

INSPECTION REPORT

Seaton C of E Junior School
Workington

LEA area : Cumbria

Unique Reference Number : 112277

Headteacher : Mr D Maughan

Reporting inspector : Mr D Law
20575

Dates of inspection : 8th – 11th November 1999

Under OFSTED contract number: 707134

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

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INFORMATION ABOUT THE SCHOOL

Type of school :	Junior
Type of control :	Voluntary Controlled
Age range of pupils :	7 to 11
Gender of pupils :	Mixed
School address :	Seaton Park Seaton Workington Cumbria CA14 1HA
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Appropriate authority :	Governing Body
Name of chair of governors :	Mr Nigel Dennis
Date of previous inspection :	January 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Mr P Evans, Lay Inspector		Attendance Support, Guidance and Pupils' Welfare Partnership with Parents and the Community Accommodation
Mrs V Farrow Team Inspector	English Information Technology Design and Technology Religious Education	The curriculum and assessment Pupils' spiritual, moral, social and cultural development Special educational needs
Mr D Llewellyn Team Inspector	Science Art History Geography	Attitudes, behaviour and personal development Staffing Learning resources

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MAIN FINDINGS

What the school does well

Links with the community are very good; the governing body and headteacher promote this well.

- Good parental involvement.
- Pupils behave well and have positive attitudes to learning. Provision for social development is good; pupils relate well to each other and to adults.
- Teachers and support staff throughout the school are committed and hard working; teaching in Year 5 is consistently very good.
- Provision for extra-curricular activity is good.
- The school has a very good computer room; this benefits pupils' learning and provides a valuable resource for the use of the community.
- The recently established after school club is of very good quality and of much benefit to those children who take part.

Where the school has weaknesses

Significant weaknesses in leadership; school improvement lacks clear direction from the headteacher; monitoring and evaluation are poor; governing body strategies for checking the work of the school have too little impact on quality and standards.

- I. The quality of staff development is unsatisfactory; the statutory requirements for teacher appraisal are not met.
- II. Too many lessons in Years 3 and 4 have unsatisfactory teaching and lack clear objectives for pupils' learning.
- III. Too much unsatisfactory teaching in English; this contributes to unsatisfactory progress in writing.
- IV. Attainment in RE and provision for pupils' spiritual development are unsatisfactory.
- V. The quality of day-to-day assessment varies across classes but is unsatisfactory overall; information is not used consistently to improve teaching and learning.
- VI. Financial information to governing body meetings lacks sufficient detail; a financial statement is not provided with the required notice prior to the Parents' Annual Meeting.

What the school does well is outweighed by the weaknesses; the weaknesses will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

The following points were key issues at the last inspection:

- VII. The school has reviewed its aims and communicated them more widely through the school prospectus.
- VIII. Monitoring and evaluation is still a key issue and is of poor quality.
- IX. Staff development priorities are not properly identified.
- X. The school development plan now has a long-term section but too little detail on how school improvement will be achieved.
- XI. The Cumbria Agreed Syllabus for religious education has recently been adopted, statutory requirements are met and the co-ordinator has attended appropriate training; this is yet to improve standards which are below expectation.
- XII. Grouping pupils into ability sets was introduced to achieve a better match of work but there is still low expectation and insufficient challenge in those lessons that are unsatisfactory.

The following were issues at the last inspection:

- XIII. Long-term assessment has improved; there is analysis of test results to identify pupils for additional literacy support but most teachers do not effectively use short-term assessment.
- XIV. Standards in writing still vary; teaching in one-third of English lessons is unsatisfactory.
- XV. The quality of investigative work in science is better; pupils in each year group have opportunities to carry out experiments.
- XVI. No unsatisfactory teaching was seen in physical education; teachers interact positively with pupils to help them to learn.
- XVII. Provision for pupils' spiritual development was sound at the last inspection but is now unsatisfactory.
- XVIII. Improvement since the last inspection is unsatisfactory; the school has too little grasp of how well it is doing and how it might improve; the school's capacity to make further improvement is unsatisfactory.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

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

The 1999 test results are better than 1998. There are significantly more higher attaining level 5 pupils in English in 1999. In 1998, compared with all schools and with similar schools the results were well below average. At the end of the key stage pupils' attainment in information technology is in line with that expected nationally; in religious education attainment is below that expected at the age of eleven.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English			unsatisfactory
Mathematics			satisfactory
Science			satisfactory
Information technology			satisfactory
Religious education			satisfactory
Other subjects			satisfactory

Teaching is satisfactory or better in 87% of lessons; in 22% it is very good or better and it is less than satisfactory in 13%. The quality of teaching varies significantly between classes. Almost all teaching in Year 5 is very good or better and none of it is unsatisfactory. There was only one unsatisfactory lesson in Year 6 (2% overall). In the lower key stage there were 6 unsatisfactory lessons, three in each year group, about one fifth of lessons overall.

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	Good throughout the school; pupils are respectful of each other, respond well to school conventions and are courteous and trustworthy.
Attendance	Good; better than average.
Ethos*	Pupils are keen to learn and relate well to each other and to adults.
Leadership and management	The management of school improvement is not systematic; monitoring and evaluation is weak. There is too little grasp of what the school needs to do to improve and how this will be achieved. Co-ordinators have too few opportunities to develop management skills.
Curriculum	Sound; stimulating in Year 5, good provision for extra-curricular activities, music and swimming. The additional literacy programme and the 'Better Reading Partnership' provide effective support; the pupils taking part make good progress. Short-term assessment is unsatisfactory; information is not used consistently to inform teaching.
Pupils with special educational needs	Satisfactory overall, support for individual pupils is good.
Spiritual, moral, social and cultural development	Good provision for social development, satisfactory for moral and cultural but unsatisfactory for spiritual where there is little opportunity for reflection.
Staffing, resources and accommodation	Sound overall. Accommodation is good and resources are satisfactory. Provision for staff development is unsatisfactory.
Value for money	Satisfactory.

* *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
<p>XIX. Parents feel staff are very approachable.</p> <p>XX. The 'Better Reading Partnership'.</p> <p>XXI. The facilities for information technology.</p> <p>XXII. The wide range of extra curricular activities.</p> <p>XXIII. The high standard of good behaviour.</p>	

The judgements of the inspection team support these views.

KEY ISSUES FOR ACTION

➤. **Raise standards in writing by:**

- . Providing more opportunity for pupils to use their writing skills across the curriculum
- . Ensuring consistent short-term planning across classes so that curriculum objectives are clear
- . Monitoring teaching to check that what is planned is taught and the outcomes are reported to the governing body
- . Improving teachers' subject knowledge of English (see paragraphs: 7-10, 86-93)

➤. **Raise standards in religious education and improve provision for pupils' spiritual development by:** Providing more opportunity for reflection on personal experience through religious education, other areas of the curriculum and worship (see paragraphs: 48, 113-117)

➤. **Improve leadership and management by:**

- . The headteacher providing clear educational direction and securing effective strategies for school improvement
- . Defining the role of the senior management team and giving it a clear school improvement function
- . Enabling co-ordinators to acquire and use the management skills needed to monitor standards and quality
- . Improving monitoring and evaluation to identify and disseminate best practice and to address weaknesses
- . Improving school development planning to identify in detail what will be done and how this will be achieved, who will do it and when
- . Identifying staff development needs, implementing a systematic training programme and evaluating the impact on standards and quality (see paragraphs: 64-73, 75, 76, 82, 93, 101, 107, 112, 117, 121, 126, 132)

➤. **Improve the quality of teaching where it is less than satisfactory by:**

- . Monitoring lessons to ensure they have sufficient pace and challenge
- . Raising expectations of what pupils can achieve and securing a consistently better match of work to ability
- . Including clear learning objectives in all short-term planning and communicating them to pupils in lessons (see paragraphs: 30, 31, 32, 33, 91, 100, 105)

➤. **Improve the use of short-term assessment by:**

- . Recording pupils' achievement against key learning objectives in the core subjects and using the information to inform teaching and learning
- . Appointing a co-ordinator for assessment to lead improvement and provide a strategic view (see paragraphs: 44, 91, 100, 106, 126)

➤. **Improve the work of the governing body by:**

- . Using good quality monitoring and financial information to check standards and quality and to inform strategic planning (see paragraphs: 65, 82)
- . Fulfilling statutory requirements for teacher appraisal and providing the required financial statement prior to the Parents' Annual Meeting (see paragraphs: 73 and 75)

INTRODUCTION

Characteristics of the school

1 The school is situated in the village of Seaton, which is just outside Workington in West Cumbria. It provides education for pupils in the 7-11 age range. There are 220 pupils on roll: 103 boys and 117 girls. The school is about the same size as other schools of this type. The building was erected in the 1970's to an open plan design, but there have been subsequent modifications to the internal accommodation. The majority of pupils come from owner occupied homes. Very few pupils speak English as an additional language. The percentage of pupils known to be eligible for free school meals (8.37%) is below the national average (20%). The proportion of pupils identified as having special educational needs (12.6%) is below the national average (18.3%) but the percentage of pupils with Statements of Special Educational Need (3.3%) is above the national average (1.5%). Pupils' attainment on entry is broadly in line with the nationally expected level for their age. About one-fifth of pupils are below the expected level in reading but over one quarter achieve the higher level 3 in both reading and writing.

2 The aims of the school are:

PUPILS AND THE CURRICULUM.

AIM: To help pupils develop and acquire knowledge and skills and with the ability to use them to reach their full potential.

Objectives:

To develop enquiring minds

To develop attitudes, behaviour and responsibilities towards others that reflect the school ethos of tolerance and understanding.

To develop the qualities of sound moral values including decency and honesty.

To encourage children to develop a high self-esteem and to strive for excellence.

To develop a caring attitude towards others.

To deliver a broad, balanced curriculum in accordance with the National Curriculum.

To develop social skills both in school and through residential experience.

To provide a wide range of extra-curricular activities.

THE COMMUNITY

AIM: To foster and develop the strong community links already established.

Objectives:

To work with the community to make the school premises available.

To encourage strong home/ school links.

To develop new links with the community.

To develop and extend the use of our Community Development Centre.

To work with neighbourhood schools.

ENVIRONMENT

AIM: To work with governors to improve the school environment.

Objectives:

To work with Ground Maintenance to improve the schools grounds.

To work with Construction Services to improve the internal environment of the school.

To work with the 'Fundraisers' on school development.

To link with external agencies to enhance the school.

To present a caring, warm environment for our children.

3 The main curriculum priorities this year, as set out in the school development plan (SDP), are numeracy and science. The subjects of the curriculum identified for maintenance in 1999/00 are literacy, ICT and RE. The SDP also identifies community and extra curricular activities as items for development, together with improvements to the building. The school has set realistic targets for pupils' attainment for the next four years in the core subjects of English, mathematics and science.

Key Indicators

Attainment at Key Stage 2¹

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

Year	Boys	Girls	Total
1999	25	38	63

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	16	22	19
	Girls	29	25	27
	Total	45	47	46
Percentage at NC Level 4 or above	School	71	75	73
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	16	20	19
	Girls	30	29	27
	Total	46	49	46
Percentage at NC Level 4 or above	School	73	78	73
	National	68	69	75

Attendance

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

		%
Authorised Absence	School	4.41
	National comparative data	5.6
Unauthorised Absence	School	0
	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

¹

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

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	22
Satisfactory or better	87
Less than satisfactory	13

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

- 1 The results of the end of Key Stage 1 national tests show that attainment on entry to the school is broadly in line with that expected nationally of seven-year olds in English and science. The percentage of infant pupils achieving level three in reading and writing in 1996 was above average. However, a significant number of pupils on entry, about one-fifth, achieve reading scores that are below the expected level. In mathematics attainment on entry was better than that expected nationally in the three years from 1997 to 1999; in 1996 it was broadly in line with the national figure. In the last two years just over one-third of pupils have achieved level three in mathematics.
- 2 The end of Key Stage 2 tests in 1999 show that the school is in line with the national average in English and mathematics; in science the school scores below the national average. One-fifth of pupils achieves level 5 in English and mathematics. When compared with similar schools, standards achieved by 11 year olds in 1999 are below expectation in English, well below in science and in line for mathematics. These figures are better than in 1998 when the school was well below the national average and the attainment of similar schools in all subjects. There were no level 5 scores in mathematics and few in English and science in 1998. Trends show that in both 1996 and 1997 the school scored above the national average in all subjects. In these years around one-fifth of pupils achieved level 5 in mathematics but less than one in twenty did so for English. In 1997 attainment was in line with that of similar schools in all subjects. In the 1999 tests and teacher assessments nearly twice as many girls as boys reached the expected level in English, but there was no significant difference in the performance of boys and girls with regard to mathematics. In science during the period 1996 to 1998 the attainment of boys was higher, but in 1999 girls did better than boys.
- 3 Pupils with special educational needs make sound progress overall in relation to the objectives set out in their Individual Education Plans. When supported individually and in small groups by the special welfare assistants they make good progress. This is seen particularly in the core subjects of English and mathematics where help with language acquisition is of good quality and pupils are able to take a full part in the lesson and stay on-task.
- 4 In English, pupils' overall attainment at the end of the key stage is broadly in line with that expected nationally for eleven-year olds, but it remains below in writing and the school has made unsatisfactory progress in this respect since its last inspection. Overall, pupils' progress in relation to their prior attainment in English is satisfactory.
- 5 Pupils' attainment in speaking and listening at the age of eleven is of a satisfactory standard and they make sound progress across the key stage. It is very good in Year 5 where opportunities are well planned. In Year 6, pupils debate issues such as smoking and in Year 4 they question visiting speakers about their religious beliefs. Throughout the curriculum however, there are too few opportunities for pupils to express their own thoughts and feelings or to reflect on those of others. Pupils have good listening skills across the key stage.
- 6 By the end of the key stage pupils' attainment in reading is broadly in line with the national average. There is good progress in reading in the lower key stage through well-structured phonic teaching and through pupils' involvement in additional literacy support. By the age of eleven, pupils have made satisfactory progress and are able to read fluently and accurately with sound levels of understanding. They are able to talk in detail about plots and characters and the higher attaining pupils demonstrate a deeper understanding through their ability to use inference. Their wider knowledge of a range of authors is more limited. Most pupils know how to locate information, but there are too few opportunities for pupils to extend their study skills by using the library. Overall this has not been satisfactorily addressed since the previous inspection.

- 7 By the age of eleven, pupils' attainment in spelling, writing and handwriting remains below the national average and they are making unsatisfactory progress overall, but particularly in the lower key stage. Almost all are still printing with variable standards of presentation and spelling, which is significant given the greater than average proportion of pupils attaining the higher level in writing in the end of Key Stage 1 National Curriculum tests. There is some evidence of improvement in the upper key stage and some good progress was observed in Year 5 where pupils were developing their use of joined script. The older pupils have a sound understanding of basic punctuation and grammar. In Year 6, they relate this knowledge to other subjects but overall there are insufficient opportunities for pupils to develop their use and choice of English through extended personal writing.
- 8 Pupils' attainment in mathematics at the end of the key stage is in line with that expected nationally of eleven-year olds. Overall, pupils make sound progress; in Years 5 and 6 they make better than expected progress. In Year 3, pupils can confidently add near multiples of ten to a two-digit number and reach a satisfactory standard in key objectives for learning such as the multiplication tables for two, five and ten. Most pupils in Year 4 are able to derive division facts from their knowledge of multiplication. Pupils in the lower attaining set show reasonable confidence and recall when doubling small even numbers. In the higher attaining set nearly all pupils can complete number lines for multiples of three and six. Higher attaining pupils in Year 5 confidently add and subtract pairs of two digit numbers and show good reasoning skills. Lower attaining pupils make very good progress in their ability to partition and add numbers of up to three digits. Higher attaining pupils in Year 6 have a good knowledge of the basic properties of quadrilaterals and most are secure in their knowledge of multiplication facts to ten. Lower attaining pupils can identify some of the properties of a rectangle; most can recall basic multiplication facts.
- 9 At the end of the key stage, standards of attainment in numeracy are in line with those expected of pupils of this age, although lower attaining pupils find it difficult to explain their thinking. The strategy for numeracy is having a satisfactory impact on standards, particularly in setting out clear objectives for pupils' learning. Standards of attainment in literacy at the end of the key stage are below expectation in relation to spelling, writing and handwriting, but are broadly average for reading. The school's strategy for literacy is not yet having a satisfactory impact although it is better in Years 5 and 6 where teachers' subject knowledge is stronger.
- 10 Pupils' attainment in science at the end of the key stage is in line with that expected nationally of eleven-year olds in understanding materials and their properties. In Year 3, pupils make satisfactory progress in their understanding of which foods contain proteins, fats, sugars, carbohydrates and vitamins. Year 4 pupils make good progress in identifying the different parts of the skeleton. Pupils in Year 5 understand different types of seed dispersal and make good progress in controlling the variables of testing a model of a seed in flight. In Year 6, pupils make satisfactory progress in understanding the properties of materials and good progress in structuring and reporting the outcomes of their investigations.
- 11 By the age of eleven standards in information technology are in line with those expected nationally and pupils make satisfactory progress overall. Pupils' attainment is good in relation to the organisation and presentation of information. In Year 3, pupils are able to insert clip-art into a given text format and in Year 5 they understand the function of databases. Pupils in Year 6 are aware of e-mail and make good use of digital cameras.
- 12 By the age of eleven standards in religious education (RE) are below the expectations of the Cumbria Agreed Syllabus. Overall, progress is unsatisfactory apart from Year 3 where it is sound. In Year 3, pupils are developing their knowledge about the founders of other principal religions. In Year 6, pupils know about the role of women in worship in the Church of England, but they are reluctant to express what they think and feel about religion.

- 13 No lessons were seen in design and technology, but evidence indicates that pupils make satisfactory progress in designing, making and evaluating. In history, Year 6 pupils have a satisfactory understanding of Victorian society; standards in using historical evidence in making judgements are satisfactory. In geography, pupils in Year 3 make satisfactory progress in understanding weather and in Year 4 pupils make sound progress in understanding the culture of Kenya.
- 14 In art, progress across the key stage is satisfactory. Year 3 pupils make sound progress when experimenting with texture, pattern and line. Year 6 pupils make satisfactory progress in using a range of media including felt-tip, pencil and paint. Progress in music is good. In Year 3, pupils have a good understanding of how symbols can represent sound and show good skill in beating out a steady rhythm using percussion instruments. Pupils in Year 4 compose and play more complex rhythms and follow a given beat readily; they can create a planned effect by using a rest. Pupils' progress in PE throughout the school is good. In Year 3, pupils are able to work with reasonable control and can refine and improve what they do. In Year 5, pupils know the basic rules of games and display sound catching and positional skills. Year 6 pupils can run, jump, take off and land with reasonable pace, control and accuracy. Pupils make good progress in swimming and most are in line to meet the expectations for their age and many to exceed this.
- 15 The school has set targets for pupils' attainment at the end of the key stage in English, mathematics and science. The target for science is challenging; those for mathematics and English are realistic. At the last inspection unsatisfactory standards were reported in writing and this is still the case. Standards in RE were unsatisfactory overall at the last inspection and they are still below expectation. In science better standards are now achieved in attainment target 1 which covers investigation and experiment. The previous inspection also reported some unsatisfactory standards in aspects of technology, history and PE; no less than satisfactory achievement was seen in these subjects.

18 **Attitudes, behaviour and personal development**

- 16 Pupils' attitudes are good. Nearly all the pupils have positive attitudes to learning and apply themselves with concentration to the activities organised for them by their teachers. Parents feel that the school promotes positive attitudes. Pupils are motivated by the school's awards system for achievement. Across the key stage a significant minority of pupils lack the confidence to articulate their thoughts, but when provided with opportunities and the encouragement to contribute their ideas, for example in Year 5, pupils make suggestions, discuss ideas and explain their understanding.
- 17 Behaviour is good in classrooms and pupils move in an orderly way around school and show respect for property. Parents, who feel that the school achieves high standards of good behaviour, also reflect this finding. Pupils collaborate well when carrying out science investigations into seed dispersal in Year 5 and when solving problems related to the square root of numbers. The quality of relationships is very good in Year 5 and good in Years 3, 4 and 6. The school actively discourages any form of bullying and on the few occasions when it occurs, it is mainly name calling rather than physical. These incidents are dealt with promptly. There have been no exclusions during the past two years.
- 18 The pupils' personal development is enhanced by opportunities to participate in community projects. For example, during the summer term pupils, staff, governors and members of the community worked with a potter to celebrate the Millennium; a mosaic of the "Life and times of Seaton" was produced and located in the local churchyard. Currently pupils and their families are contributing shoeboxes of gifts for children in Eastern Europe. Pupils in Years 4, 5 and 6 also have opportunities to experience living away from home in Birdoswald (on Hadrian's Wall), the Hawse End Outdoor Centre and Llandudno. Pupils are encouraged to carry out personal study as homework, but limited opportunities are provided in school as the library is not set out for personal study, nor is it used frequently. Few pupils independently use Information Communications Technology for research. Research into historical evidence is encouraged in history lessons in Years 5 and 6.

- 19 Pupils are sensitive to the values and feelings of others, for example in Year 5 when they listen attentively and with interest to a pupil with significant learning difficulties. In Year 4, pupils were fascinated when watching a videotape of the life of two children living in contrasting environments in Kenya. Pupils are given limited opportunities to accept responsibility. These include picking up litter, selling drinks and collecting money, helping to add up team points and getting the hall ready for assemblies.
- 20 Overall, pupils' attitudes, behaviour and relationships are good and make a positive contribution to the school's standards.

Attendance

- 21 The attendance rate is above the national average. The recording of attendance by class teachers is accurate overall and complies with statutory requirements although there is some inconsistency in Year 4 with regard to the marking of sickness absence.
- 22 There are appropriate and efficient administrative systems to monitor pupil attendance. Messages from parents are logged routinely and any unexplained absence is followed up promptly if the reason for absence has not been communicated to the school by the child's parent or legal guardian.
- 23 Authorised absences are due to medical reasons and family holidays taken during term time. The dates of the Key Stage 2 assessment tests are notified to parents well in advance. The overall rate of authorised absence is comparable with other primary schools and was 4.1% in the last reporting year prior to the inspection. There was no unauthorised absence during the same period.
- 24 Pupils generally arrive at school on time. They settle down quickly at the start of each session. Occasional lateness is recorded and handled appropriately. None of the lessons observed during the inspection were disrupted or delayed by latecomers.

QUALITY OF EDUCATION PROVIDED

27 Teaching

- 25 The quality of teaching is satisfactory or better in 87% of lessons; in 22% it is very good or better. However, in 13% of lessons teaching is unsatisfactory. This is mostly, but not entirely, in English, and contributes significantly to less than satisfactory standards in writing. Teaching varies considerably across the key stage; it is distinctly better in the upper part of the school. The best teaching is seen in Year 5; here nearly all teaching is very good or better and none of it is unsatisfactory. In Year 6 nearly all teaching is satisfactory or better; one lesson was excellent and one was unsatisfactory. There were six unsatisfactory lessons in the lower key stage, three in each year group, about a fifth in total. All teachers are hard working and parents indicate that they think teachers are very approachable.
- 26 The better teaching has a number of significant strengths. These include brisk pace and high expectations that challenge pupils to think and explain. Effective questions that target individuals and judge pupils' understanding and misconceptions are also a feature of the good and very good teaching. This ensures that all pupils are able to participate. The very good organisation of time, resources and pupils enables the teacher to explain the lesson objectives clearly, interact with groups and continue teaching with good exposition and discussion throughout the majority of the lesson. Effective lessons are well structured, starting clearly and concluding with a plenary session that summarises the main teaching points and gets pupils to evaluate their performance. Good subject knowledge was in evidence particularly in lessons in music, mathematics, science and art.

- 27 The unsatisfactory teaching lacks pace and challenge. Expectations are often too low in these lessons with for example, worksheets not well matched to ability and short-term objectives that are too broad. In these lessons the purpose of the learning is unclear and pupils are not sure about what they are doing and why. Where learning objectives in the short-term planning are unclear then continuity is not secure; short-term planning does not relate well to the longer-term plan.
- 28 In English 64% of teaching is satisfactory or better, but a significant 36% is less than satisfactory, almost all of it in the lower key stage. Some excellent teaching was seen in English in Year 5. This had a clear purpose and the emphasis was on developing pupils' language. Pupils' opinions were sought and valued, special needs pupils were drawn in and effective questioning enabled misunderstandings to be sorted out. The better teaching is characterised by lively interaction between pupils and teacher throughout the lesson. Deadlines for the completion of work are given and the pace is very brisk. In contrast, unsatisfactory teaching does not encourage pupils to use their speaking skills and there is insufficient emphasis on word and sentence level work. In these lessons a low standard of work is accepted; commercial worksheets are not well matched to pupils' abilities and objectives for learning are not clear. Many of the teachers are insecure in their knowledge of the teaching of writing. In one lesson the teacher listened to individual pupils read whilst pupils wrote stories with little support. In another the teacher supervised activities moving from one group to another with little focus or direct teaching. The school's literacy strategy is taught well in Year 5. In Years 3 and 4, and occasionally in Year 6, teaching in literacy does not identify clear intentions for learning and the text is not well matched to the lesson objectives for word and sentence level work.
- 29 In mathematics 18% of the teaching is good; 18% is very good whilst nearly 10% is excellent. Unsatisfactory teaching is seen in just under 10% of lessons and this is characterised by low expectations and slow pace where pupils spend time colouring shapes rather than learning mental calculation. The best lessons have a clear purpose, brisk pace and effective oral and mental work using teaching aids such as number lines. Questioning is effective in many lessons. Lessons are usually well organised into three parts and follow the recommendations of the National Numeracy Strategy. A key feature of the better teaching is where pupils are encouraged to talk and explain their reasoning. In the one unsatisfactory lesson the purpose of the teaching was unclear and there was too much supervising and too little teaching. The teaching of numeracy is sound; the National Numeracy Strategy has been introduced appropriately. Lessons usually have clear purpose and are satisfactorily organised.
- 30 In science 50% of the teaching is satisfactory and 25% is good; nearly 13% is very good and an equal proportion is unsatisfactory. A very good lesson in Year 5 displayed good subject knowledge. This enabled skilful questioning and the linking of present knowledge to new learning. The teacher displayed enthusiasm and encouraged pupils to investigate and discuss. The unsatisfactory teaching lacks challenge and pupils make unsatisfactory progress in learning how to communicate their findings.
- 31 There is satisfactory teaching in information technology where support is well directed to individual pupils. In the two RE lessons seen teaching was satisfactory; there is good subject knowledge in Year 3 and relationships are positive.
- 32 There is no unsatisfactory teaching in the foundation subjects. In history very good organisation in one lesson enabled pupils to develop their research skills. Although the one geography lesson seen was sound, time was not efficiently used in the middle part of the lesson and there was no short-term plan. During a very good art lesson in Year 5 the teacher encouraged pupils to evaluate and improve their work. In PE, teaching is good in most lessons. Year 5 games lessons feature good management of time and pupils are encouraged to evaluate what they do. All the music teaching seen was good. The school uses the services of a specialist music instructor. Very good subject knowledge and a good rapport with pupils ensure that lessons are lively and interesting. No teaching was seen in design and technology.

- 33 Pupils with special educational needs get sound support overall. In some lessons the support for individual learning needs is good. The special needs support assistants are often effectively used to keep pupils on-task, involve them in the lesson and extend their language. They do a very good job.
- 34 In some lessons, particularly in Years 5 and 6, day-to-day assessment is good but this is not consistent across classes. Where assessment is effective, teachers listen to their pupils, respond to the way they are learning, deal with misconceptions and use the information to inform teaching. There is no school wide system for recording this formative assessment information. The marking of work acknowledges completion; too often praise is used indiscriminately and marking too seldom shows pupils what they must do to improve. Assessments are sometimes used to set targets for individual pupils' learning but this is not frequent or regular. Homework, including reading, is set in English. In mathematics, pupils' homework includes the learning of basic number facts. It is used satisfactorily to reinforce what is learnt in school.
- 35 The quality of teaching, despite significant differences between the upper and lower key stages, is unsatisfactory overall and this is a main finding of the inspection and a key issue for the school.

The curriculum and assessment

- 36 The school provides a broad and balanced curriculum, which soundly promotes pupils' personal development and prepares them for the next stage of education. The school fully meets the requirements of the National Curriculum and those of the locally Agreed Syllabus for religious education. This represents an improvement on the previous inspection when the statutory requirements for religious education were not met. Appropriate emphasis is given to the teaching of literacy and numeracy and at least one hour each day is given to these aspects. The National Numeracy Strategy has been soundly introduced in the school, but the National Literacy Strategy is not yet having a satisfactory impact on standards. Teachers' subject knowledge is not consistently secure in the teaching of English, particularly writing. Overall, pupils do not have sufficient opportunities to apply their literacy skills in other areas of the curriculum.
- 37 The curriculum meets the requirements of pupils on the special needs register. They are effectively provided for through learning support assistants and additional literacy support programmes including the 'Better Reading Partnership.' Individual Education Plans have very recently been reviewed by the newly appointed co-ordinator and overall now contain more specific targets. There is equality of access for all pupils and the setting arrangements for English and mathematics means that teachers are planning for narrower ranges of attainment.
- 38 A long-term curriculum map highlights what topics will be covered across the key stage. This is supported by policy documents and sound schemes of work for all subjects, which take account of progression. Most are those recommended by the Qualifications and Curriculum Authority (QCA) and have only recently been adopted. Year groups have worked hard in developing medium-term plans to a common format. These are being written on a termly basis as topics come on line. The quality of short-term planning is variable. It does not always clearly identify objectives for pupils' learning and relates more to the activities to be undertaken. Co-ordinators do not have the opportunity to monitor the quality of teaching and therefore continuity across and between year groups is not assured. This has not been satisfactorily addressed since the previous inspection.
- 39 The school provides well for pupils' social development through a wide range of extra curricular activities including sport, music and French. There are regular residential visits. Sex education and drugs awareness is appropriately delivered. The school has an annual visit from the 'Education for Life' team who promote issues such as healthy living and looking after yourself and others.

- 40 Reports are issued to parents which detail pupils' progress in English, mathematics and science. Information technology is grouped with design technology and comments in relation to these areas and religious education and the foundation subjects, often detail what the class has covered rather than the individual progress made. Targets for improvement are not included. Marking acknowledges completion and is usually supportive, but does not consistently include what pupils need to do next in order to move forward.
- 41 Since the previous inspection the school has developed a more systematic approach to the analysis of test results. This is used effectively in Year 3 to identify those pupils in need of additional literacy support and in Year 6 to target support for booster classes. However, the need to rationalise this process across the key stage remains outstanding. Teachers across the key stage do not use assessment information to set targets for pupil improvement. They do collect pieces of work, but these serve only as a record of progress. Short-term assessment of pupils' progress is not systematic, rigorously undertaken or planned for and is inconsistently used to inform future teaching. As a result in some lessons objectives for pupils' learning are not as clear as they could be, work is not always appropriately matched to ability and is insufficiently challenging. Because of this pupils make less than satisfactory progress. There is still no named co-ordinator to ensure that assessment practices across the school are consistent as identified in the previous inspection report.

Pupils' spiritual, moral, social and cultural development

- 42 The provision for pupils' social development is good and reflected in the positive relationships they enjoy with each other and with adults. They are supportive and willing to help others. When given the opportunity, pupils use their initiative well in responding to tasks involving personal responsibility, for example helping the caretaker to maintain a litter free environment. They benefit from the good provision of extra-curricular activities and have the opportunity to participate as team members in football and netball clubs and through a wide range of residential visits. They are involved in charitable work; for example the recent shoebox appeal to support families in Eastern Europe. Community links are strong and support pupils' understanding of their part in the locality. For example, they participate in musical activities such as choral singing in the local theatre and work with potters and members of the local community in developing a Millennium mosaic, laid in the grounds of St Paul's Church.
- 43 There is sound provision for pupils' moral development. They are secure in their understanding of right and wrong within a clear framework that positively impacts upon their behaviour. They are tolerant and respectful to each other and to adults.
- 44 Provision for pupils' cultural development is sound and promoted through projects such as performing in the Millennium Dome and through visiting theatres when they participate in historical plays. Pupils also participate as members of the West Cumbria Children's Choir. The school has established links with Romania and participates in letter exchanges with George Calinescu School. Pupils have exchanged photographs and gifts. There are planned opportunities to extend pupils' cultural development in other subjects such as geography, history, art and religious education.
- 45 The provision for pupils' spiritual development is weak. The school's previous inspection identified that opportunities for quiet reflection on personal experience and events were limited and there has been no improvement in this respect either through religious education, worship or other areas of the curriculum. The school has developed a policy for collective worship but its stated aims to incorporate delight and wonder; expression of emotion and feelings; appreciation of beauty, truth and love; anger at the sight of cruelty, injustice and exploitation and the opportunity for stillness and reflection are not met.

Support, guidance and pupils' welfare

- 46 The school provides sound support for its pupils and is successful in promoting their health, safety and wellbeing. Parents feels that staff are approachable and supportive if they have concerns in relation to the welfare or personal development of their children.
- 47 Staff know the children well. Pastoral arrangements are adequate and consistently applied. There is a good rapport between adults and pupils generally and relationships are purposeful throughout the school. Welfare arrangements during the lunch break operate satisfactorily. Standards of behaviour and discipline are good and underwritten by a clear home-school agreement, which reinforces the effective measures taken by the school to promote discipline and acceptable behaviour.
- 48 The monitoring of pupils' progress and personal development is satisfactory overall. The provision for pupils with special educational needs is satisfactory overall. Individual Education Plans are in place for these children and reviewed annually. The school's special educational needs co-ordinator has delivered training to staff concerning the Code of Practice. Effective links have been established with support agencies.
- 49 The school provides a safe and secure learning environment that makes a positive contribution to pupils' welfare. The health and safety policy has been revised by the governing body since the last inspection. It is comprehensive and clearly written, incorporating detailed procedures and operational guidelines in relation to the supervision of educational visits as well as practical safety advice to be followed by staff when delivering specific areas of the curriculum. Pupils work safely and sensibly during practical activities. Appropriate procedures are in place and routinely applied in respect of fire evacuation drills, maintenance of equipment, accident reporting, first aid and contacting parents in an emergency.
- 50 Pupils are made aware of the dangers of substance abuse through a structured approach which is supported by staff from the 'Education for Life' team who bring a mobile teaching unit on site for one week which all pupils and parents are able to access. The school maintains good links with the emergency services and practical demonstrations are arranged for the benefit of pupils and parents in order to promote personal safety.
- 51 Sex education is delivered to Year 6 pupils as part of the school's Health Education programme. The sex education policy statement and the school's prospectus highlights the involvement of visiting professionals although no reference is made to specific teaching strategies.
- 52 Sound procedures are in place in relation to child protection. The education welfare officer delivered a training course to all staff during the previous academic year in order to provide clear information in relation to the identification of possible child abuse or neglect and how the school should deal it with.
- 53 Parental co-operation is actively sought when children are being brought to and from school in order to promote road safety in the immediate vicinity of the school itself and on the main road.

56 Partnership with parents and the community

- 54 The school's relationships with parents are good. Parents are happy with the school and feel that staff are approachable and responsive. Parental help is encouraged and appreciated. Some parents and other adults make a valuable contribution to the life and work of the school on a regular basis through their involvement in the Better Reading Partnership, and by helping with art and craft, as well as providing practical assistance during the varied programme of educational visits and extra curricular activities. An active and committed group of fundraisers provide additional resources and equipment for the school.

- 55 The quality of written communications to parents is satisfactory overall. The school Prospectus is clearly written, comprehensive and informative, incorporating the aims and objectives of the school and setting out the pupil discipline policy that has been adopted since the last inspection and which is fully supported by parents. Parents receive a written report in the summer term relating to their own child's academic progress and achievements. Parents' evenings are also held on two occasions each year when class teachers are available to discuss individual pupils' work. Meetings are also arranged in order to raise parental awareness of curriculum initiatives and explain how parents can support their children's learning at home. Parents of pupils with special educational needs are appropriately involved in reviews of their children's progress. The Annual Report to Parents is very brief and some of its contents barely cover the requirements prescribed by legislation although it is written in a readable newsletter style. The Governing Body contravenes statutory requirements in that the financial information relating to the school's delegated budget is not circulated to parents with the required notice in advance of the meeting at which the Annual Report is discussed.
- 56 The school organises a varied programme of educational visits and residential opportunities for pupils both in the Lake District and further afield. These are highly regarded by parents and enable pupils to broaden their knowledge, experience and understanding of the locality and the wider community, whilst also contributing directly to their social and personal development.
- 57 Links with the community are a particular strength and reflect the shared commitment shown by the Headteacher and governing body towards community development. Since the previous inspection, funding obtained from the Parish Council and two local firms has contributed to the creation of a dedicated computer room which also serves as the focal point for the school's community development activities. This very good facility makes a positive contribution to economic regeneration as the venue for basic and accredited IT courses for unemployed adults. These are very popular and delivered in partnership with Carlisle College. The school provides child-care facilities for course participants. A very good after school club also operates on site. It is well supported by the parents and is of much benefit to those children who take part.
- 58 The school choir performs in the local music festival and occasionally sings with the local parish church choir. The vicar is a regular visitor to the school and leads collective worship at assemblies.
- 59 Links with the business community are limited but effective. A local firm has met the cost of professional services provided by a potter who worked in school on a community project involving pupils, staff, parents and several local residents in order to design and produce a large mosaic which is now on display in the village to mark the Millennium.
- 60 There is good liaison with Seaton Infants School. Parents also feel that their children are well prepared for transition to secondary education. Teachers meet to facilitate the transfer of relevant documentation and visits by pupils help them to get to know the school. The school provides work experience for students from the feeder secondary school in addition to nursery nurse placements through links with the local college.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

- 61 There are significant weaknesses in the leadership and management provided by the headteacher and the governing body. Monitoring and evaluation and planning for school improvement are poor. Key issues from the last inspection have not been adequately addressed. There has been more intention than impact.
- 62 The governing body meets regularly, has a proper committee structure and has worked appropriately in managing resources to provide improvement to the fabric of the building. It has dealt with the reduction in pupil numbers that resulted in a smaller budget and mixed year classes. However, the governing body action plan in response to the last inspection did not set out in detail how progress against the key issues was to be monitored. The plan promises an annual audit by the curriculum committee but there is no evidence of this, or of the outcomes of the programme of staff release that was envisaged. The governing body approves the school development plan (SDP). This states that they will receive reports of the outcomes of monitoring each term, but the plan does not set out how this monitoring will be achieved. There is little evidence of detailed reports on the outcomes of monitoring in the governing body minutes inspected. Progress on the OFSTED key issues was reported to the Annual Parents' Meeting in 1996 but not subsequently. This indicates a lack of robust strategies for checking on the work of the school, judging how well it is doing and if it is doing well enough.
- 63 The headteacher provides sound day-to-day management and organisation. School routines operate in an orderly way. Resources are properly directed towards relevant priorities. For example, there is good individual support for pupils with special educational needs and provision for good quality instruction in swimming and music. Links with parents are good; they have a positive view of the school and support its work. However, the headteacher has not given the clear educational direction needed for sustained school improvement. Key issues still outstanding from the last inspection indicate that the school's capacity for improvement is unsatisfactory and that there is insufficient insight into how weaknesses might be overcome.
- 64 Individual members of the senior management team are willing to contribute individual strengths and share ideas, but the team's function is not clearly defined. It has no specific monitoring, review and development task. Although the job descriptions of some team members include a responsibility for monitoring, in practice this does not happen in the planned way that might lead to school improvement. The senior management team has no clear role; delegation to it is not effective. The governing body has decided that the deputy headteacher post should not be filled; the last inspection noted that the lack of a deputy restricted the delegation of important aspects of the school's work.
- 65 Subject co-ordinators have written job descriptions, but not all of them require the post holder to monitor work in their subject. Most co-ordinators are not involved in drafting action plans for the SDP and do not hold a budget to manage resources. They have too little opportunity to monitor teaching and learning and to make decisions that effect improvements in standards and quality.

- 66 The monitoring of teaching, curriculum and assessment, a key issue at the last inspection, is still weak. The recently appointed mathematics co-ordinator has undertaken a detailed audit and intends to check short-term plans at least each half term. Literacy planning was collected during the first year of the introduction of the National Strategy but the co-ordinator has not had the opportunity to observe teaching and so judge the impact of these intentions on standards and quality. There is no regular, systematic evaluation of planning across all curriculum subjects or of short-term assessment. Monitoring of the quality of teaching is not undertaken by subject co-ordinators or in a systematic way by the headteacher. Low expectation and slow pace seen in some teaching at the last inspection still remain. The school has too little evidence of the impact of various initiatives due to this lack of monitoring and is not fully aware of its strengths and weaknesses and how it might improve. This impedes the role of the governing body; it cannot act effectively as a critical friend in the absence of appropriate information. Staff development needs are not identified through the monitoring of teaching; there is no other analysis of staff development needs and appraisal is well behind schedule.
- 67 The school has addressed some of the key issues from the last inspection. These include reviewing the school's aims, analysing test data and writing a long-term section in the SDP, but the rate of improvement in significant areas is too slow. In the absence of effective monitoring the school is not well placed to make future gains. Other things not addressed since the last inspection include short-term assessment, low expectation, variable standards in writing, and unsatisfactory teaching in English due to slow pace.
- 68 The SDP has some sound features, but there are serious shortcomings. It identifies relevant priorities, including numeracy, literacy and ICT and has a useful distinction between maintenance and development. It includes targets for pupils' attainment in 2002 and has a long-term section covering the next five years, thus fulfilling a key issue of the last inspection. However, the programmes of action provide too little detail about how the objectives will be achieved and evaluated. Audit information is briefly noted, but there is no separate audit section. There is no audit of staff development needs and, although references are made to courses for teachers, specific detail on what these might cover and who might attend is not included. The plan does not include reference to the aims of the school; a key issue of the last inspection was to link planning priorities to the aims. Targets and outcomes are included but are generally too broad for the school to judge the extent to which the priorities are achieved. The school has a good after school business plan setting out in detail how the scheme is to operate and what the cost implications are.
- 69 The school has a suitable statement of aims and these are largely achieved. They are published in the school prospectus and understood by the school community. The school ethos is positive; pupils relate well to each other and have equal opportunity to learn.
- 70 The governing body does not fulfil statutory requirements in respect of teacher appraisal and the provision of a financial statement prior to the Annual Parents' Meeting.
- 73 **Staffing, accommodation and learning resources**
- 71 The number, qualifications and experience of the teaching staff adequately match the demands of the curriculum. The classroom support staff are sufficient for the needs of the school and are appropriately experienced and skilled. They make an effective contribution to supporting pupils with learning difficulties. The special educational needs co-ordinator is well informed, but was recently appointed in September 1999 and only works in the school for half a day each week. There has been training for staff focusing on the Code of Practice and the writing of Individual Education Plans for pupils with special educational needs. Pupils with special educational needs make sound progress overall and good progress when in receipt of individual support from special needs assistants. The school does not have an assessment co-ordinator and the management of assessment arrangements is unsatisfactory.

- 72 The management of the professional development of the teaching staff is unsatisfactory. They are committed and hard working, but lack guidance about their curriculum leadership roles as subject co-ordinators; at present they have too little influence in improving the quality of education provided and the standards achieved by the pupils. This is particularly so in English and science. They are not provided with opportunities to monitor and evaluate teaching, pupils' progress and the standards of attainment. The school has no process for identifying the individual training needs of the teaching staff. Many of the teachers are insecure in their knowledge of the teaching of writing. Appraisal arrangements are well behind schedule and do not fulfil statutory requirements.
- 73 Teachers have attended external training courses in a range of subjects over the past two years, but there is no system to enable them to disseminate their newly acquired knowledge. With the exception of mathematics, there is no system for the good practice in the school to be used to influence the work of others. There has been no improvement in this area since the last inspection.
- 74 Accommodation is adequate. A planned programme of repairs and refurbishment has continued since the last inspection; the headteacher and governing body regularly reviews this. Moveable partitions recently installed in the designated teaching units for Years 4 and 5 respectively have improved the learning environment for the teaching of literacy and numeracy. A significant development since the last inspection has been the creation of a dedicated computer room in an area of the main building that used to be an open courtyard. This room is equipped with several workstations and also serves as the focal point for the delivery of IT courses for adult learners after school. It is a very good resource of benefit to pupils' learning.
- 75 The physical environment is attractive, well cared for and welcoming. Trees planted at the time of the previous inspection have since matured and now present an attractive outdoor feature. An extensive bulb-planting programme has recently been completed which is intended to further enhance the school grounds. Playground markings provide a stimulating focal point for children's play and personal development.
- 76 The standard of internal and external decoration is good overall. Pupils' work is prominently displayed throughout the school, making full use of the available wall space. An efficient and resourceful caretaker who takes pride in his work diligently maintains the school site.
- 77 Last year the school spent less than average on learning resources, but overall quality and range is satisfactory. Design and Technology is very well resourced and a wide range of good quality tools is available in the art and craft room. For ICT, good resources are available in the computer suite, but the provision of computers in classrooms is limited and inhibits the pupils' opportunities to carry out independent research or to use ICT across the curriculum. Religious Education resources are good in terms of religious artefacts and are satisfactory overall. Learning resources are satisfactory for English, mathematics, science, art, history, geography, music and physical education (PE). The previous inspection reported that the provision of a wider range of fiction was required; this issue has been addressed and the range of fiction is satisfactory. It also identified a deficiency in PE climbing apparatus and a new climbing frame has been provided.

The efficiency of the school

- 78 The school budget is soundly managed. Financial planning supports relevant educational developments such as literacy, numeracy and information technology, but the cost effectiveness of these initiatives is not assessed. The school has sufficient teaching and support staff overall and, although spending on resources for learning is low, provision is satisfactory. Budgeting for new expenditure is systematic. The school roll has fluctuated by as much as 25% since 1991 and this has required careful forward planning. The planning of finance for the after school club is good and the use of the community resource for ICT is efficiently managed. Thoughtful planning has directed resources to the provision of swimming and music instruction of good quality and this is of direct benefit to pupils' learning. Funds provided for pupils with special educational needs are used appropriately to provide additional adult support to help pupils learn.

- 79 Overall, the governing body is satisfactorily fulfilling its responsibility for planning the use of resources. Minutes of the full governing body indicate that they are welcome to inspect the school's accounts; budget accounts are now regularly signed. However, there is not always sufficiently detailed current data or regular updates and projections. The SDP has a longer-term section, but the financial detail in this is limited. Insufficient financial reporting is included in governing body minutes; no finance committee minutes were available for inspection. The ability to plan strategically and consider alternative priorities is constrained in these circumstances. Teachers with management responsibility are not sufficiently involved in the financial planning of a budget allocation.
- 80 The deployment of teaching and support staff is sound. Individual pupils with special educational needs are well provided for by classroom support staff and through a service level agreement with the local authority. Learning resources are used appropriately and in the best lessons well organised. The IT room provides a good quality resource and is used for the benefit of the school and the community. Overall, effective use is made of accommodation; the governing body has spent money on adapting various teaching spaces to more appropriately meet the needs of the literacy hour. Little use was made of the library during the week of the inspection.
- 81 There is agreed and appropriate financial delegation from the governing body to the headteacher and school secretary. Day-to-day administration and control of the budget is efficient, well organised and thorough. The school secretary provides very good support, ensuring that finances are kept in good order. Careful records are kept of all transactions and invoices are properly reconciled against the agreed budget headings. The main recommendations of the previous audit report have been acted upon. Parents raise significant additional funds and these are used thoughtfully for the benefit of the pupils.
- 82 Attainment on entry to the school is broadly average. The progress made by pupils is satisfactory overall and standards of attainment are broadly in line. Pupils' attitudes, behaviour and attendance are good. Unit costs per pupil are below average and the quality of education provided is satisfactory overall. The value for money provided by the school is satisfactory.

PART B: CURRICULUM AREAS AND SUBJECTS

ENGLISH, MATHEMATICS AND SCIENCE

English

- 83 Pupils' overall attainment at the end of the key stage is broadly in line with that expected nationally for eleven-year olds, but it remains below in writing and the school has made unsatisfactory progress in this respect since its last inspection. The 1999 National Curriculum test results at the end of the key stage are in line with the national average and show an improvement when compared with those for 1998. The 1999 tests and teacher assessments show that nearly twice as many girls as boys reach the expected level. Nearly one fifth of pupils attained the higher level in 1999; few did so in 1998. However, when compared with similar schools, pupils' attainment is below average in 1999 and well below in 1998. Pupils with special educational needs make satisfactory progress overall in relation to the targets set out in their Individual Education Plans and it is good when they are provided with individual help from skilled support staff. The school has set a realistic target of 72% of pupils to achieve the expected level in 2002. Standards in literacy at the end of the key stage are in line with those expected of eleven year-olds in reading but pupils' skills, knowledge and understanding in writing are below expectation.

- 84 Pupils' attainment in speaking and listening at the age of eleven is of a satisfactory standard and they make sound progress across the key stage. It is very good in Year 5 where there are planned opportunities for pupils to annotate playscripts and practise their delivery, in order to improve upon their performance. They speak clearly with varying speed, tone and volume and make good use of gesture. In Year 6, pupils are provided with opportunities to debate issues such as smoking and in Year 4 they question visiting speakers about their religious beliefs. Throughout the curriculum however, there are too few opportunities for pupils to express their own thoughts and feelings or to reflect on those of others. Pupils have good listening skills across the key stage. They are attentive and listen carefully to what others have to say.
- 85 Pupils' attainment in reading is broadly in line with the national average by the end of the key stage, which reflects the results of recent, standardised reading tests used by the school. A significant number of pupils on entry, about one-fifth, achieve reading scores that are below the expected level. They make good progress in reading in the lower key stage through well-structured phonic teaching, additional literacy support programmes and the 'Better Reading Partnership', which is well supported by parents. By the age of eleven pupils have made satisfactory progress and are able to read fluently and accurately with sound levels of understanding. They are able to talk in detail about plots and characters and the higher attaining pupils demonstrate a deeper understanding through their ability to 'read between the lines.' Their wider knowledge of a range of authors is more limited. Most pupils know how to locate information in the library, but this resource is underused. There are too few opportunities for pupils to extend their inquiry and study skills. Overall, this has not been satisfactorily addressed since the school's previous inspection. It is occasionally evident for example in Year 5, where pupils were observed undertaking class research from books and in Years 5 and 6 where pupils used reference texts on the computer to find out about Tutankhamun and Buddhism.
- 86 By the age of eleven, pupils' attainment in spelling, writing and handwriting remains below the national average and they are making unsatisfactory progress overall, but particularly in the lower key stage. The school's previous inspection found standards in writing to be variable. Almost all are still printing with variable standards of presentation and spelling, which is significant given the greater than average proportion of pupils attaining the higher level in writing in the end of Key Stage 1 National Curriculum tests. There is some evidence of improvement in the upper key stage and some good progress was observed in Year 5 where pupils were developing their use of joined script. They placed appropriate emphasis on neat work and correct letter formation and were encouraged to apply these skills within the context of other work. The older pupils have a sound understanding of basic punctuation and grammar. In Year 6 they relate this knowledge to other subjects such as history, where they write about a day in the life of Victorian workers. Overall, there are insufficient opportunities for pupils to develop their use and choice of language through extended personal writing or for them to use their writing skills across the curriculum in other subjects.
- 87 Pupils never have less than satisfactory attitudes to learning and they are good or better in half of lessons. They concentrate well, settle down to work quickly and are keen to learn and participate when given the opportunity. They help each other and show respect to adults.

- 88 The quality of teaching varies from unsatisfactory to excellent, but is unsatisfactory overall. It is satisfactory or better in 64% of lessons. Teaching is very good or excellent in 21% of lessons. This is found in Year 5. There is too much unsatisfactory teaching however; 36% of lessons, almost all of which are found in the lower key stage. In the best lessons teachers' short-term plans explicitly identify what pupils are intended to learn and provide a clear structure of how this will be achieved. High expectations are well communicated to pupils and mistakes are effectively used as teaching points. Teachers provide clear explanations and there is a strong focus on how work can be improved. They demonstrate good understanding of the National Literacy Strategy and make very good links between speaking, reading and writing which enhance pupils' progress. Where lessons are unsatisfactory, teachers' subject knowledge is weaker. The pace of lessons is too slow and resources are not well matched to pupils' abilities or activities. Work remains at a superficial level and does not challenge pupils. This has an adverse effect on pupils' progress. Assessment against key objectives for learning is not systematic and short-term assessment information is not consistently used across classes to inform teaching. The school's introduction of the National Literacy Strategy is not yet having a satisfactory impact. It is better in Years 5 and 6 where teachers' subject knowledge is stronger. In Years 3 and 4, and occasionally in Year 6, the text is not well matched to the lesson objectives for word and sentence level work and the precise purpose of guided reading activities remains unclear. Teachers' short-term plans are inconsistent in identifying clear intentions for learning and overall there are too few opportunities for pupils to apply their literacy skills in other subjects.
- 89 Some progress has been made by the school since the previous inspection in respect of data analysis. Test results on entry to Year 3 are examined to place pupils in ability groupings and to target those in need of additional literacy support. In Year 6, test information is used to identify expected levels of attainment and areas of focus for booster classes which are intended to raise the attainment of pupils below the expected level for their age. Examples of pupils' writing are maintained which form a record of pupils' progress, but these are not consistently used to plan what should be taught next, except in Year 6 where targets for learning are discussed with pupils.
- 90 The co-ordinator monitors medium-term plans but has not had the opportunity to gauge the quality of teaching and its impact on standards and progress through direct classroom observation. Staff have identified the need for in-service training in the area of writing where teachers' subject knowledge is particularly weak. There is a satisfactory range of resources.

Mathematics

- 91 From 1997 to 1999 attainment on entry to the school was above average; in 1996 it was broadly in line with that expected of seven-year olds. The 1997 end of key stage tests for eleven-year olds showed the percentage of pupils at the expected level to be well above the national average and in line with similar schools. In 1998 test results were well below the national average and that of similar schools. The 1999 test results are significantly better than this, being broadly in line with similar schools and the national average. No pupils achieved the higher level 5 in 1998 but in 1999 over one-fifth of them did, as was the case in both 1996 and 1997. The 1999 end of key stage tests showed no significant differences in the attainment of boys and girls. Evidence from this inspection indicates that pupils' standards of attainment in mathematics and numeracy are in line with those expected of Year 6. Overall, pupils throughout the school make sound progress. In Years 5 and 6, where the teaching is often good or better, and this is in nearly half of lessons, pupils make better than expected progress. Pupils with special educational needs make satisfactory progress overall and good progress in relation to their prior attainment when receiving additional adult support. The school has set a reasonable target of 80% of pupils expected to achieve the national standard in 2002.

- 92 In Year 3, pupils can confidently add near multiples of ten to a two-digit number, some with the aid of a 100 square. They know that 11 can be partitioned into ten and one and that addition can be done in any order. A few are beginning to notice patterns in the columns of tens and units as numbers are added. Pupils make satisfactory progress in recognising, naming and matching basic two-dimensional shapes such as hexagons. Most can recall the properties of triangles, squares and rectangles although few are familiar with right angles. Pupils reach a satisfactory standard in key objectives for learning such as the multiplication tables for 2, 5 and 10, the inverse properties of addition and subtraction, decimal notation in money and doubling and halving.
- 93 Most pupils in Year 4 are able to derive division facts from their knowledge of multiplication. Pupils in the lower attaining set show reasonable confidence and recall when doubling small even numbers such as 6, 10 and 20, but are less certain with odd numbers and larger numbers such as 29. Some of these pupils can use their knowledge of multiplication by two to work out the multiples of four. However, when finding the multiples of three and six a significant number of lower attaining pupils resort to counting on their fingers, showing that they have not acquired instant recall. In the higher attaining set nearly all pupils know the three times table and can complete number lines for multiples of three and six rapidly. Pupils in Year 4 were observed making good progress and using their numeracy skills appropriately in science when measuring and comparing parts of the human body. Overall, pupils make sound progress.
- 94 Higher attaining pupils in Year 5 can confidently add and subtract pairs of two digit numbers. They are able to offer good explanations and show good reasoning skills when finding numbers to fill a magic square. Pupils make good progress in understanding that subtraction and addition can be checked by the inverse operation. They understand that the order of the operation in subtraction is important. Lower attaining pupils make very good progress in their ability to partition and add numbers with up to three digits. They confidently use the strategy of adding the most significant digits first. A scrutiny of pupils' work in Year 5 indicates good progress over the term.
- 95 The higher attaining pupils in Year 6 have a good knowledge of the basic properties of quadrilaterals and can confidently measure angles using a protractor. They can use known facts such as opposite angles in a shape being equal to work out those they do not know. Most of the higher attaining pupils are secure in their knowledge of multiplication facts to ten. They can mentally calculate square numbers and the perimeter and area of squares. They make good progress in understanding the relationship between the square of a number and the square root. Pupils make very good progress in working out a general rule for finding the area of a parallelogram and are able to explain their thinking well. In the lower attaining set, pupils recognise a rectangle and can give some of its properties. Most pupils in this set find difficulty in explaining their reasoning. Most can recall basic multiplication facts with some thinking time. Overall, pupils in this set make sound progress in lessons; a scrutiny of work throughout Year 6 indicates good progress for most.
- 96 The response of pupils is never less than satisfactory and is often good. Pupils throughout the school behave well, listen carefully to instructions and show good concentration. In Years 5 and 6 most pupils are eager to explain what they are doing. In the best lessons pupils are motivated by challenge and are keen to work in pairs and discuss difficulties and solutions with one another. Pupils in all classes are confident to ask for advice.

- 97 The quality of teaching is satisfactory in 45% of lessons; in only one lesson (9%) was it less than satisfactory. Teaching is good in 18% of lessons and very good in another 18%. In just under 10% it is excellent; this is in the upper part of the key stage. The better lessons are characterised by good subject knowledge, brisk pace throughout, effective questioning and clear objectives that are shared with pupils. In an excellent lesson in Year 6 the class teacher skilfully linked new learning to previous work, had clear learning objectives that were shared with pupils and demonstrated excellent questioning skills to check pupils' understanding. A very good lesson with lower attaining pupils in Year 5 had brisk pace together with clear purpose and expectations. A significant feature was the high quality interaction between teacher and pupils throughout the lesson. This encouraged pupils to think and explain their calculations. In the one unsatisfactory lesson some of the work was not challenging enough, such as counting forwards and backwards to 20, too much time was spent colouring in shapes and the teacher adopted a supervisory rather than a teaching role as pupils completed a worksheet. In the better lessons teachers undertake good formative assessment and use the information in their teaching, but there is no school policy to define how this might be done consistently across classes and overall the use of day-to-day assessment is unsatisfactory. Homework is given following some lessons; it often involves the completion of unfinished work or the learning of basic facts. The marking of work is completed properly, but apart from some exception in the upper key stage seldom shows pupils what they must do to improve.
- 98 All teachers are following the structure of the three-part lesson recommended by the National Numeracy Strategy. This has been soundly introduced and teachers are working towards the learning objectives set out in the national Framework for Teaching Mathematics. The medium and long-term planning of mathematics is securely grounded in the objectives of the Framework. This provides good continuity and progression as pupils move through the school. The mathematics co-ordinator is well informed and is effectively leading the introduction of the national strategy. She has undertaken a detailed and useful audit and, although there has been no opportunity to monitor teaching, she has given a demonstration lesson for colleagues to observe. The mathematics policy has been re-written in the light of the national strategy. The co-ordinator understands the need to improve the monitoring of teaching, curriculum and assessment.

Science

- 99 During the last three years the proportion of pupils who attain the national standard in tests has varied. In 1997 it was above the national average. There was a significant dip in standards in 1998, when attainment was well below that of similar schools and the national average. In 1998 attainment at Level 5 was also well below the national average. During the period 1996 to 1998 the attainment of boys has been higher than that of girls, but in 1999 girls did better than boys. In 1999 standards improved significantly from the previous year, but were still below the national average and well below that of similar schools. At present attainment of eleven-year olds in understanding materials and their properties is in line with that expected nationally. There was insufficient evidence to judge attainment at the end of the key stage in the other attainment targets. Most pupils can make predictions about which mixtures are soluble or insoluble and know that a dissolved material can be recovered by evaporation. Most also have a satisfactory understanding of reversible and irreversible changes and know that when materials are burned, new materials are formed. Pupils are able carry out fair tests when dissolving materials and report their findings by using tables, diagrams, graphs and charts. The school has set a challenging target of 82% of pupils to attain at least Level 4 in 2002.

- 100 Year 3 pupils make satisfactory progress in understanding which foods contain proteins, fats, carbohydrates, sugars and vitamins and in understanding the characteristics of different materials. They have investigated materials to find the most absorbent paper and the “stretchiest” elastic band. They have the potential to make good progress if they are given opportunities to be more actively involved in discussion and finding out. Year 4 pupils have made good progress in identifying the different parts of a skeleton and in measuring and comparing different parts of the human body. For example, pupils have measured the distance from knee to ankle of boys and girls and presented the results in graphical form using ICT. In Year 5, pupils make good progress in understanding the different types of seed dispersal and in developing ideas for controlling the variables of testing a model of a seed in flight. Pupils with special educational needs make very good progress in relation to their prior attainment when discussing, testing and recording their ideas with the support of a non-teaching assistant. Year 6 pupils make satisfactory progress in understanding the properties of materials and good progress in structuring and reporting the outcomes of their investigations. The head teaches in Year 6; lower attaining pupils make good progress as they benefit from this additional support. Overall, the progress of pupils across the key stage is satisfactory.
- 101 Most pupils listen attentively and are keen to find out and to investigate. Pupils collaborate well in Year 5 when sorting seeds into categories and when constructing a parachute to represent a seed distributed by the wind. In Year 6, pupils observe closely for a sustained period and are responsive to health and safety warnings when observing the changes taking place as a candle burns.
- 102 Fifty per cent of the teaching is at least satisfactory, 25% is good and nearly 13% is very good; an equal proportion is unsatisfactory. In Years 3 and 4, lesson objectives are clear, teachers provide satisfactory explanations and demonstrations and subject knowledge is sound. However, few opportunities are provided for pupils to express their knowledge, ideas and experiences. When teaching is unsatisfactory, the lesson is conducted at a slow pace, and opportunities to teach measuring skills and the communication of findings are missed. In Year 5, planning is well structured, lessons are conducted at a brisk pace and pupils are encouraged to make oral contributions and to hypothesise. Pupils are encouraged to think like scientists. Teachers make appropriate use of scientific language. Questions are used skilfully to assess current knowledge and the teachers’ enthusiasm is conveyed to pupils. Plenary sessions are well organised and summarise what the pupils have learnt. In Year 6, questions are used well to challenge pupils’ thinking and to assess understanding. Subject knowledge is good. Pupils are encouraged to observe closely to evaluate their investigations, and are appropriately informed of health and safety issues. The quality of short-term planning is inconsistent as it is left to the discretion of each teacher. There is no requirement to set homework.
- 103 The school has adopted the Qualifications and Curriculum Authority scheme of work for science and to date, teachers have written plans for the autumn term. The school’s curriculum framework, which is a long-term plan, demonstrates a broad and balanced curriculum. The school has changed its science curriculum twice in the last two years and the outcome is some discontinuity in learning experiences. For example, pupils in Year 5 were taught seed dispersal when they were in Year 4. However, Year 5 teachers assessed current understanding during the lesson and taught the pupils new knowledge about seed dispersal so that they gained a deeper understanding. The previous inspection stated that little attention was given to developing investigation skills. During this term, pupils in each year group have had opportunities to carry out investigations and experiments. The assessment policy indicates that pupils should be assessed after each topic, but this is not carried out systematically as it is left to each teacher to decide how and what to assess. There is no portfolio of assessed work. Although day-to-day assessment is inconsistent across classes it is used well in Years 5 and 6.

- 104 The co-ordinator has had little involvement in improving standards in science and has not analysed data on standards. She has not had the opportunity to evaluate pupils' work or to monitor and evaluate quality and standards of attainment. There has been no recent in-service training for teachers in the subject. Science is identified in the school's development plan as a priority for improvement, but there is little indication of how this is to be brought about. As a strategy for raising standards, the head teaches alongside colleagues in Year 6; lower attaining pupils benefit from this additional support. £1000 has been allocated to improve the quality of resources, which are satisfactory. Since the previous inspection the school has made progress in ensuring that investigative work is planned for in all year groups.

OTHER SUBJECTS OR COURSES

107 Information technology

- 105 Pupils' attainment by the age of eleven is in line with that expected nationally. It is good in relation to the organisation and presentation of information. They make satisfactory progress overall and it is good when class teachers are directly involved in pupils' learning.

- 106 In Year 3, with adult support, pupils are able to insert clip-art into a given text format. In Year 5, they understand the function of databases and can identify various fields such as author and title. They are developing their knowledge of how to sort information, for example by alphabetical order and price. In Year 6, pupils are developing their knowledge of how to construct a spreadsheet by entering data. They understand the need to use formulae to calculate the population density of different countries using information gleaned about the population and area. They are aware of e-mail and what it can do. The older pupils make good use of digital cameras and scanners to help them present their work in a variety of formats.

- 107 Pupils' attitudes to learning are good. They are patient in waiting for adult support, share resources well and help each other in their work.

- 108 The quality of teaching is satisfactory overall and it is very good in Year 5 when introduced by the teacher in the classroom. Lesson objectives are clearly communicated; the introduction is well structured and related to everyday life, for example the concept of filters. The pace is brisk and expectations are high. In the ICT suite, where the lesson is taken over by support staff, the pace slows and is generally dictated by those pupils who are slower to complete the task. The lesson takes the form of a series of instructions to follow, rather than checking on the level of understanding. This adversely affects the lower attaining pupils.

- 109 The school has very recently adopted the scheme of work recommended by the Qualifications and Curriculum Authority (QCA.) Medium term plans are being developed to a common format on a termly basis. The quality of short-term plans is more variable. The co-ordinator has good subject knowledge and leads by example. The ICT suite, secured through European funding, provides a valuable and very good quality learning resource for pupils, staff and adult learning in the wider community. Three members of staff are involved in delivering training, which has been accessed by most working at the school. Although classrooms are networked there is currently only one computer per year group. Sound use is made of these in Years 5 and 6 to support learning in other areas, but this is not consistent across the school. The co-ordinator has little opportunity to monitor standards and quality and this is unsatisfactory.

112 Religious education

- 110 Some progress has been made since the previous inspection and statutory requirements are now met. The school has very recently adopted the Cumbria Agreed Syllabus for Religious Education, but this has yet to make an impact on standards. Pupils' attainment still remains below that expected nationally for eleven year olds and overall they are making unsatisfactory progress, particularly in learning from

religion through reflection and personal response. Pupils make sound progress in Year 3 where the co-ordinator leads by personal example.

- 111 In Year 3, pupils are developing their knowledge about the founders of other principal religions. They know about Prince Siddhartha's decision to abandon material riches and about his enlightenment. In their artwork they produce clay figures of the Buddha and understand that the hands are placed in various positions because he is thinking deeply about other people and animals. In Year 4, pupils question a visiting speaker about how her religious beliefs have changed her life. In Year 5, pupils have a basic knowledge of the miracles and parables of Jesus, but their understanding of what being a Christian means is not well developed. In Year 6, pupils know about Jewish customs and traditions and the role of women in worship in the Church of England. They are able to recount the story of how Buddhism was founded and consider that meditation 'blows stress away,' but they are reluctant to express what they think and feel about religion and how what they have learned might influence their lives.
- 112 Pupils have good attitudes to learning overall. They are attentive and show respect to each other and to adults. They are less confident in expressing their own points of view, values and beliefs.
- 113 The quality of teaching in the two lessons observed is satisfactory. In Year 3, appropriate attention is given to establishing a suitable atmosphere. Planning is detailed and good use is made of resources including artefacts, incense sticks and candles. Less emphasis is given to the consideration of what it would be like to give up material possessions as planned. In Year 4, good use is made of visiting adults to enable pupils to learn from the experience of others, but there are missed opportunities to explore in depth the fundamental issues presented. Across the key stage there are currently too few opportunities for pupils to reflect upon religion from their own personal experience. The planning identifies an intention to address this.
- 114 Teachers have worked hard in developing medium-term plans that take full account of the requirements of the locally Agreed Syllabus. These are being produced on a termly basis with the support of the co-ordinator. The quality of short-term plans is variable. There has been an improvement in the acquisition of resources since the last inspection. The school now has a satisfactory range and a good source of artefacts, some of which are used to form teaching displays, for example a Buddhist Shrine. The work in religious education does not make a satisfactory contribution to pupils' spiritual development. The monitoring of teaching and curriculum planning is unsatisfactory. This has not improved since the last inspection.
- 117 **Design and technology**
- 115 It was not possible to observe any lessons during the inspection week, since units of work for each year group are scheduled to take place in the spring and summer terms.
- 116 From a scrutiny of displays in Year 6 and of the school's portfolio and from discussions with pupils and the co-ordinator, it is evident that pupils are making satisfactory progress in designing, making and evaluating. Cross-curricular links are apparent, for example with history in Year 6 where pupils make hobbyhorses and a muffin man's tray, and with science in Year 5 where they design a room and consider how electrical features can be incorporated. In Year 4, they design, make and evaluate glove puppets as part of their work on textiles.
- 117 The school has very recently adopted the scheme of work recommended by the Qualifications and Curriculum Authority (QCA). Through discussions with staff the co-ordinator has mapped out how topics will be taught across the key stage with the intention of providing a broad and balanced curriculum which takes account of continuity and progression. Medium-term plans have yet to be developed. The monitoring of teaching is unsatisfactory.
- 118 The co-ordinator has good subject knowledge and is developing a useful bank of ideas to support the delivery of the new scheme of work. The subject is well resourced. The co-ordinator has little opportunity to monitor standards and quality.

121 **History**

119 Pupils make satisfactory progress overall. During the inspection history was being taught in Years 5 and 6. Most pupils have satisfactory knowledge of the use of time lines and can place the Victorian period in relation to other periods of history. They can make use of primary sources and have used the school Log Book from 1871. They are able to collect information from different sources and have developed a satisfactory understanding of Victorian society by contrasting the lives of poor and rich families. They are able to use historical evidence to put themselves in the place of a Victorian miner, railway worker or factory worker. Most also make satisfactory progress in developing skills, knowledge and understanding in these areas. In literacy most are developing satisfactory skills in note taking and are able to bullet point key pieces of information. Pupils have also used writing frames to structure their reports of an inspection of White's Mill in Bolton and to write a piece about a Victorian worker in the first person. The previous inspection indicated that there were some unsatisfactory standards in "the interpretation of history"; standards in using historical evidence to make judgements are now satisfactory.

120 Two lessons on the Egyptians were observed in Year 5 and during these pupils made very good progress in developing research skills and good progress in understanding the difference between primary and secondary sources. A scrutiny of pupils' work during the term shows that pupils are making satisfactory progress in their study of the Egyptians.

121 The response of pupils in Year 5 is good. Their attention was captured by the teachers' imaginative use of resources and they are fascinated by the discovery of Tutankhamun's tomb by Howard Carter. They collaborate well when planning to make a presentation and when faced with a moral challenge in having to decide whether items should have been removed from the tomb for the world to see. A wide range of resources is used, including a multimedia CD-ROM, to encourage research.

122 The teaching in Year 5 is of very good quality and clear objectives are set for pupils and communicated to them. Lessons are well structured and very good opportunities are provided for the pupils to work collaboratively and to develop research skills. Targets are set for the next lesson and good support is provided for pupils with learning difficulties. There are no formal procedures for setting homework.

123 The school has adopted the Qualifications and Curriculum Authority's scheme of work and has decided to cover a minimal content. Each year group studies one unit and currently "The Egyptians" are being taught in Year 5 and "The Victorians" in Year 6. Satisfactory plans for the term have been written for these units which identify the skills to be taught and contain detailed learning objectives. There is no systematic assessment or record of pupils' progress. An assessment form has been devised, which is to be used at teachers' discretion, so that pupils can assess their own progress, but it has not been used. The co-ordinator took up her responsibility this term and has not had the opportunity to monitor or evaluate work in history. There has been no recent in-service training for teachers.

126 **Geography**

124 Only one lesson was seen, but from a scrutiny of pupils' work progress is broadly satisfactory and standards are in line with those expected for pupils of this age. Pupils in Year 6 will be carrying out a local river study in the summer term 2000. During this term, Year 3 pupils are studying weather patterns and those in Year 4, Kenya. The school planning indicates that "What's in the news?" is on-going through the year. However, this topic is mainly dealt with by the headteacher in assemblies and there is little evidence of pupils' written work or research. The previous inspection indicated that standards were good.

- 125 Year 3 pupils are making satisfactory progress in understanding that there are different weather patterns in hot and cold lands. They are making slow progress with independent writing as much of the written work is copied. Most Year 4 pupils are making satisfactory progress in understanding the culture and experiences of two children who live in contrasting locations in Kenya. They are able to compare the characteristics of two different Kenyan homes. They make very good progress in identifying the location of Kenya. Pupils are able to find the country on a map of Africa, know that Kenya is near the Equator, and that the coastline borders the Indian Ocean.
- 126 Year 4 pupils watch a video tape of the different homes of two Kenyan children with rapt concentration. They are keen to respond to the teachers' questions about the features of the two homes.
- 127 In the one lesson observed the quality of teaching was satisfactory. Resources are used appropriately and questioning is soundly used to help the pupils to compare the two different houses and families.
- 128 The school has adopted the Qualifications and Curriculum Authority scheme of work for geography and a minimum will be taught; each year group will experience one unit of work during the year. Teachers in Years 3 and 4 have written plans for this term, which identify appropriate skills, places, features and environments. It is not possible to make judgements about progression in skills across the school since the plans for Years 5 and 6 have not yet been written. In Year 3, there are differences in the content taught to pupils; only one class has followed the plan to compare and contrast Seaton weather with a hot holiday destination. Currently there is no evidence of the pupils' ability to use fieldwork and geographical skills to investigate a locality. Residential visits are planned to Birdoswald on Hadrian's Wall (Year 4), Hawse End Outdoor Centre (Year 5), and to London (Year 6). The cultural awareness of Year 4 pupils has been enhanced by their knowledge of life in Kenya. Older pupils have established links with a school in Romania and have written letters to the pupils there.
- 129 The geography policy contains clear aims and indicates appropriate teaching strategies. The co-ordinator organises residential visits, but has not monitored or evaluated quality and standards in the subject. Resources are satisfactory and are located centrally and in classrooms.
- 132 **Art**
- 130 Pupils make satisfactory progress in relation to their prior attainment and standards are what could be expected for pupils of this age. They use pencil and felt tip pens to demonstrate satisfactory use of line and space to illustrate patterns from the environment. Pupils are at the early stages of using their sketchbooks and have experimented with pencil patterns, shading and colour mixing. The standard of this work is above that expected nationally. Other work, which includes sketches of the structure of buildings, is in line with national expectations. Standards are similar to those found during the previous inspection, which stated that they were "sound or better."
- 131 Overall, the progress of pupils across the key stage is satisfactory. Year 3 pupils make satisfactory progress when experimenting with texture, pattern and line and very good progress when modelling in clay. There is some good quality pencil observational drawing of leaves and twigs. Year 4 pupils have achieved good quality work when drawing "We are a family" in oil and chalk pastel. The drawings show good composition and observation of detail. Progress is satisfactory in the use of sketchbooks and in interpreting the work of Matisse. Year 5 pupils make good progress when rolling, shaping and pinching clay to make models of shells. Satisfactory progress is being made in using sketchbooks to record observational drawings and to make sketches for print designs. Year 6 pupils make satisfactory progress in using a range of media including felt tip, pencil and paint.

- 132 Pupils listen attentively and concentrate well when carrying out art activities. In Year 3, pupils are absorbed when modelling a statue of the Buddha in clay. Good opportunities are provided for them to collaborate and to discuss the activity, which they do in a mature way. In Year 5, many pupils articulate the problems they are encountering when using clay and make suggestions for improvement.
- 133 The teaching is at least satisfactory; three lessons were observed, one being satisfactory, one good and one very good. Amongst the features of good teaching are clear learning objectives, good use of specialist art language, and good subject knowledge. Teachers encourage the pupils to observe closely and to ask questions if they are unsure. Teachers use questions to assess pupils' understanding and encourage them to evaluate their work.
- 134 The school has a sound scheme of work for art, from which teachers in each year group have written plans for this term. The curriculum framework is a long-term plan indicating the areas to be covered by each year group in each term. It indicates a broad and balanced curriculum and sufficient time is allocated to the subject. The school's policy states that pupils should be encouraged to assess and evaluate their own work, but this practice was observed only in Year 5. A portfolio of work from different year groups is being assembled. Pupils' cultural understanding is not enriched, as there is little opportunity to study or interpret the work of other artists.
- 135 The co-ordinator is recently appointed. She has a good grasp of her role and has shown initiative in developing the subject. So far, she has carried out an audit of resources, which are now centralised, and has completed a year's action plan, which is realistic and appropriate. Objectives have also been identified which include developing three-dimensional work and starting an after-school club. Sketchbooks have been introduced into every class and their use is already having a positive impact on quality and standards. The display in the hall, which demonstrates the process of how pupils have experimented with line, tone and shape in sketchbooks, is a useful example for other teachers. Accommodation for art and craft is good and the resources are satisfactory in quality and range.

Music

- 136 Four lessons of music were seen, two in Year 3 and two in Year 4. Progress in the lessons seen was good. In Year 3, pupils have a good understanding of how symbols can represent sound and show good skill in beating out a steady rhythm using a variety of percussion instruments. They have a good sense of time and play in unison well. Pupils identify musical ideas such as tempo and structure and perform a range of musical patterns by ear, refining their performance to make it better. Pupils in Year 4 compose and play more complex rhythms and follow a given beat readily. They control the sound of percussion instruments well and appreciate the diversity of sounds that various instruments make. They can create a planned effect by using a pause or rest.
- 137 Pupils respond well to music. They show enthusiasm and enjoyment and are eager to learn. They listen carefully to each other and to their teacher. Pupils are keen to demonstrate their skills and compositions. Behaviour throughout lessons is very good and pupils work collaboratively when required.
- 138 Teaching in all lessons is good. There is very good subject knowledge provided by the specialist brought in by the school. A very good rapport is established with pupils, resulting in lively lessons where pupils are well motivated. Objectives for lessons are appropriate and pupils are told what they are to learn. Instruction and explanation is clear and pupils understand what they have to do next. They are also given opportunity to explain what they have composed and why. Lessons have a good pace and pupils are challenged to think quickly. Pupils with special educational needs are involved effectively and learning progresses well because of this. The teacher gains attention and holds it well, showing pupils what they can do to get better through lively interaction. Time and resources for learning are managed efficiently.

- 139 The school has a very active choir with over 40 members comprising pupils from Years 4, 5 and 6. Pupils take part in musical festivals and instrumental tuition is given in keyboard, recorder and accordion. During one morning of the week all classes join together to sing a variety of music such as hymns, rounds and other songs. This is lively and enjoyed by pupils. There is a summer music concert. The school is reasonably well off for resources and is currently building up a stock of world music. The music curriculum is satisfactorily planned with good progression in the skills to be taught. Overall, music contributes positively to pupils' learning.

Physical education

- 140 Pupils' progress throughout the school is good. In Year 3, pupils are able to work with reasonable control when required to make smooth and jerky movements around the school hall. They are able to inject good expression into their movement. They interpret the actions needed to represent the movement of a Jack-in-the-box. Pupils can refine their movement and improve it and they show growing control as lessons proceed. In Year 5, pupils know the basic rules of games such hoop-ball and display sound catching and positional skills. Most pupils are able to throw a satisfactory shoulder pass. They can analyse their skills and work on them to improve what they do. They have opportunity to observe each other and comment on how tactics or skills can be made better. In Year 6, pupils can run, jump, take off and land on both one foot and two with reasonable pace, control and accuracy; they can complete a satisfactory star-jump, hop and skip. The landings of a minority of pupils lack precision, but they are able to improve following further instruction. Most pupils need more opportunity to analyse and refine their movement.
- 141 The response of pupils is good in the majority of lessons and is never less than satisfactory. In the best lessons they co-operate well in team situations and take responsibility when required. Pupils are willing to demonstrate and are tolerant of the demonstration of others if things are not going to plan. Behaviour is good and attitudes to learning are positive. Pupils work hard and concentrate. They take good care of the equipment and tidy away in a sensible manner.
- 142 The quality of teaching is very good in 40% of lessons, good in 20% and satisfactory in the rest. In the better lessons time and resources are well organised and the pace is brisk. Clear objectives were carefully explained to pupils during the Year 5 games lessons and energy and enthusiasm were injected into the teaching. In these lessons constant and lively interaction with pupils promoted good progress and a high pupil work-rate. Questioning was used well to get pupils to think about what they were doing and how they might make it better. A good dance lesson in Year 3 demonstrated good rapport with pupils. The teacher joined in enthusiastically with the theme of a magic toy box and the pupils were well motivated. In gymnastics lessons in Year 6 the choice of activity is appropriate and there are sound teacher demonstrations.
- 143 There is a suitable policy and scheme of work for PE to ensure progression in pupils' learning. Overall, the PE curriculum is appropriately balanced and covers games, swimming, gymnastics and dance. Residential visits enable pupils to experience outdoor activity such as fell walking. Provision is made for a good range of extra curricular activity including football, rugby, netball and cross-country running. This makes a positive contribution to the life of the school and is well supported by volunteer helpers as well as staff of the school. Standards and the quality of teaching have improved since the last inspection.

Swimming

- 144 The inspection of this school included a focussed view of swimming which is reported below. By the end of the key stage nearly all pupils achieve the standard expected of eleven-year olds. During the inspection two swimming lessons were seen, one in Year 6 and the other Year 4. Both were taken at a local pool. Year 4 pupils make sound progress. They are able to swim one width of the pool in front crawl or backstroke, showing good technique and an appropriate use of buoyancy aids where necessary. Less able swimmers make good progress and become progressively less dependent on swimming aids. They are given good instruction and are well supported in the learner pool. In Year 6, pupils show good technique and make good progress. The most able swimmers are able to tread water and can refine front

and back crawl techniques to secure an improved stroke.

- 145 Pupils enjoy their swimming lessons and their behaviour at the pool is very good. They listen attentively to instruction and are confident in the water. They show good perseverance and concentrate well to complete the exercises set.
- 146 The quality of the instruction is good. A very good rapport is established between pupils and teachers and lessons move at a brisk pace. Lesson planning is good, having a clear structure with good warm up activities and objectives and skills progressively taught in a relevant way. All teachers and instructors are vigilant on safety and co-operate effectively to ensure that time and resources are managed efficiently during the lesson. The organisation of teaching groups is efficient and clear records are kept of the progress made by all pupils. There is an initial assessment of pupils' capabilities that is thorough and later used to inform teaching. The well-organised scheme of work progressively sets out what pupils are to be taught.
- 147 The school provides for all year groups to undertake swimming. Ten weeks of lessons are arranged, each lasting for 45 minutes at a local authority pool some 4 miles distant. Pupils travel to the pool by coach. Health and safety provision is thorough. The provision is of benefit to pupils' learning and is of very good quality. The school pays for the costs of swimming from its delegated budget and provides good value for money.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- 148 A team of four inspectors inspected the school. Before the inspection took place a meeting was held for parents and an analysis of 66 questionnaires was undertaken.
- 149 During the inspection 53 lessons were seen, including 2 taken in part by the ICT instructor. In addition, one inspector observed 2 instruction sessions at the swimming pool. Pupils from each year group read to inspectors and discussions were held with them about their work in religious education. Discussions were also held with the school governors, headteacher, teaching and non-teaching staff, parents and others connected with the school. Pupils' work was scrutinised and included displays of work around the school. Policies, schemes of work, the School Development Plan, financial statements, minutes of the governing body meetings, attendance registers, pupil records and planning documents were also scrutinised.

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
Y3 – Y6	220	4	35	19

Teachers and classes

Qualified teachers (Y3 – Y6)

Total number of qualified teachers (full-time equivalent)	9.1
Number of pupils per qualified teacher	24

Education support staff (Y3 – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	76

Average class size:	27.5
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Financial data

Financial year:

1998/99

	£
Total Income	341,509.00
Total Expenditure	340,053.00
Expenditure per pupil	1498.03
Balance brought forward from previous year	5,607.00
Balance carried forward to next year	7,063.00

PARENTAL SURVEY

Number of questionnaires sent out:

220

Number of questionnaires returned:

66

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	55	42	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	71	26	2	0	0
The school handles complaints from parents well	36	44	12	2	0
The school gives me a clear understanding of what is taught	36	50	9	2	0
The school keeps me well informed about my child(ren)'s progress	41	44	9	2	0
The school enables my child(ren) to achieve a good standard of work	44	45	6	0	0
The school encourages children to get involved in more than just their daily lessons	55	38	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	42	41	12	2	0
The school's values and attitudes have a positive effect on my child(ren)	42	47	8	0	0
The school achieves high standards of good behaviour	38	53	5	2	0
My child(ren) like(s) school	70	30	0	0	0

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