for monitoring and evaluating the school's spending are now very good, as is the management of the school. Resources for information technology are now up to date. The school has made very good progress since the last inspection. It is very well placed to maintain its high standards.

Standards in subjects

This table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	B	A	<i>well above average</i> A
Mathematics	B	A	<i>above average</i> B
Science	B	A	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The school is compared with schools where more than 20 per cent and up to 35 per cent of pupils are entitled to free school meals. The standards reached in their personal and social development are particular strengths of the children under five. The majority of children reach the national targets for five year olds, because of the very good provision. In Key Stages 1 and 2, standards in information technology are high. In religious education, Key Stage 1 attainment exceeds the expectations of the locally agreed syllabus, and in Key Stage 2, attainment is in line with these requirements. Pupils make good progress in geography and physical education and in design and technology during Key Stage 1.

Quality of teaching

Teaching in	Under 5	5 - 7 years	7 - 11 years
English	very good	good	good
Mathematics	very good	good	good
Science		good	good
Information technology		good	good
Religious education		good	good
Other subjects	good	good	good

Teaching is satisfactory or better in all lessons. It is very good or excellent in 38 per cent. The teaching of writing and of research skills are particular strengths. Literacy and numeracy are very well taught. The specialist teaching of pupils with special educational needs is very good. The provision of homework has a positive effect on standards.

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

Other aspects of the school

Aspect	Comment
Behaviour	Overall behaviour is good, but there is a very small number of pupils whose behaviour is challenging. However, staff manage these very well.
Attendance	Satisfactory.
Ethos*	Excellent. There is a clear commitment to high standards. Pupils want to learn and relationships are very good. All pupils are respected and valued equally for the contribution they make.
Leadership and management	Very good. The staff, governing body, parents and the wider community, share the headteacher's vision for the school. The influence of subject leaders needs to be developed further.
Curriculum	The curriculum is broad and balanced and very well planned. Assessment is very thorough. All pupils have equal access and opportunity.
Pupils with special educational needs	The provision is very well organised. Pupils' needs are identified early, and very good quality support is quickly put in place. Pupils make good progress.
Spiritual, moral, social & cultural development	Provision for moral and social development is very good. A broad range of experiences is provided for pupils to develop their awareness of, and respect for, other cultures. Spiritual development is satisfactory.
Staffing, resources and accommodation	The school is well staffed with well-qualified and experienced teachers and support staff. The school makes good use of its accommodation, and learning resources are high quality.
Value for money	Given the low starting point of a significant number of children on entry to the school and their achievements by the time they leave, the school provides very good value for money.

**Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • Parents feel very welcome in the school • They approve of the values and attitudes that the school promotes. • All pupils feel valued and important, and are known to the staff. • Parents are encouraged to play an active part in the life of the school. • Most parents are very pleased with the attainment and progress of their children. • They are very satisfied with the way that the school responds to their suggestions and complaints. 	<ul style="list-style-type: none"> • A minority are unhappy about the amount and the nature of the homework provided. • A few parents are concerned that the provision for children with special educational needs takes priority over the requirements of the rest of the school's children.

The inspectors agree with the parents' positive view of the school. The inspectors judge that the amount and type of homework is at least satisfactory, and it is good in Key Stage 2. The home-

school contracts will clarify this issue. The findings of the inspection are that the whole school benefits from the provision for pupils with special educational needs, both in terms of pupils' social and personal development and because of the high levels of support that result from the increased resources.

KEY ISSUES FOR ACTION

In order to continue to improve the quality of education the headteacher, staff and governors should:

1. Ensure that risk assessments are carried out for all areas of the curriculum and all aspects of the accommodation, including the arrangements for safety in the event of a fire.(53)
2. Continue to develop the role of subject leaders, with regard to monitoring the work of teachers and pupils, in order to further increase their impact on the curriculum. (59, 62)
3. Improve the provision for spiritual development so that it meets the same high standards as that for moral, social and cultural development, by seeking more opportunities to focus on this aspect across the curriculum.(44)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan:

- a. The lack of an adequate policy for child protection which sets out clearly the school's particular response to this issue. (51)
- b. The lack of facilities for storing outdoor play equipment in the nursery. (66, 80)

INTRODUCTION

Characteristics of the school

1. All Saints Primary School is a Church of England Controlled school, situated in a large estate of mainly council owned housing. Of the 225 pupils on roll, over half are drawn from this estate, and about one sixth are from outside the catchment area. The local economy relies heavily on tourism and agriculture, as there is little industry in the area. A number of parents are unemployed, and 21.3 per cent of pupils are eligible for free school meals, which is above average. There is a nursery, developed since the previous inspection, which has a morning and an afternoon intake. At the time of this inspection, children in the nursery and reception classes were being introduced gradually into the school.
2. The current building dates from 1973, and is single storey but on different levels. Originally open-plan, it is still necessary to walk through some classrooms in order to reach others. Two new classrooms were added recently, replacing temporary buildings. The playing field is across a road. During 1999, a strategic facility for children with autistic spectrum disorders was opened. Two children had been admitted to this provision at the time of the inspection.
3. Children entering the nursery have a wide range of ability, but although some are ready to settle to nursery routines, many have low levels of communication and social skills for their age. Nearly 29 per cent of the school's pupils are on its register of special educational need, and this proportion is high. At over six per cent, the number with statements is well above average. No pupils are from homes where English is an additional language, and there are only two pupils from minority ethnic groups.
4. Since the last inspection, in 1994, the pupil numbers have risen from 209. There are now ten teachers (nine in 1994). The number of pupils with statements has increased from eight to 15, as the school has developed expertise in teaching pupils with special educational needs. In 1997, a Community Development Centre was set up, to provide information technology training for adults in the community. This was funded by the European Regeneration Fund, and the school has access to its resources when these are not in use. A support assistant is employed to deliver information technology programmes to the pupils.
5. The criteria for admission are that where there are more applicants than places, children are admitted on the basis of the following: children are from within the catchment area and have brothers or sisters in the school; are from outside the area, have siblings in the school and have been directed to the school by the education authority; children are from within the catchment area and have exceptional social, medical or educational needs, parents on the electoral role of a CE church, or have most difficulty accessing an alternative school; children are from outside the area, have brothers or sisters in the school, have exceptional needs, have parents on a church roll or live closest to the school.
6. The school's targets are for 76 per cent of pupils to attain at least Level 4 in English, and 80 per cent in mathematics and science, at the end of Key Stage 2 in 2000, rising to 80 and 82 per cent by 2002.
7. The school's Mission Statement is: to link the school and the community in the creation of a rewarding learning experience (within a caring environment) in which to achieve the

highest potential of each child's skills, knowledge, social and spiritual understanding. It aims to help the children develop lively and enquiring minds, to question and debate, to apply themselves with confidence to tasks, to gain in physical skills, to have respect for the opinions of others, to find enjoyment and fulfilment in their activities and to gain satisfaction from their achievements.

Key indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:

Year	Boys	Girls	Total
1998	14	14	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	13	12
	Girls	11	12	9
	Total	23	25	21
Percentage at NC Level 2 or above	School	85	93	78
	National	80	81	84

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	13	13
	Girls	12	11	12
	Total	25	24	25
Percentage at NC Level 2 or above	School	93	89	93
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:

Year	Boys	Girls	Total
1998	22	13	35

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	15	17	19
	Girls	9	9	9
	Total	24	26	28
Percentage at NC Level 4 or above	School	71	76	82
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	17	19
	Girls	9	8	9
	Total	23	25	28
Percentage at NC Level 4 or above	School	68	74	82
	National	65	65	72

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:

		%
Authorised Absence	School	6.2
	National comparative data	5.7
Unauthorised Absence	School	0.02
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:

	%
Very good or better	38
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

8. When they enter the nursery, many children have difficulties with speech and communication, and low levels of social skills. Some have good listening skills and are able to settle quickly to nursery routines. High priority is given to personal and social development and by the age of five, attainment in this area exceeds the national targets. In the other areas of learning, children are likely to attain the national targets, although test results at five show that around 20 per cent do not. Children make good progress in the nursery and reception classes. By the time they are five, the children are mature and active learners. They listen attentively and use a growing vocabulary when describing their ideas and experiences. They enjoy stories and handle books properly, and some have begun early reading. Higher attaining children are beginning to write their name and a simple sentence, with support. They know about numbers to ten, and show an awareness of addition and subtraction. They investigate their environment, and use a range of materials and skills to represent what they see, hear and experience. They develop greater control over their movements and they use a range of resources sensibly and safely.
9. At the time of the previous inspection, in 1994, standards of attainment in Key Stage 1 were judged to be average, with some higher attainment in mathematics, science and religious education. In Key Stage 2, standards were average, other than in religious education, where they were often below expectations. Throughout the school, standards in information technology were below expectations. The need to raise standards in these two subjects became a key issue for the school.
10. In the 1998 National Curriculum tests at the end of Key Stage 1, attainment in reading and mathematics was broadly in line with the national average. In writing, attainment was well above average, and in science the results of the teachers' assessments showed attainment to be above average. In the tests at the end of Key Stage 2, attainment was above average in English, mathematics and science. When compared with schools with a similar background, attainment in all three subjects was well above average. At both key stages, the results show an improving trend since 1996. Challenging targets have been set for attainment for each year until 2002. These were arrived at after the analysis of pupils' prior attainment and forecasts of their progress.
11. When considering the attainment of the pupils currently on roll, it is important to bear in mind that a large percentage have special educational needs.
12. In English, the findings of this inspection show that by the end of Key Stage 1, the attainment of most pupils is average in speaking and listening, reading and writing. However, approximately 20 per cent achieve higher than expected in reading, and approximately 30 per cent achieve higher in writing, showing an improvement since the 1998 National Test results. The school has very successfully implemented the National Literacy Strategy and this is helping to raise standards. Additional support for pupils during literacy lessons is also having a positive impact. By the end of Key Stage 2, most pupils attain higher than would be expected, particularly in writing. This is similar to the 1998 test results.

13. Pupils make good progress in both key stages. They learn to listen attentively and to express their ideas clearly and thoughtfully, choosing their words with care. They develop the ability to read accurately from a range of texts, identifying important features and appreciating different styles of writing. Most learn to retrieve information effectively from a range of sources, including reference books and CD-ROM. Pupils develop a clear and legible handwriting style. They become increasingly accurate in their use of punctuation and in their spelling. They learn to plan and structure their writing and to employ imaginative ideas.
14. During the inspection, it was found that by the end of Key Stage 1 the majority of pupils attain close to the national average in mathematics. However, the percentage of pupils reaching higher levels has increased since the 1998 National Curriculum tests. By the end of Key Stage 2, the attainment of the majority of pupils exceeds the national average, and this reflects the national test results for 1998. Again, there has been an increase in the proportion of pupils reaching the higher level. The very successful introduction of the National Numeracy Strategy is helping pupils to solve mathematical problems and is already improving standards.
15. Progress in mathematics is good throughout the school. It is particularly good in pupils' ability to handle numbers. They develop a good understanding of the four rules of number and they use this knowledge when solving problems. Pupils learn to work with increasing accuracy, for example when measuring using standard metric units.
16. Pupils' skills in literacy and numeracy are used very effectively to help them make progress in other subjects. For example, they apply their research skills in subjects such as history and science. They collect data (for example, in science and geography) and display them, using information technology.
17. By the end of both key stages, attainment in science is above average. This is in line with the 1998 National Curriculum tests and teachers' assessments. The findings of the inspection are that more pupils are now attaining higher levels. Pupils make good progress during both key stages.
18. In information technology, pupils' attainment is above the national expectation at the end of both key stages. This is a significant improvement since the last inspection and is as a result of the very good provision of resources, the use of a structured scheme of work, and good quality teaching. Pupils make good progress in all aspects of the subject.
19. By the end of Key Stage 1, pupils' attainment in religious education exceeds the requirements of the locally agreed syllabus. By the end of Key Stage 2, attainment is in line with the requirements. This is due to the introduction of a new syllabus, which has not had time to fully impact on Key Stage 2 pupils. Nevertheless, attainment in Key Stage 2 has improved since the last inspection. Pupils make good progress throughout the school.
20. Pupils make satisfactory progress in art and history. In geography and physical education, and in design and technology in Key Stage 1, progress is good. There is insufficient evidence to judge progress in design and technology in Key Stage 2, and in music.
21. Pupils with learning difficulties make good progress towards their individual targets or within an intensive language programme. This good progress is a result of the very effective special educational needs provision. During withdrawal sessions, pupils'

progress is enhanced by very high quality specialist teaching and very effective learning support staff. Additionally, class teachers pay attention to pupils' needs for example, by modifying work or by targeting support, building on the work done in specialist sessions. Pupils with autism make good progress; for example, they show a willingness to interact with others and in the responses they make to their environment. All pupils with special educational needs benefit from the school's efforts to raise their self-esteem, which encourage them to try hard.

Attitudes, behaviour and personal development

22. Overall pupils' attitudes to learning are good. Almost all pupils listen attentively to their teachers, participate enthusiastically and persevere with their work. They work well independently and during group sessions. They are willing to share their knowledge with the rest of the class and often become excited about their learning. For example, Key Stage 1 pupils thoroughly enjoyed following a route around the school, during a geography lesson.
23. Most pupils work well even when not under the direct supervision of their teacher. The majority of pupils are lively in lessons, but they are co-operative with the teacher and support staff. On the few occasions when the pace of the lesson is slow, a minority of pupils become inattentive, wriggle and shuffle in their seats, and produce less work. Attitudes to learning among children under five are good and their personal and social development is a strength of the school. They settle quickly into routines for learning in the nursery and by the time they are five, they are confident, active learners who relate well to one another and to adults.
24. Overall, the behaviour of pupils is good. There have been no exclusions in the school. Pupils usually live up to the school's expectations of high standards of behaviour, both in lessons and in the playground, following the clear code of conduct. There are a very few pupils whose behaviour is challenging, and who require the firm application of the school's procedures in order to maintain discipline. Pupils behave well at lunchtimes, and this is reinforced by the high expectations of good table manners by the lunchtime supervisory staff. The behaviour of children under five is very good.
25. Pupils' relationships with one another and with staff and visitors are very good. Their ability to co-operate with each other, when working in groups, helps pupils to make good progress. For example, pupils willingly share resources such as scissors and glue or collaborate when writing up the results of experiments. Most pupils show appreciation of the achievements of others in the class when pupils are displaying their work. Older pupils are very supportive of younger ones, and all are careful that boisterous games in the playground do not overwhelm the youngest or more vulnerable pupils. Children under five show a caring attitude to classmates and they play together amicably.
26. The personal development of pupils is very good. They automatically help others - for example, by helping with reading. A popular model-making club is organised by pupils, and all pupils take very good care of materials and resources. Pupils are confident enough to acknowledge when they need help, but will also try to sort out their own problems, for example, when using computers. A particular strength is the development of pupils' research skills. This increases pupils' independence and enhances their progress across the curriculum. All pupils from Year 2 onwards have the opportunity to go on residential

visits with the school, indicating the school's faith in the maturity of pupils. Pupils are keen to experience the range of extra-curricular activities on offer in the school and are eager participants in sports events. They organise their own successful fund raising schemes and are well thought of in the community for initiatives such as planting daffodil bulbs in the area and the assistance they give to elderly residents. Children under five develop a good measure of independence and respect the school's equipment and the belongings of others.

Attendance

27. Attendance at the school is satisfactory. The number of authorised absences in the most recently reported year is well above the national average. However, this is explained by the significant number of pupils with medical conditions who require time away from school for when they are ill or need treatment. Unauthorised absences are statistically insignificant and fall well below the national average. Pupils are punctual to the school and to their lessons, and registrations take place promptly at the start of the morning and afternoon sessions. A significant number of parents persist in taking their children away from school for holidays during term time.

QUALITY OF EDUCATION PROVIDED

Teaching

28. Overall, the quality of teaching is good. During the inspection, teaching was satisfactory or better in all the lessons observed. Teaching was good in 43 per cent of lessons, very good in 37 per cent, and the teaching was excellent in one lesson. This is a significant improvement since the previous inspection, when ten per cent of teaching was unsatisfactory. During this inspection, teaching was consistently very good in the classes for children under five, for pupils who are withdrawn for special educational needs support, and in the provision for autistic pupils. Examples of very good teaching were seen in lessons for all year groups and in many subjects.
29. Teachers have a secure knowledge and understanding of the subjects they teach. In particular, they are very knowledgeable about the teaching of literacy and numeracy, and have implemented the National Strategies very well. Because they have this depth of knowledge, teachers are able to explain difficult concepts very clearly. For example, pupils in Year 1 increased their understanding of the place value of tens and units as a result of the teachers' clear demonstration. Pupils benefit from specialist teaching in music, and from the skills and knowledge of a specialist support assistant for information technology. Both of these have a positive impact on the pupils' progress. The teachers in the nursery and in the reception class are very knowledgeable about the needs of children under five, and this contributes significantly to the good progress that the children make.
30. In most instances, teachers have high expectations of the pupils. Expectations are especially high in the very good and excellent lessons, where the teaching is particularly rigorous. For example, in a Year 3 literacy lesson, the pupils attained high standards of imaginative writing and in their knowledge of the components of plays. During language and literacy lessons, children in the reception year make good progress in reading as a result of the teacher's challenging approach. Very occasionally, teachers do not provide

additional challenge for the pupils that could attain higher. Instead, the work is appropriate for the needs of the majority. Throughout the school, teachers have high expectations of pupils' ability to carry out independent research. Pupils are taught the necessary skills, such as how to use reference books and CD-ROM, and are provided with suitable tasks, resources and opportunities. This has a very beneficial effect on pupils' academic progress and their personal development.

31. Teachers generally plan their lessons very well. Their planning is particularly explicit in English and mathematics, following the structure of the National Strategies. This helps to make the most of the available time and results in pupils' making good progress. Lessons are frequently carefully structured, so that tasks become progressively more difficult and pupils build gradually upon their previous learning. This is often seen in mathematics lessons. Occasionally, lessons in other subjects would benefit from more detailed planning, particularly with regard to what teachers intend pupils of differing ability to learn. Effective arrangements are made to provide for the needs of pupils of different year groups, with flexible grouping within and between classes. Teachers make very good links between different subjects. For example, information technology skills are taught within the context of other subjects, so that the spreadsheets produced by Year 5 pupils support their learning in history and mathematics. Planning is shared with learning support staff and volunteer helpers, so that they are quite clear about their roles. This means that their time is used efficiently and effectively.
32. Teachers throughout the school are well organised, and this is particularly evident in the nursery and reception classrooms. The teamwork between teachers and nursery nurses is a particular strength of the teaching for the children under five, and ensures a consistency of approach and shared expectations. All teachers prepare well for lessons, so that the necessary resources are to hand and activities can change smoothly. Lessons often involve a number of different teaching methods, such as whole-class discussions, small group activities, and individual work, helping to maintain the pace of learning. Skills are often taught directly: for example, research skills are taught in history, or practical skills in design and technology. This enables pupils to be independent, as when children in the nursery learn to look after their belongings. Teachers use imaginative approaches, which interest and motivate pupils. For example, in a Year 1 geography lesson, pupils acted out the roles of Hansel and Gretel, and learned about routes and directions. Questioning techniques are used to good effect, to encourage pupils to think harder or to check their understanding. Teachers successfully match their questions to the needs of different pupils, so that they all have the opportunity to answer correctly and to experience success.
33. Since the previous inspection, there has been considerable improvement in the consistency with which teachers manage pupils' behaviour. This aspect of the teaching is now very good. Teachers maintain high standards of discipline, despite the minority of pupils who require very firm control, and the interruptions resulting from the design of the building. Clear expectations are established at the start of the school year, and teachers insist on pupils' compliance. However, there is no sense of oppression, and many lessons are characterised by good humour. Relationships between teachers and pupils are warm and friendly, and increase pupils' motivation. Teachers make very effective use of praise and encouragement, and this successfully prompts pupils to take an active part, for example, in question and answer sessions. They know that their contributions will be valued. All staff work together to raise the self-esteem of pupils with special educational needs, benefiting their personal development and their learning. Children in the nursery are very skillfully integrated and helped to settle, so that they can quickly start to learn.

34. Teachers make good use of the available time in lessons. In the nursery and reception classes, no time is wasted. For example, refreshment time might be used for mathematics, personal development, and a story. In both key stages, lessons usually move at a good pace, so that the pupils work hard. Occasionally this slows down, and progress is lessened. Similarly, teachers usually judge very accurately when to change activities, but sometimes pupils have to sit together on the carpet for too long, causing them to become restless. An effective strategy, used by some teachers, is to impose time limits on the pupils, as in a Year 3 art lesson. Teachers often go to great lengths to obtain interesting resources to motivate pupils and to help them to learn. For example, a Year 4 science lesson included lamb bones, which illustrated how joints work, and X-rays of different parts of the human skeleton. Teachers take time and trouble to make their own resources. For example, in a Year 2 mathematics lesson, the teacher had prepared additional resources to aid pupils' understanding, following her assessment of a previous lesson. Information technology resources are used very well, to support pupils' learning across the curriculum. Overhead projectors are used effectively for sharing pupils' ideas, as in an English lesson for Year 5 pupils. When pupils are researching (for example, into the Tudors) teachers provide a range of different types of resources, such as reference books, worksheets and CD-ROM. Support staff are managed effectively by teachers. They play an important part in meeting the physical needs of some pupils, and in enabling all pupils with special educational needs to make progress.
35. Teachers use a number of methods to gather information about how well pupils are progressing. Many have developed very effective systems of making notes of significant attainment or difficulties. Pupils' written work is marked conscientiously, and in the best instances, constructive comments help pupils to know what they need to do in order to improve. During intensive language programme sessions, pupils with special educational needs are continuously assessed by the special educational needs co-ordinator and by student nursery nurses. This information is then used to modify the programme for each individual. Teachers often make good use of the time at the end of lessons, to draw the class together, either to assess the progress they have made or to provide pupils with feedback about their performance, to encourage them and to help them to improve.
36. The amount of homework provided for pupils is increased as they get older, and in Key Stage 2 the provision is good. Homework tasks are used effectively to reinforce and extend the learning done in class. During subsequent lessons, teachers refer to what pupils have achieved; as seen, for example, in the stories written by Year 6 pupils, in the style of Rudyard Kipling. This is encouraging for pupils, although not all of them carry out the tasks they are given.

The curriculum and assessment

37. The curriculum is very effective. It is balanced and broadly based and enables all pupils to make progress in all aspects of the National Curriculum and in religious education. The school is very successful in providing equality of access and opportunity for all pupils including those with special needs. It meets the statutory requirements for the National Curriculum, religious education and sex education. Education concerning the misuse of drugs is effectively provided in a number of ways, for example, through the school's health education programme. The curriculum promotes pupils' intellectual, physical and personal development and pupils are effectively prepared for the next stage in their education. The school maintains close links with the local secondary school.

38. The curriculum for the under fives is very good. The school's policy is based on the county guidelines, which in turn are based on the nationally recommended curriculum for the age group. A good range of visits and visitors enhances the curriculum. Class activities are appropriate, imaginative, relevant and well organised. Very good use is made of a range of assessments to target learning objectives for individual children based on their needs and abilities. These are used very effectively to identify children with special educational needs.
39. The school makes very good provision for pupils with special educational needs, including those with physical disabilities or autism. Work for all these pupils is planned and structured very carefully. Where necessary, pupils' individual education plans are well prepared and implemented and pupils have clear targets to achieve. Other pupils benefit from daily lessons as part of an intensive language support programme, focused on reading and spelling. Because some of the materials used form part of the school's English curriculum, taught in all classes, the work in withdrawal sessions is closely linked to pupils' classwork, and their learning is enhanced.
40. Curricular planning is very good and makes effective provision for the National Curriculum Programmes of Study. It provides very well prepared opportunities to enable pupils, including those with special educational needs, to build effectively on previous work. The school has worked hard to successfully address criticisms from the previous inspection by ensuring that work in religious education and information technology follows on from what has gone before.
41. The school has very successfully implemented the National Literacy Strategy and is introducing the Numeracy Strategy in a thorough and well-considered way. A wide range of opportunities is provided for pupils to use their literacy and numeracy skills in other subjects of the curriculum. Pupils research and write about the Victorians, for example, and describe experiments in science. They use their mathematical skills in such activities as the design and making of story settings in design and technology and in using coordinates in geography.
42. The school provides a variety of extra-curricular activities, including football, netball, a computer club, walking and chess. In order to enrich the curriculum, very good provision is made for residential visits, starting when pupils are in their second year. These include for example, Bassenthwaite, a south Lakeland outdoor centre, Newcastle and Liverpool. In order to extend and deepen pupils' work in the curriculum the school also provides a wide range of visits to such places as local museums and art galleries, Wasdale, Loweswater and Maryport. In a similar way the school makes good use of visitors from the local community, such as astronomers, beekeepers, war veterans, the fire brigade, police and the community nurse.
43. The school has continued the development noted in the previous inspection and has in place very effective systems for assessing and recording pupils' progress. Teachers make very good use of information from these assessments in order to plan and build on pupils' previous work. Work is regularly marked and teachers use comments consistently well in order to guide pupils in raising their attainment. Assessment is used very effectively to identify pupils' special educational needs and to plan appropriate work for these pupils. This begins soon after pupils start school, so difficulties can be tackled quickly and additional support provided if necessary. The school meets the statutory requirements for assessment, recording and reporting, including those for the annual review of pupils'

statements. It has responded positively to criticism from the previous inspection by ensuring that all subjects, including information technology and religious education, are included in all reports.

Pupils' spiritual, moral, social and cultural development

44. The school makes satisfactory provision for pupils' spiritual development. Pupils are encouraged to think about their feelings and relationships. For example, they listened to a poem and music in which they were movingly encouraged to think about the love of their grandparents. Pupils in Year 3 became absorbed in the atmosphere of a lullaby from India, using their hands to show the mood of the music. Assemblies effectively promote spiritual development by, for example, using music to encourage pupils to think about the beauty of autumn and, later, the excitement of snow in winter. Religious education lessons make a significant contribution to spiritual development but in other subjects teachers do not often seek out opportunities to promote spirituality.
45. The provision for moral and social development is very good. Values and attitudes promoted by the school have a positive effect on the pupils. The calm, caring manner of the staff provides a good model for the pupils. There are clear expectations of good behaviour and pupils are taught to know the difference between right and wrong. Staff deal quietly and firmly with any misdemeanours. Pupils are encouraged to show good manners, to help each other and to have respect for other people and property. The care with which the school promotes equality of opportunity for all pupils, regardless of their circumstances, sets a very good example to the pupils, who readily accept that everyone has a contribution to make to the school community. The development of the school grounds, involving the pupils, is effectively promoting care of the environment.
46. Opportunities for promoting pupils' social development are frequently provided. Pupils are expected to take responsibility in school, to collaborate in class and to respect the views of others. The residential visits provide an opportunity to reinforce and develop pupils' social skills. Pupils develop confidence when they take an active part in community events, such as the area music festival. They are encouraged to respect others and to contribute to a caring environment. For example, pupils raise funds for charities and distribute harvest gifts. Each year they also take daffodils to senior citizens.
47. A good range of opportunities is provided for cultural development through the curriculum and school visits. These encourage pupils to be aware of their own cultural heritage and of other cultures. Pupils develop an understanding of arts through music and the study of famous artists. In order to enrich the curriculum for English, the school organises theatre visits and a literacy week, brings storytellers into school and has workshops on Shakespeare. Religious education and geography lessons effectively contribute to pupils' understanding and knowledge of other cultures. Pupils also learn about songs, dances and poems of different cultures. For example, some pupils have written Haiku poems. There are good quality artefacts on display in school to reinforce the pupils' knowledge of other cultures.

Support, guidance and pupils' welfare

48. Overall, the support and guidance offered by the school to its pupils is good. The school's procedures for monitoring the progress and personal development of the pupils are very

good. The school makes very good use of assessments to inform teachers' planning and to monitor pupils' progress. Staff know all the pupils very well, and their knowledge underpins the very good formal and informal records. Children under five are made very welcome and secure on their induction into the nursery.

49. The school's procedures for monitoring and promoting the discipline and good behaviour of pupils are very good, and this is a significant improvement since the last inspection. The school has very detailed guidelines for involving parents and pupils when a pupil's behaviour is giving concern. These strategies are unobtrusive, and have a considerable impact on the generally orderly nature of the school. The individual nature of each class's rules, and the contribution of pupils in creating these guidelines, add to the effectiveness of the school's Code of Conduct and anti-bullying strategies.
50. The school's procedures for monitoring and promoting the attendance of pupils are good. The school closely monitors attendance registers to analyse patterns of attendance and punctuality. Where there are concerns, these are referred promptly to the educational welfare officer. Although signing in and signing out procedures for pupils were not in place at the start of the inspection the school, when notified, quickly addressed the omission. The school does not analyse the impact of term-time holiday absence of pupils on their attainment and progress, nor does it reward good attendance.
51. The procedures for child protection are satisfactory. The designated person in the school has received extensive training and most staff have recently trained in child protection awareness and referral procedures. No information on the school's strategies and procedures is documented in the staff handbook or in the prospectus for parents. The school does not have a specific policy for child protection procedures, naming the designated person in the school, but instead relies on the local authority's generic procedures.
52. The school's procedures for promoting the pupils' well-being and health are very good and the school is very attentive to the welfare of pupils. The procedures for administering medication are detailed and are used only in those cases where the medication is prescribed. Pupils benefit from a number of trained nurses amongst the support staff and close liaison with the school health authorities. First aid arrangements are very good and the accident book is up to date and first aid boxes are well stocked.
53. The school's procedures for promoting the safety of pupils are satisfactory. The school regularly holds fire drills and tests fire fighting equipment and the fire alarms in the building. Regular safety checks are carried out on physical education equipment and portable electric appliances. The caretaker is vigilant in ensuring that cleaning materials are locked away securely and that the grounds are checked for any hazardous substances before the pupils arrive in the morning. Termly building site checks are held, but the school still needs to complete risk assessments for all curriculum areas and the school building and grounds, and to ensure that it complies with all aspects of fire safety procedures.

Partnership with parents and the community

54. The school's partnership with parents and the community is excellent. Very good quality information is provided for parents. They frequently receive lively and informative

newsletters. Reports are detailed and enable parents and pupils to make very good contributions, by indicating targets for learning or personal development. The school has acted promptly to ensure that information on topics studied by pupils is readily available to parents. The school has worked hard to involve parents in their children's learning in English, by holding meetings about reading and the Literacy Strategy and by regularly sending home reading books and research work. Parents are fully involved in the annual reviews of statements of pupils' educational needs.

55. Very good use of home-school reading books supports links between families and the school. A wide range of information is on display around the school for parents, and staff are available for parents and carers to speak to at the start and the end of the school day. The families of pupils who are new to the school benefit from a very good range of information. Home visits to the families of children who are under five, provide opportunities for parents to discuss their child's needs.
56. Parental involvement in the children's learning is excellent. The school is very imaginative and farsighted in its efforts to involve parents. Parents' skills are sometimes targeted in order to reinforce a particular subject, such as science. They are empowered by a range of developmental courses to assist with literacy and information technology in the school. As the home-school contract is introduced, parents formally agree to support reading and learning at home and to ensure their child's attendance at school. Parents enjoy the partnership they have with the school. There is a shared approach to learning and during the inspection, many parents attended the school, either using resources, creating resources or providing themselves as a resource. The provision of homework, such as reading, spelling, mental mathematics or finishing off classwork, is widespread across the school, but is not always perceived by parents to be a formal homework provision. The active home-school association targets the provision of learning resources in its regular fund-raising drives, although it also promotes excellent home-school links through social activities for parents, staff and pupils. The school is aware of the difficulties faced by some working parents and has arrangements for pupils both before and after school.
57. The enrichment of the school's curriculum, through its links with the community, is excellent. The school's exceptionally good links with the community and the frequent use of the school building as a venue for adult education, a millennium project base, a training course base for local schools and as an information technology centre, mean that it is well established as a community resource. The school makes excellent use of the local area for school trips and educational activities, and there are effective links with the local church through the chair of governors, who is frequently involved in delivering assemblies. A parent and toddler group, based in the school for two sessions per week, includes many potential pupils for school and allows them to start to become familiar with the school's facilities. There are strong community links through the arts and theatre centre created from the original school building, and the Community Development Centre, housed in the school. The school welcomes a range of work experience students and students from local colleges and schools to help and support pupils. The intermingling of information technology students from the community, parental helpers and the many visitors to the school, provides an example of a vibrant, busy and committed work ethic that impacts positively on pupils' development and progress.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

58. The school is very well led and managed. The headteacher's exceptional commitment to the school and its pupils, combined with his excellent interpersonal skills, are central to the school's success. He pursues his vision for the school with great determination and infectious enthusiasm. The desire to provide a high quality education for all pupils is endorsed by the staff, governors, parents and the local community.
59. The senior management team performs key roles within the school. Its members carry out their responsibilities conscientiously and effectively. The oversight of each area of the curriculum is by a representative from each key stage. The role of these subject leaders has developed satisfactorily since the previous inspection, when the co-ordination and management of subjects was a key issue. However, teachers' involvement in monitoring the quality of teaching and learning remains an area for further development.
60. The governing body fully appreciates its responsibilities, and discharges them very effectively. It plays an important role in determining the direction of the school, and in monitoring the implementation of decisions. The practice of recruiting governors for their particular skills and for their proven commitment to the school has been very effective. All governors have a first-hand knowledge of the school, enabling them to contribute fully to discussions about such significant developments as the provision of the nursery and the Community Development Centre, and the improvements to the accommodation. Statutory requirements are met.
61. The provision for pupils with special educational needs is very well led and organised by the special educational needs co-ordinator. The arrangements for establishing the facility for pupils with autism have been particularly sensitively managed. The headteacher and governors have taken care to ensure that the existing pupils and the staff are not disadvantaged, and that the pupils with autism are inducted smoothly into the school.
62. A number of effective systems are in place to support and monitor teaching and curricular developments. For example, groups of teachers discuss curricular planning, and the headteacher makes regular observations of teaching and supports in lessons. However, subject leaders have limited opportunities to monitor the work of teachers and pupils, observing and sharing good practice, and this restricts the influence they have on the curriculum and standards.
63. The school's aims, values and policies are implemented very effectively. All staff are involved in developing policies and making decisions, and so their levels of awareness and their commitment are high. An example of the extensive consultation that takes place on a regular basis is the way in which school development plan targets are decided. This process involves teaching and non-teaching staff, governors, and representatives of the home-school association. The school's mission statement and its aims guide the proposed developments, which are agreed by all those involved in carrying them out. The resulting plan is monitored effectively by the governing body, and its outcomes form the basis of the following year's plan.
64. The school's ethos is excellent. There is a clear commitment to high standards. Pupils have good attitudes to their learning, and relationships, including those with the wider

community, are very good. All pupils are respected and valued equally for the contributions they make. The school has progressed very well since the previous inspection, and is very well placed to maintain its current high standards.

Staffing, accommodation and learning resources

65. The school has suitably qualified teachers to meet the needs of the National Curriculum. Learning is enhanced by a large number of very well trained support staff, a number of which are linked to particular pupils, through statements of educational needs. A well qualified special educational needs co-ordinator very effectively supports and manages the provision for pupils who have special educational needs. Curriculum subject leaders have job descriptions which sufficiently identify how they will support colleagues and monitor their areas of the curriculum. However, they do not, at present, have opportunities to monitor teaching. The arrangements for the professional development of all staff are good. There is an on-going cycle of appraisals and several staff have been trained to be appraisers. Appropriate targets are set and required training is organised to meet the needs of the curriculum or for staff training. The staffing is enhanced by volunteers from parents and the community and by students from schools and colleges.
66. The accommodation is satisfactory. The building is attractive, spotlessly clean, well maintained and has recently been improved to provide better teaching facilities and to enable the whole school to be together under one roof. Pupils' work is on display in all areas, and effectively enhances the learning environment. Occasionally lessons are interrupted, as it is necessary to walk through classrooms in order to reach others. The open-plan design sometimes results in noise - for example, from the hall - affecting teaching. The grounds have been particularly well planned and developed to support the curriculum. Areas designed for pupils to sit and talk, a garden of remembrance, a wild garden, as well as areas with trees, shrubs and rocks, provide the pupils with valuable space for quiet reflection or practical work. Accommodation in the nursery is adequate for the present numbers. However, there is inadequate storage for large outdoor equipment. This is preventing staff from adding to the range of equipment to promote learning goals for the under-fives. The school building has been suitably adapted for pupils who have special educational needs, and the provision for pupils with autism is particularly effective.
67. The school provides a good range of high quality resources to effectively support teaching and learning. The resources for information technology, which were criticised in the last inspection report, have improved greatly and are considerably enhanced by the availability of computers in the Community Development Centre. The resources in the facility for pupils with autism are very good. The school has a good supply of reading books and this is effectively supplemented by collections from the library service. Pupils' learning is suitably enhanced by resources available in the local community and through educational visits.

The efficiency of the school

68. The efficiency of the school is very good. There are thorough and very well-organised procedures for financial management which are directly related to the clear educational targets identified in the school's development plan. Teachers with responsibility for various aspects of the educational provision carry out audits and the priorities outlined in

the school's development plan reflect national initiatives, such as the successful introduction of the literacy and numeracy hours, and the needs of the school. Governors are kept fully informed by regular reports from the school and by their good knowledge of the working of the school. They take an active role in the decisions made and there is a lot of expertise among members of the finance committee. By giving careful and considered thought to the management of the budget they ensure that not only does the school obtain very good value for money, but also that the cost effectiveness of their decisions is evaluated.

69. Very effective use is made of teaching and support staff, the latter being very efficiently deployed to give maximum support to those pupils identified as having special educational needs. This ensures that funds allocated for such purposes are used very effectively to provide appropriate support for those who need it and this helps them to make good progress.
70. The school makes very good use of the available accommodation. The recently created information technology centre is in constant use by both pupils and the community. Similarly, the plentiful resources are managed well, are accessible and are used very effectively throughout the school. A significant factor is the ability of the headteacher to seek out additional funding from a variety of sources to enhance the educational provision. However, the storage facilities for large outdoor play equipment in the nursery are inadequate and this is hindering the development of this area of learning for the under-fives.
71. There are well established and very effective systems for financial control which have been recognised by the local authority's audit report. The very efficient support from the administrative assistant plays a key role in the smooth day-to-day running of the school.
72. The efficiency of the school has improved greatly since the last inspection, when there was a weakness in the evaluation of the impact of spending on standards. The school's response has been to produce a written policy for financial delegation and to form a governing body committee to oversee financial spending.
73. The school is committed to high standards and pupils make good progress from their starting point on entry to the nursery. By the time they leave, standards in the core subjects are above the national average. Given the quality of education provided, the efficient manner in which staff and resources are deployed, the excellent ethos and the improvements since the last inspection, the school gives very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

74. Children enter the nursery at the age of three and attend part-time. They spend a year in the nursery and then move to the reception class where they are gradually integrated into full-time education. The curriculum for children under five covers these two classes and relates to the six areas of learning recommended for this age group by the Department for Education and Employment. There was no nursery provision at the time of the last inspection. At the time of this inspection not all the children were in the nursery, and children in the reception year attended in the mornings only, because of a policy of a staggered entry in order to induct children sensitively into school.
75. When they enter the nursery, many children have low levels of communication and social skills for their age. Many have speech problems. Some have good listening skills and are ready to settle to nursery routines. By the time they are five years old, in the reception class, the majority are likely to attain at least the national targets for five year olds in all areas of learning although there is evidence from tests at five years that around 20 per cent do not. In personal and social development, attainment exceeds the targets and this is a strength of the under-fives provision. Children make good progress from their starting point on entry to the nursery.
76. Personal and social development has a high priority in both the nursery and reception class and underpins all the other areas of learning. In the nursery, children settle quickly into the routines and develop a feeling of security. Their self-esteem grows and they become more confident. They develop good relationships with adults and one another. As their independence grows, they develop the skills of dressing themselves, using the toilet and tidying away. They begin to play well with others and learn to take turns and share. As they move into the reception class these skills are extended and by five years they are mature and active learners. Most children behave very well and understand the need for rules in the school community. They have good attitudes to learning, show interest in the activities and persevere to complete a task. They are learning to care for others and to consider their needs.
77. In language and literacy, by the age of five, children listen attentively and talk about their experiences. They use a growing vocabulary to express their thoughts, and they listen and respond to stories, rhymes and songs. They take part in role-play confidently and act out various roles. They enjoy books and handle them carefully. Many can retell a story from memory. As they read big books with the teacher they distinguish between print and pictures, know that print conveys meaning and recognise some familiar words. Children associate sounds with letters and words. Everyone can recognise their name and some have begun early reading. Although some children are still at the stage of using pictures to write and convey meaning, there are many others who make good attempts to form letter shapes, write their names and write a simple sentence with support.
78. In mathematics, children use mathematical language relating to shape, position, size and quantity and are beginning to recognise simple patterns and relationships. They are very familiar with number songs, rhymes and games. They compare, sort and match objects, recognise and use numbers to ten and beyond. Children use real objects in practical activities and show an awareness of addition and subtraction.

79. In the area of learning known as knowledge and understanding of the world, children are learning to observe living things such as plants and to learn what they require in order to survive. They extend their scientific skills as they carry out simple experiments, investigating objects that float or sink. They gain technology skills as they experience cutting, joining, folding and building and then use these skills for many purposes. Children explore computer programs, with adult support, and begin to control a mouse. In the nursery, they are encouraged to talk about where they live and they visit their town to identify some of its features. They talk about families, know their address and learn to compare what they can do now with babyhood.
80. No physical education lessons were seen in the reception class but there was evidence of children using implements such as scissors, brushes and pencils safely. In the physical development area of learning in the nursery, children are learning to ride wheeled toys sensibly, to use tools for mark-making and are gaining skills needed to build constructions. In this area of learning, in the nursery, the inadequate storage facilities for large outdoor play equipment is restricting the development of opportunities. For example, there is no climbing-frame.
81. In the creative development area of learning, children record their ideas and feelings by painting, drawing and using malleable materials such as dough. They have a growing awareness of colour, shape and texture through a wide range of creative activities. They can paint, keeping colours separate from one another, and are learning techniques such as stippling. They draw figures and faces with recognisable features and can work together to produce a class collage. They sing in unison.
82. Overall, progress among the under-fives is good. In personal and social development it is very good. Children learn to express themselves more coherently, recognise characters in reading books and begin to make decipherable letter shapes in their emerging writing skills. They learn about numbers and how they relate to one another; how they can be made larger and smaller. They learn more about the world around them, how things are made and they begin to use computers. They develop greater control over their movements.
83. The quality of teaching is very good in both the nursery and reception class. Particular strengths are the planning of lessons and the assessment of what children can do and what they need to do next. The very effective teamwork contributes very positively to this good teaching with support staff working closely with teachers. All members of this team have a very good knowledge and understanding of the curriculum for under-fives and use their expertise well to support children's learning. This leads to consistency in the educational provision and aids the transition from home to school and from nursery to reception year for the children. Good use is made of opportunities to talk with children which helps them to listen and respond appropriately. Children are managed very well and the relationships between staff and children are sensitive and supportive.

ENGLISH, MATHEMATICS AND SCIENCE

English

84. The findings from this inspection show that by the end of Key Stage 1, overall attainment is at the national average and by the end of Key Stage 2 it is above the national average. By the end of Key Stage 1 the attainment of the majority of pupils in speaking and listening, in reading and in writing is consistent with expectations for their age. Approximately 20 per cent of pupils achieve higher than expected in reading and approximately 30 per cent achieve higher in writing. This represents an improvement on the findings of the previous inspection and on the National Curriculum tests of 1998, and is part of an improving trend. The 1998 Key Stage 1 test results showed that attainment in reading was in line with the national average, but writing was well above average. When compared with similar schools, the results were above average in reading and well above in writing. By the end of Key Stage 2 pupils build on and improve their abilities in speaking and listening and reading and writing, so that overall most pupils achieve above what would be expected, particularly in writing. This is an improvement on the findings of the previous inspection, is in line with the National Curriculum test results for 1998, and is part of an improving trend. The school has worked hard to implement the literacy strategy and this, including the significant contribution made by support staff, is having a positive impact on raising standards and on the good progress made.
85. By the end of Key Stage 1, most pupils join in discussions and express their ideas clearly, for example when describing the functions of different types of food. They listen attentively to class stories and videotapes and make accurate references to the text. In their reading most pupils use a range of strategies such as letter sounds, picture clues, and their recognition of familiar words, to help them tackle new words. By the end of the key stage most pupils read with understanding and expression and use index and contents pages efficiently in their research work. They know about books, authors and illustrators and higher attaining pupils accurately describe plot and characters in detail. By the end of the key stage, most pupils' handwriting is legibly formed and joined. Most pupils describe events clearly and accurately in their diaries or in accounts of visits and they use interesting vocabulary in their imaginative writing. They mostly spell simple words accurately, and they use well-organised and usually correctly punctuated sentences. Higher attaining pupils write well presented, extended stories with a wide vocabulary, using accurate spelling and punctuation.
86. By the end of Key Stage 2, most pupils listen carefully. They adapt their ideas and speech in response to questions from other pupils, for example in discussions about evacuation during the Second World War. Higher attaining pupils begin to employ formal English in appropriate situations and to make effective use of expressive speech in dramatic dialogue. Most pupils understand and read fluently a range of fiction and non-fiction texts. They make predictions about likely outcomes and make inferences about the motivation of characters. Lower attaining pupils use dictionaries accurately and recognise and use alliteration in their work. Most pupils recognise different genres and for example, produce their own writing after the style of Rudyard Kipling. The majority present their work neatly and their handwriting is joined, clear and fluent. They use words imaginatively to make their work interesting and more complex spelling is usually correct. Most organise their sentences into paragraphs and their punctuation, including speech marks and apostrophes, for example, is usually accurate. Higher attaining pupils skilfully adapt

Shakespearean language into modern speech and write insightful criticisms of the work of poets such as Shelley.

87. Progress is good in both key stages for most pupils, including those with special educational needs. As they move through Key Stage 1, most pupils increase the coherence of their speech and extend their use of Standard English; for example they develop their accurate use of tenses when retelling a story. Pupils read increasingly fluently. Lower attaining pupils make good progress in the development of their word recognition skills and use these to read a wider range of texts such as poetry, humour and simple reference material. Higher attaining pupils develop fluency and expression in their reading. Most pupils increase the accuracy of their spelling and punctuation and write increasingly imaginative stories and descriptive accounts. In Key Stage 2, most pupils talk and listen with growing confidence to peers and adults and extend their use of questions to develop their ideas. Most pupils develop their information retrieval skills, including the use of information technology, and they read with increasing independence. In their book reviews most pupils show a developing critical understanding of different styles. As they move through the school, pupils extend the range of their writing for different purposes. They evoke emotions, write letters and posters, write persuasively on such topics as school uniform, explain experiments in science and describe the life of a Roman soldier. Higher attaining pupils write increasingly fluently with well-planned imaginative ideas and an extending vocabulary.
88. Pupils' attitudes are generally good, often very good and sometimes excellent. Most pupils listen carefully, join in discussions confidently, and answer questions eagerly. The majority are well behaved and, in an improvement in Key Stage 2 since the last inspection, they are enthusiastic and enjoy their work. They take a pride in their handwriting and in using words to make work more interesting. They co-operate well - for example, in the use of equipment and when taking turns in discussions. Relationships are very good and most pupils sustain their concentration when they are writing or reading plays when not under the immediate supervision of the teacher. Most pupils work hard and show appreciation of the work of others. Where attitudes are very good pupils are well behaved, persevere with challenging tasks and are completely engrossed in their work. When attitudes are excellent pupils apply themselves thoughtfully to their tasks, such as planning to write a play, and work independently and maturely.
89. Overall, the quality of teaching in both key stages is good. It is often very good and in Key Stage 2 it is occasionally excellent. Most teachers have a thorough knowledge and understanding of the structure and content of the literacy hour. This, together with the organisation of classes based on pupils' ability and the effective deployment of support assistants, is a significant feature in raising standards for all pupils, including those with special educational needs. Teachers plan their work clearly and organise pupils and resources efficiently, ensuring that lessons run smoothly and pupils sustain their concentration. They have high expectations of pupils' work and behaviour and manage pupils well, so that they work hard. Teachers mark pupils' work regularly and make thoughtful comments that guide pupils and help to raise their attainment. They use questions well to challenge pupils to extend their understanding, for example of the use of connectives in writing or of styles employed by different authors. Teachers ensure that homework is used effectively to support work in the classroom and they make effective use of information technology - for example, in the production by pupils of newspapers and magazines. They take advantage of the links between English and other subjects, for example, to develop literacy skills. Writing for different purposes is developed through

recording work in science and geography and reading skills are used effectively to research information in history. Where the quality of teaching is very good, teachers have high expectations and make very good use of day-to-day assessment. The delivery of their lessons is very lively and stimulating and captures the interest of the pupils. In the excellent teaching, work is rigorous and challenging. Planning is extremely clear, enabling teachers and pupils to know exactly what is expected and support staff are deployed very effectively.

Mathematics

90. In the previous inspection report, standards were judged to be good in Key Stage 1 and sound in Key Stage 2 with numeracy judged sound in both key stages. Findings from this inspection show that there has been improvement in numeracy and in overall attainment at the end of Key Stage 2.
91. By the time they are seven, the attainment of the majority of pupils is close to the national average and this reflects the school's results in the 1998 National Curriculum tests. When compared with schools with a similar background, the results last year were close to the average. Although there is no national comparative data yet available, test results for this year show a significant improvement from last year in that, although the percentage of pupils reaching Level 2 is similar, more pupils reached the higher Level 3.
92. By the time they are eleven, the attainment of the majority of pupils exceeds the national average and this also reflects the test results for 1998. When compared with similar schools, attainment was well above average. There has also been an improvement in the percentage of pupils attaining the higher Level 5 of the National Curriculum in 1999.
93. There is evidence that the very successful introduction of the National Numeracy Strategy, resulting in an hour's intensive programme of work per day, is raising standards in number work as pupils show confidence and enjoyment in problem-solving activities.
94. At the end of Key Stage 1, the majority of pupils are able to select the appropriate mathematics for carrying out tasks and are able to discuss their work using correct mathematical language. They experiment with different approaches to mathematical problems. Pupils have a good understanding of place value of numbers up to 100 and are particularly good at recalling addition and subtraction facts to 20 in order to solve problems involving larger numbers. They have good knowledge of facts associated with the 2, 5, and 10 times tables. Pupils are able to measure using standard metric measures and can identify lines of symmetry in two-dimensional shapes. Their numeracy skills are good, and they use practical aids such as number squares and mathematical equipment to identify patterns and relationships.
95. By the time they leave the school at age eleven, most pupils are developing their own strategies for solving problems and are searching for patterns by trying out ideas of their own. Pupils are able to use their knowledge of place value to multiply and divide whole numbers and decimals by 10 or 100. They add and subtract decimals to two places and can recognise approximate proportions of a whole, using simple fractions and percentages to describe them. They understand mathematical terms such as 'numerator' and 'denominator'. Most pupils are able to draw two-dimensional shapes accurately and draw angles to the nearest degree. They have a good understanding of the language of angles.

and most can work out the areas of shapes using a formula. Pupils understand and use the language associated with probability such as 'fair', 'certain' and 'likely'. They use information technology to collect and interpret data.

96. Progress in both key stages is good. Pupils progress well in all aspects of the subject but make particularly good progress in the aspect concerned with number and algebra. They develop a good understanding of the properties of two- and three-dimensional shapes and develop the ability to measure accurately using standard metric units in increasingly smaller units. They become increasingly able to understand the four rules of number and to use this knowledge in solving problems. They develop their understanding of symmetry through reflection, translation and rotation. Pupils begin to study statistics and learn vocabulary such as 'average', 'mean' and 'median'. They develop the ability to work with larger numbers - up to a million. The progress of pupils with special educational needs is good as they are supported by additional staff and tasks are designed to meet their needs.
97. Pupils' response to mathematics is good in both key stages and it is sometimes very good. Pupils enjoy the challenges set for them and are growing in confidence and competence. They concentrate well and behaviour is, generally, good. Pupils are keen to answer and enthusiastic in their responses. They concentrate well and are responsible when asked to work on their own without direct supervision from the teacher. Pupils work very well together and often, in Key Stage 2, will discuss their work with one another in order to solve a problem. Pupils are prepared to listen and respect the opinions of others. They are willing to join in discussions and can give reasons for their answers. They particularly enjoy solving problems and investigations using practical equipment and mathematical games.
98. Overall, the quality of teaching is good, and it is often very good, in both key stages. This is a marked improvement, in Key Stage 2, since the last inspection where there was some unsatisfactory teaching. The relationships that exist between teachers and pupils are very good and teachers have good knowledge of the subject. Teachers' very good planning ensures that work is appropriately demanding for pupils of all abilities. The school has begun to group pupils in Key Stage 1 into sets of ability and is monitoring the results of this strategy. Teachers keep meticulous records of pupils' progress and are very adept at assessing the competence levels of the pupils and increasing the challenge accordingly, thus sustaining pupils' interest and motivation. Very effective links are made with other subjects and skills developed in mathematics are used to support work in, for instance, history, geography and science. Information technology is used effectively, for example to support the work done in data handling. Teachers are careful to ensure that new learning builds steadily on that already known or understood. Teachers are confident in the introduction of the Numeracy Strategy and lessons are conducted at a brisk pace.

Science

99. By the end of both key stages, attainment is above average. The National Curriculum tests and statutory teachers' assessments in 1998 showed that attainment was higher than the national average at both key stages. At Key Stage 1, the proportion of pupils reaching levels of attainment higher than those expected for seven year olds was below the national average. At Key Stage 2, the proportion reaching higher levels of attainment for eleven year olds was in line with the national average. When compared with schools with pupils from similar backgrounds, pupils' performance in science was well above average.

The 1998 results showed attainment to be similar to the last inspection. However, at both key stages, the 1999 results show a significant improvement in the percentage of pupils attaining at a higher level, which is an improvement from the last inspection. Good teaching, very good assessment procedures and teachers' high expectations have contributed significantly to the improvement. Teachers' assessments of pupils' work accurately reflect the end-of-key stage test results, and demonstrate the secure knowledge that teachers have in science.

100. By the age of seven, pupils know that they need food in order to grow. They can sort foods into categories and explain which foods give energy, which foods are for healthy living and which are body building. Pupils are aware that some foods should only be consumed in moderation. For example, pupils know that they should not have too many fizzy drinks as they contain a lot of sugar. By the age of eleven, pupils can construct electrical circuits in series and in parallel. They use their knowledge to design and make models of burglar alarms, using different types of switches. Pupils are also able to draw the circuits using the correct symbols, and they can explain why their alarm works.
101. Overall, pupils make good progress in science. They build up a body of scientific knowledge and develop their investigational skills. During Key Stage 1, pupils learn about their senses, so that they can correctly identify which ones they are using, for example when playing with sand. They learn the names and functions of parts of their bodies, such as the 'eyelids', 'iris' and 'pupil'. During Key Stage 2, pupils build on this early knowledge and become more capable of making deductions from the information they have gathered - for example, that gorillas have flat feet and humans have arched feet. They develop their investigational skills, so that they can devise experiments and accurately record their predictions and observations. They become more knowledgeable about scientific concepts such as insulation, conduction, evaporation and magnetism. Pupils who have special educational needs make good progress because they are given effective support and teachers have high expectations.
102. Pupils' attitudes to science work are good. They work well together, are often absorbed in their work and show that they enjoy the subject. This is especially evident during practical activities. Pupils support each other, share, take turns and show initiative in class. Usually, pupils have high levels of concentration, listen attentively and confidently share their findings. A small minority of pupils display challenging behaviour, but teachers manage this very well. By the end of Key Stage 2, pupils take a pride in presenting their work neatly.
103. The standard of teaching is good overall. Teachers' planning is very good and they show a secure knowledge of the subject. Very good classroom management and assessment procedures contribute to the good standards of teaching. Teachers question pupils skilfully to encourage scientific thinking. They often circulate when groups are working, challenging pupils to find their own answers to problems. Teachers take trouble to provide a wide range of interesting resources, to stimulate pupils and to help them make discoveries - for example, about bones and joints. In one lesson, the pace of learning slowed down when noise from a physical education lesson in the hall meant that the teacher had to repeat herself, and had difficulty hearing pupils' responses. Support staff are very effective in helping pupils make progress, particularly those with special educational needs. Teachers give clear instructions, so that pupils can get on with their work quickly, and they provide plenty of encouragement and praise, to motivate pupils to try hard.

OTHER SUBJECTS OR COURSES

Information technology

104. By the end of both key stages, pupils' attainment is above the national expectation. This represents a considerable improvement since the previous inspection, when standards were unsatisfactory and became a key issue. By the end of Key Stage 1, pupils are able to use a mouse very accurately. For example, they select from the toolbar of a graphics program, and use the tools effectively, to draw, paint, enlarge and reduce shapes, and to erase. They use these skills to enhance their work in other subjects, such as when studying light, in science. Pupils are very familiar with the keyboard, and locate keys quickly when word-processing. With help, pupils can save and print their work. They can write instructions to program a robotic toy to carry out a sequence of movements.
105. By the end of Key Stage 2, pupils type quickly and accurately, and they can save and print their work independently. They can enter data on a spreadsheet, and explore the effects of changing the values - for example, of the price of food during wartime. They can use the computer to create line graphs, using their data. Pupils use information technology to combine different forms of information, and to present it for specific purposes and audiences. For example, they produce a magazine incorporating clip-art, text, graphics, and images from a digital camera. They develop multimedia presentations to illustrate aspects of their work on the Aztecs, involving music, animations and special effects such as dissolving pages.
106. Throughout the school, pupils make good progress. They become increasingly confident and independent. They learn to use a widening range of resources, which enhance their progress in other subjects. Pupils' skills improve, so they increase the rate at which they can work. For example, they learn to quickly open programs and to move between different screens. A major reason for the pupils' high attainment and good progress is the very good provision of resources. The pupils have access to the computers in the Community Development Centre and to other up-to-date machines in their classrooms. A structured scheme of work sets out the skills the pupils need to learn. Teachers adhere closely to this when planning information technology lessons, which are taught by a very knowledgeable support assistant. Additionally, this work is linked to that in other subjects, and teachers provide frequent opportunities for pupils to practise and develop their skills, using the computers in the classrooms.
107. Pupils' attitudes to their learning are very good. They are very confident in their use of the computers and often extend their skills and knowledge by exploring the possibilities of programs. They attempt to solve problems for themselves, and they readily help each other. Pupils enjoy using information technology: this is demonstrated by the high levels of attendance at the daily computer clubs. Pupils treat the resources with respect. Many of them are highly independent learners.
108. The quality of teaching is good. There is very good liaison between the teachers and the specialist support assistant, so that she is quite clear about what pupils are to learn from their sessions. During information technology lessons, pupils are provided with effective support and are encouraged to take responsibility for their own work and progress. Teachers make very good use of the available resources. The computers are used whenever suitable opportunities arise, enhancing pupils' progress in most subjects.

Religious education

109. By the end of Key Stage 1, most pupils attain standards that are above those outlined in the locally agreed religious education syllabus. By the end of Key Stage 2, pupils' attainment is in line with the syllabus. Since the previous inspection, a new syllabus has been introduced, leading to improved standards. However, there has not been time for the full impact to show by the end of Key Stage 2.
110. By the time they are seven, pupils know that they should say, 'thank you', and they can relate this to harvest celebrations, thanking God for food. They are aware of other religions, such as the Hindu religion, and can relate some New Testament stories from the Christian religion. By the age of eleven, pupils have a sound understanding of some of the qualities associated with a Christian way of life. They can explain that William Booth founded the Salvation Army and took action, as a Christian, to improve the lives of poor people. Pupils can also apply this knowledge when considering what action they would take. They have a deeper awareness of other faiths and can compare different religions, although some pupils are a little muddled on factual details or unusual names. Many are able to reflect carefully about situations, as seen when a pupil wrote very sensitively about the death of a pet dog.
111. Pupils make good progress. During Key Stage 1, they become able to produce thoughtful work about people's feelings, friendships and stories from the life of Jesus. During Key Stage 2, pupils learn about different sections of the Bible and other special books from different faiths, such as the Qur'an from the Islamic faith. At both key stages, pupils become increasingly knowledgeable about stories from the Bible and of the importance of festivals in the Christian church's year, such as Easter, harvest and Christmas. They also develop an awareness of the beliefs and celebrations of different religions, such as Diwali in the Hindu faith. Through their learning and discussions, pupils start to understand how religion is relevant to their own lives and to those of others. Pupils who have special educational needs make good progress because they are well supported in class. Good subject leadership in the introduction of the new syllabus has been instrumental in the improvement in progress of pupils' learning since the previous inspection.
112. Pupils respond positively to the teaching. They listen attentively to the teachers' explanations and respect the thoughts and ideas of other pupils. Pupils participate actively in class discussions. They work well together and concentrate on their tasks. When working in small groups, pupils can organise themselves, for example, agreeing who will act as spokesperson. The careful presentation of written work shows that pupils take a pride in their work.
113. Overall, the quality of teaching is good. The teaching is very good in lessons where there are high expectations of pupils' achievement and time is used very effectively. Teachers plan well and have a secure knowledge of the curriculum. They skilfully question pupils to encourage deeper thinking about related issues. Good use is made of high quality resources, such as artefacts of Christian and other religions, to stimulate pupils and help them to learn. Religious education teaching is also appropriately reinforced in assemblies. There are good links with the local Anglican church and celebrations, such as Harvest Festival, suitably promote the religious education work. Assemblies by the rector and the curate extend the pupils' knowledge of the Christian faith and visits to the local church aptly reinforce the teaching. Some residential visits support pupils' learning about other religions - for example, when they include visits to a Hindu temple.

Art

114. Only one lesson was seen in each key stage but there is evidence from teachers' plans and displays of pupils' work to show that art features prominently in the curriculum. In both key stages, pupils make satisfactory progress and produce some pleasing results, especially in three-dimensional work. For example, they make mosaics, medals and salt dough figures as part of topic work in history.
115. Pupils learn to use a range of media and art techniques. In Key Stage 1 they learn to mix paints and gain increasing mastery over a range of implements. Their line drawings become more accurate as they develop observational skills. In Key Stage 2, pupils learn to plan their outcomes, to execute their work with care and to modify it as a result of their evaluations. Their pencil drawings from direct observation become more detailed and representational. They show more skill in selecting appropriate resources and materials in order to express their ideas. They learn to recognise the style of famous artists and they use computer programs to illustrate their work in other subjects.
116. Pupils respond positively to artwork. They apply themselves thoughtfully to their tasks and take care over their presentation. They co-operate well when working on class projects such as a collage or fabric painting. They are willing to seek for and act on advice from teachers in order to improve. They concentrate even when not under the direct supervision of staff.
117. There is insufficient evidence to make an overall judgement on teaching but in both the lessons seen teaching was satisfactory. Tasks were explained clearly and teaching interventions were helpful in developing techniques. Teachers provide a range of interesting and relevant activities and resources are well organised. Lesson plans are detailed and teachers are clear about what they want pupils to learn. A strong feature of teaching is the links made with other subjects where pupils' art enhances work in, for example, history, religious education and design and technology. The subject is enriched by a termly arts week, which focuses on themes such as the Chinese New Year and Harvest. An artist in residence led Key Stage 2 pupils as they developed a striking and attractive mosaic floor in the memorial garden.
118. Although the two subject leaders try to monitor the provision for art in school by examining displays and sometimes focusing on the subject in staff meetings, they have no opportunities to visit other classes to observe teaching. There has been an improvement since the last inspection in that the policy has now been updated.

Design and technology

119. It is not possible to make an overall judgement about pupils' progress, because there is insufficient evidence concerning Key Stage 2. During Key Stage 1, pupils make good progress. This is particularly evident in their practical making skills. Pupils learn how to handle a range of materials and simple tools. For example, they become increasingly skilful in their use of scissors and needles, and many produce neat stitches when joining two pieces of fabric. They become more discriminating in their selection of resources, as they consider such items as feathers and sequins, to embellish the finger puppets they have made. Lessons take the form of workshop sessions, involving high levels of support, from teachers, support assistants and volunteers. This is a very effective strategy, enabling all

pupils to be fully involved and to make good progress. In Key Stage 2, pupils in Year 6 produce good quality outcomes using, for example, wood, mouldable materials, and food.

120. In Key Stage 1, pupils' attitudes to their learning are very good. They follow instructions sensibly, and try hard to be independent. Pupils co-operate very well with each other, sharing resources and working together to clear away. Pupils clearly enjoy their workshops, and are often delighted with the outcomes they produce, such as buns to take home, or a piece of printed fabric.
121. The quality of teaching is very good in Key Stage 1. The workshops are very well planned and organised, and support staff and volunteers are very clear about their roles and responsibilities. Very good attention is paid to safety and hygiene and to the needs of pupils with special educational needs. Tasks are modified to suit particular disabilities, and suitable resources are provided. Teachers have high expectations of what the pupils can achieve, in terms of their practical skills. Less emphasis is placed on designing, and this aspect is in need of further development, throughout the school.

Geography

122. Progress is good overall. During Key Stage 1, pupils make good progress in developing geographical skills - for example, in following a route. In the early part of the key stage, they learn that buildings may be used for different purposes, and they apply this later when they study their own locality, including the use of maps of the Cockermouth area. They develop their understanding of the differences between man-made features and natural physical features, and they select information from resources to support their investigations. Pupils learn about different places and lifestyles through interesting displays such as one depicting Barnaby Bear's visit to France. During Key Stage 2, pupils develop their ability to use maps to help them to learn, for example, the names of countries of the British Isles and where they are situated. They learn about sedimentary, metamorphic and igneous rocks. They can explain how volcanoes erupt, how the earth's crust moves and they learn about fossils. Pupils who have special educational needs are well supported in class and, therefore, make good progress.
123. Pupils respond well and are interested in the subject. Younger pupils particularly demonstrate excitement and are often engrossed in their work. Most pupils are very keen to be involved in lessons, and they co-operate well with each other. Behaviour is good.
124. Overall, the quality of teaching is good. Classes are well managed and there are high expectations of achievement. Teachers show a secure knowledge of the subject and successfully stimulate interest through discussion. Good use is made of the local environment, which is rich in geographical resources, to support the learning. For example, pupils can find fossils in the rocks in the school grounds. They regularly visit areas of geographical interest.

History

125. Only one lesson was seen in each key stage but there is sufficient evidence to show that the subject is taught regularly and pupils are making satisfactory progress in both key stages.

A particular strength in history is the good research skills pupils display when engaged in historical enquiry.

126. Pupils gain an understanding that history is about real people and real events and the older ones begin to appreciate the influence these events have had on the present. In Key Stage 1, pupils begin to develop a sense of time through comparisons of 'then' and 'now'. They start to learn how to collect information. For example, they use a questionnaire to ask their parents and grandparents about their childhood toys. In Key Stage 2 pupils extend these skills through the use of information technology, artefacts, books and documents. By the time they leave the school, pupils have gained an understanding of the lifestyles of the Tudors, Romans, Aztecs and the experiences of those who lived through the Second World War.
127. Pupils have good attitudes to history. They are interested and willing to discuss their findings. There is evidence in Key Stage 2 of pupils becoming excited about their discoveries and voluntarily seeking out further knowledge - for example, about the Second World War or the Tudors. Pupils empathise with the experiences of people in the past and are able to reflect on these and compare them with their own. They work co-operatively with a partner and apply themselves diligently to their tasks.
128. Not enough lessons were seen to make an overall judgement on standards of teaching. In the two lessons seen, teaching was competent and effective. Detailed and thorough lesson plans, combined with good use of a range of appropriate resources, helped pupils to increase their knowledge and understanding. A strength of the teaching is the way in which links are made across a range of subjects such as art, geography, information technology and literacy to enrich the work in history.

Music

129. There is insufficient evidence for judgements to be made about pupils' progress and attitudes or the quality of teaching. It was possible to see only one music lesson during the inspection. In this Key Stage 2 lesson, most pupils made good progress. Pupils listen attentively and recognise and use differences in pitch and dynamics. They sing tunefully from memory and respond sensitively to different kinds of music such as hymns or traditional songs. They use their knowledge of pattern and rhythm to perform increasingly effectively.
130. In the lesson seen most pupils showed clearly that they enjoyed singing. They sing enthusiastically and are eager to improve their performance. Most pupils listen carefully and respond appropriately to the instructions and guidance of the teacher. They collaborate well in working together as a choir.
131. The quality of teaching in the lesson seen was good. The teacher has good subject knowledge and a wide range of expertise. The pupils' singing was accompanied on the piano very skilfully and this had a positive impact on their performance. There are very good relationships and the friendly, enthusiastic delivery and the brisk pace to the lesson ensure that all pupils are well motivated and are eager to remain on task. Effective management of pupils, clear explanations and descriptions and high expectations enhance pupils' progress. Pupils' singing is assessed thoroughly during lessons and this is used

effectively to help them to improve their performance. Lessons are well prepared and ensure that pupils build on work that has gone before.

132. The school uses a wide range of percussion instruments and tapes and approximately 70 pupils learn the recorder. Some of these perform to a high standard. The school is currently extending the range of instruments taught and recent developments have included the provision of opportunities for pupils to play the violin and the cello. The subject leaders and the music teacher ensure that music is well planned and that pupils have opportunities to participate in events in the community such as local music festivals.

Physical education

133. During both key stages, pupils make good progress. As they move through Key Stage 1, the majority develop their skills in responding sensitively to music. They improve their balance as they travel and increase their skills in performing patterns in dance and the use of gesture. During Key Stage 2 most pupils deepen their understanding of how to evaluate their work in order to improve performance. They show increasing skills in travelling and transferring body weight from one part to another and in creating sequences of movement. Most pupils improve their control when exercising vigorously and deepen their knowledge of the relationship between exercise and a healthy life style. They improve their ball- and stick-skills and their accuracy in receiving and sending.
134. At both key stages, pupils' attitudes are good. Most enjoy their work and are well behaved, courteous and polite. They co-operate well with one another - for example, in setting out and caring for equipment, and collaborate well in simple team games. They listen attentively and work well when not under the immediate supervision of the teacher. Most pupils, including those with special educational needs, are eager to take part in physical exercise and are quick to show their appreciation of the efforts of others. They sustain their concentration and persevere when given challenging tasks by the teacher.
135. In both key stages the quality of teaching is good. Most teachers have a good knowledge of the subject and observe pupils closely, enabling them to offer effective guidance in improving their performance. They have high expectations of pupils' behaviour and work and, together with skilful management of pupils, this helps to enhance performance. Most teachers organise pupils and equipment efficiently and lessons are conducted at a brisk pace so that they run smoothly and pupils sustain rigorous activity. Teachers are well aware of safety issues during lessons and effectively communicate the importance of physical activity for a healthy life style. They take great care to ensure that pupils with special educational needs have equal opportunities to make progress. Planning for the subject, including swimming, is very clear and pupils have opportunities to participate in extra-curricular sporting activities such as walking in the local environment and to play in football and netball fixtures with other schools.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

136. An inspection team of five inspectors, including a lay inspector, spent a combined total of 19 days in the school. Before the inspection a range of school documentation was analysed. The Registered Inspector met the headteacher, staff and some governors on a pre-inspection visit.
137. During the inspection, further documentation, schemes of work, teachers' planning, attendance registers, minutes of meetings and curriculum plans were examined. Pupils' records and reports were scrutinised. All work was scrutinised for the present term and some of the previous year. The work of pupils with special educational needs was scrutinised and their individual education programmes examined. Samples of homework were inspected.
138. Pupils were assessed for their literacy skills and their ability to work with numbers. Discussions were held with children as they worked in groups or individually. Pupils' use of literacy and numeracy in all areas of learning was assessed. Pupils were observed at breaks and lunchtimes, and key stage and class assemblies were seen.
139. Meetings were held with the headteacher, class teachers and some governors. Informal discussion took place with support staff, caretaker, parents and volunteers. Staff from other agencies were interviewed, including the educational welfare officer, teacher of hearing impaired children, the school nurse, the field officer for CREDITS, and leaders of a playgroup and an after-school club.
140. Before the inspection a parents' meeting was held which 24 parents attended. The responses to the parental questionnaire were analysed.

141. **DATA AND INDICATORS**

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	225	15	65	48
Nursery Unit/School	22	1	1	N/A

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent):	10
Number of pupils per qualified teacher:	22.5

Education support staff (YR - Y6)

Total number of education support staff:	10
Total aggregate hours worked each week:	210.5

Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent):	0.6
Number of pupils per qualified teacher:	11

Education support staff (Nursery school, classes or unit)

Total number of education support staff:	2
Total aggregate hours worked each week:	45
Average class size:	28

Financial data

Financial year:	1999
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	£
Total Income	477337
Total Expenditure	473887
Expenditure per pupil	2106
Balance brought forward from previous year	7229
Balance carried forward to next year	10679

PARENTAL SURVEY

Number of questionnaires sent out:

200

Number of questionnaires returned:

41

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	61	37	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63	34	0	2	0
The school handles complaints from parents well	39	45	13	3	0
The school gives me a clear understanding of what is taught	37	43	15	5	0
The school keeps me well informed about my child(ren)'s progress	54	39	5	2	0
The school enables my child(ren) to achieve a good standard of work	56	39	5	0	0
The school encourages children to get involved in more than just their daily lessons	39	56	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	32	43	15	10	0
The school's values and attitudes have a positive effect on my child(ren)	51	42	7	0	0
The school achieves high standards of good behaviour	36	51	7	3	3
My child(ren) like(s) school	56	37	7	0	0

Other issues raised by parents

A small number of parents expressed their concerns that the needs of pupils with special educational needs are given priority over the provision for the remainder of the school population.