

INSPECTION REPORT

**Broughton Church of England
(Controlled) Primary School**

Broughton -in-Furness

LEA area : Cumbria

Unique Reference Number :112287

Headteacher : Mr N Tansley

Reporting inspector : Mr D Byrne
28076

Dates of inspection : 18th-21st October 1999

Under OFSTED contract number: 707137

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Primary

Type of control : Voluntary Controlled

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Keppleway
Broughton -in-Furness
Cumbria
LA14 6BJ

Telephone number : 01229 716206

Fax number : 01229 716240

Appropriate authority : Governing Body

Name of chair of governors : Mr J Hudson

Date of previous inspection : December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Byrne, Registered Inspector	English Science Design and Technology Information Technology Physical Education Religious Education	Attainment and Progress Attitudes, Behaviour and Personal Development Teaching The Curriculum and Assessment
Barbara Sinclair Lay Inspector		Equal Opportunities Attendance Spiritual, Moral, Social, and Cultural Development Support, Guidance and Pupils' Welfare Partnership with Parents and the Community
Iain Johnston	Areas of Learning for Under Fives Mathematics History Geography Art Music	Special Educational Needs Leadership and Management Staffing, Accommodation and Learning Resources The Efficiency of the School

The inspection contractor was:
Lynrose Marketing Limited
Bungalow Farmhouse
Six Mile Bottom
Newmarket
Suffolk CB8 0TU

01638 570375

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The Office for Standards in Education
Alexandra House
33 Kingsway
London WC2B 6SE

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MAIN FINDINGS

What the school does well

- It provides pupils with a happy, friendly and secure environment.
- By the time pupils leave school standards in English and mathematics are above average.
- Pupils in Key Stage 2 have good research skills.
- Pupils develop very good attitudes to school life, behave very well and form very good relationships with each other.
- A good curriculum is provided for Key Stage 1 and 2 which includes all subjects whilst keeping a good focus upon the basics of literacy, numeracy and information technology.
- The quality of teaching is particularly good in Key Stage 2 which is resulting in improved progress. Good use is made of specialist teaching for mathematics and English in upper Key Stage 2.
- Very good support is given to all pupils in their personal and social development.
- There are excellent links with the parents and the local community.
- The school is very well managed. The headteacher has a very clear vision of how to improve the school even further and is very well supported by a knowledgeable and committed governing body.
- The school is very efficiently managed and gives good value for money.

Where the school has weaknesses

- I. Despite recent improvements in the teaching of information technology standards are below national expectations by the end of Key Stage 2.
- II. The curriculum for the under-fives is not supported by an appropriate policy or scheme of work. The under-fives are not always provided with suitable activities to develop some aspects of their creative and outdoor development. There are weaknesses in provision of suitable outdoor equipment for under-fives.
- III. The policy for special educational needs is out of date and does not reflect the current good practice of the school.
- IV. Some resources are not stored efficiently and neatly which makes it difficult for pupils and staff to use them.

The school provides pupils with a good quality of education. The school's strengths considerably outweigh its weaknesses, but the weaknesses identified will form the basis of the governors' action plan. This plan will be sent to all parents or guardians of pupils at the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

In most respects the school has improved since the last inspection. By the end of Key Stage 2, standards in English and mathematics have risen and the progress pupils make in design and technology and physical education is now satisfactory. In information technology, standards have improved by the end of Key Stage 1 to match national expectations but by the end of Key Stage 2, despite recent improvements, standards in information technology remain below expectations. The quality of subject guidelines has

improved but can still be developed further. There are now effective assessment procedures in English, mathematics and science and methods for assessing pupils in other subjects are being developed. The criticism in the previous report that not enough attention was given to providing children under-five with structured play activities has not been suitably rectified. The leadership and management of the school has stabilised and is now very good. The school has created a framework which creates a good capacity for the school to improve further in the future.

STANDARDS IN SUBJECTS

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

Performance in	Compared with all schools	Compared with similar schools	
English	D	E	
Mathematics	B	D	
Science	A	B	

well

A

above

B

average

below

D

well

E

The above information indicates that in the 1998 National Curriculum tests at the end of Key Stage 2, standards in, for example, mathematics, were above the national average at the end of Key Stage 2, but below average compared with schools with pupils from similar backgrounds. The school has a small number of pupils taking the end of key stage National Curriculum assessment tests and this can result in considerable year to year variations in the school’s average National Curriculum results. Care must be taken in interpreting changes that may occur in results from one year to the next.

The findings of the inspection are that by the end of Key Stage 2, pupils make satisfactory progress overall and achieve standards which are above the national average in mathematics and English and broadly in line in science. Pupils’ performance in information technology at the age of eleven is below national expectations and progress has until recently been unsatisfactory but it is now improving as a result of better teaching. Standards in religious education match the expectations of the locally agreed syllabus. Progress is satisfactory in art, geography, history and music, physical education and design and technology.

At the end of Key Stage 1, pupils attain standards which are above the national average in English and close to the national average in mathematics and science. Standards in information technology match national expectations for seven year olds and in religious education they match the expectations of the locally agreed syllabus.

Children under-five enter school with above average attainment and make satisfactory progress to attain the targets of the desirable learning outcomes by the age of five

although in some aspects of their creative and physical development, progress is unsatisfactory.

QUALITY OF TEACHING

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

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

The quality of teaching is good overall with particular strengths in Key Stage 2. 100% of lessons are satisfactory or better with over 63 % being good or very good.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
Behaviour	Behaviour is very good throughout the school. Pupils treat each other with care and respect.
Attendance	Attendance is good and is above the national average.
Ethos*	The ethos of the school is very good. Most pupils have very good attitudes to work and the school successfully promotes very good behaviour. Recent improvements and increased expectations upon both staff and pupils show a commitment to attaining high standards in each aspect of the school.
Leadership and management	The school is very effectively led by a headteacher and senior management team which has a clear vision of where the school is going and how to improve standards even further. The governing body diligently supports the headteacher and staff in all aspects of their work.
Curriculum	The curriculum is broad and balanced. Good links are made between subjects. Assessment procedures are effective in monitoring the standards attained in English, mathematics and science only. Planning for children under-five does not ensure that all elements of their curriculum is taught.
Pupils with special educational needs	Provision is satisfactory in Key Stage 1 and good in Key Stage 2. Due care and attention is given to meeting the needs of pupils with statements of special educational need.
Spiritual, moral, social & cultural development	Good provision overall with particularly good provision for developing pupils' moral and social development.
Staffing, resources and accommodation	Satisfactory overall, although some classrooms are very small. Children under-five do not have access to suitable outdoor accommodation or outdoor equipment
Value for money	The school gives good value for money.

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

THE PARENTS' VIEWS OF THE SCHOOL

What most parents like about the school	What some parents are not happy about
V. The leadership and the way the school is improving as a result	• There were no significant negative

VI. The calm and welcoming environment provided by the school	
VII. The family atmosphere.	
VIII. The support and guidance given to pupils	
IX. The standards their children reach.	

The inspectors agree with the positive comments made by parents.

Key issues for action

In order to improve the progress and attainment of pupils even further, the governing body, headteacher and staff should:

➤. **Raise standards in information technology by the end of Key Stage 2 by:**

- ensuring that computers are used to support learning across the curriculum
- ensure that each element of the programmes of study for information technology is regularly taught
- devising and implementing ways of recording the progress and attainment of pupils across the school so that pupils' individual progress can be monitored.

(paragraphs 11, 17, 19, 30, 94, 95-99)

➤. **Improve the provision for children under-five by:**

- writing and implementing a clear policy and scheme of work which matches the desirable learning outcomes
- finding ways of improving the existing accommodation so that children have regular access to suitable outdoor play equipment and indoor creative, structured play activities.

(paragraphs 24, 59, 65)

In addition to the key issues, the school should address the following minor issues, and should:-

- improve the quality of the special educational needs policy so that it matches the practice of the school *(paragraph 28)*
- find ways of improving the use of accommodation so that resources are stored efficiently and are accessible to staff and, where appropriate, pupils *(paragraph 60)*
- improve the quality of marking so that greater use is made of setting targets for pupils to improve. *(paragraph 22)*
- devise manageable ways of assessing and recording pupils' progress in non-core subjects *(paragraph 32)*

INTRODUCTION

Characteristics of the school

1. Broughton-in-Furness Church of England school is situated in the small town of Broughton-in-Furness in South West Cumbria. The majority of pupils live in homes which are owner occupied although there is a small estate of local authority owned houses. No pupils are eligible for free school meals, which is below average. There are 17 pupils on the special educational needs register which is average. Currently there are two pupils who have statements of special educational need. All except two pupils are white and no pupils receive support for English as an additional language or live in homes where English is not the first language.
2. The numbers on roll have increased since the last inspection to 111, partly as a result of receiving pupils from a nearby school which closed. The majority of pupils receive pre-school education and begin school with above average levels of attainment. There are five classes, three of which are of mixed ages. The teacher:pupil ratio is 22:1 and significant staff changes have occurred in the last three years with three new appointments, one of whom is a newly qualified teacher. The headteacher took up post two terms ago and brings stability after a period when there were four headteachers in five years. The school has recently absorbed ten pupils from a school which was closed and a new classroom was completed prior to the new academic year.
3. The school's mission statement is: " We see the school as a family, in which each child and adult is an important person and has a unique part to play. We aim to cater for the growing needs of each child educationally, spiritually, morally and socially. The life of our school should reflect and be guided by its Christian foundation in a way that creates a loving and caring atmosphere for all who work here. We aim to grow in self-confidence, self discipline and independence so that they can take their full place in society secure as individuals, whilst able to respect the values and needs of others. " The school's immediate aim is to maintain the current level of staffing so that small classes exist thereby providing scope for the highest of standards to be reached in the future.

4. Key Indicators

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for

Year	Boys	Girls	Total
1998	8	8	16

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	8	8
	Girls	7	8	7
	Total	14	17	15
Percentage at NC Level 2 or above	School	82	100	88
	National	80	81	84

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	8	8	8
	Girls	7	7	7
	Total	15	15	15
Percentage at NC Level 2 or above	School	88	88	94
	National	81	85	86

4. Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for 1997/98.

Year	Boys	Girls	Total
1998	8	6	14

National Curriculum Test/Task Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	5	8
	Girls	4	5	5
	Total	10	10	13
Percentage at NC Level 4 or above	School	71	71	93
	National	65	59	69

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	4	4	6
	Girls	5	4	5
	Total	9	8	11
Percentage at NC Level 4 or above	School	64	57	79
	National	65	65	72

Attendance

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

		%
Authorised Absence	School	95.1
	National comparative data	93.8
Unauthorised Absence	School	5.9
	National comparative data	5.7

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	18
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

4. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. When the children begin school, they begin with above average levels of attainment in speaking and listening, mathematics and knowledge and understanding of the world. They have good personal and social skills sound levels of physical and creative development. Many children reach the targets of the desirable learning outcomes before the age of five. Children make steady progress in each aspect of their learning except in some aspects of creative and physical development. In these areas, although progress is satisfactory overall, a lack of attention in planning to the desirable learning outcomes, coupled with some unsatisfactory aspects of the accommodation and access to suitable resources, hinders the progress children make.
2. At the end of Key Stage 1 and 2, the number of pupils in this school taking the end of key stage assessments is very small. This can result in considerable variations in the school's end of key stage assessment results and care is needed in interpreting changes in National Curriculum results from year to year.
3. In English, pupils' attainment in the 1998 end of Key Stage 2 National Curriculum assessment tests shows that although the percentage of pupils attaining the expected standard for eleven year olds of level 4 is above the national average, the percentage reaching level 5, is below national average. When results in the English tests are compared with pupils from similar backgrounds, pupils' performance was well below average. Trends in attainment between 1996 and 1998, however, show that the performance of pupils at the end of Key Stage 2 is close to the national average. The inspection findings are that by the end of Key Stage 2, attainment is above average in English. The results of the 1998 end of Key Stage 1 National Curriculum tests, show that pupils' attainment reading was close to the national average and in writing it was well above average. Compared with similar schools, pupils' performance in reading was well below average but in writing it was well above average. The inspection findings are that pupils' attainment is above average in English. Standards are above the national average in writing and speaking and listening at the end of both key stages and in reading at the end of Key Stage 2. Pupils make satisfactory progress overall as they move through the school. Progress improves noticeably in upper Key Stage 2 as a result of the decision to deploy specialist teaching. Pupils with special educational needs, are given satisfactory provision in Key Stage 1 and good provision in Key Stage 2. The progress of these pupils reflects the quality of provision being satisfactory in Key Stage 1 and good in Key Stage 2.
4. In mathematics in the 1998 end of Key Stage 2 National Curriculum assessment tests the percentage of pupils who attained the expected standard for eleven year olds of level 4 was above the national average as was the proportion of pupils attaining a higher level. In comparison with similar schools pupils' attainment was below average. In the end of Key Stage 1 National Curriculum tests the percentage of pupils who reached the nationally expected standard was well above the national average. Pupils did well in all aspects of mathematics and particularly well in the aspect concerned with shape, space and measures. Trends over the three years since 1996 show that at both key stages there has been steady improvement in the percentage of pupils attaining the expected national standard. Standards have improved in mathematics at

Key Stage 2 since the last inspection and been maintained in Key Stage 1. The number of pupils in this school taking the end of key stage assessments is very small. This can result in considerable variations in the school's end of key stage assessment results and care is needed in interpreting changes in National Curriculum results from year to year.

5. The inspection findings are that pupils' attainment in mathematics is broadly in line with the national average by the end of Key Stage 1 and above the national average by the end of Key Stage 2. Throughout the school pupils make satisfactory progress and this accelerates in the upper year of Key Stage 2 where pupils respond to very good specialist teaching. Pupils make particularly good progress in their ability to perform investigations. Pupils with special educational needs make satisfactory progress in Key Stage 1 and good progress in Key Stage 2.
6. In science, the 1998 end of Key Stage 2 National Curriculum assessments showed that pupils' attainment was well above the national average and in comparison with similar schools it was above average. Trends between 1996 and 1998 show that standards were well above the national average. The 1999 results indicate that attainment was close to the national average. In the end of Key Stage 1 National Curriculum assessments, the percentage of pupils reaching the expected standard of level 2 was above the national average for 1998, but in 1999 the proportion was close to national average. The findings of the inspection are that pupils' performance in science is close to the national average at the end of both key stages. Standards have been maintained since the last inspection. Pupils make satisfactory progress as they move through Key Stage 1. Pupils with special educational needs and higher attainers make satisfactory progress in extending their knowledge but not in their ability to perform practical investigations.
7. In other subjects, pupils' performance in Key Stage 2 in information technology is below national expectations whilst in religious education it matches the expectations of the locally agreed syllabus. Pupils make good progress in art, geography, history and music, and satisfactory progress in physical education and design and technology. At the end of Key Stage 1, standards in information technology match national expectations for seven year olds whilst in religious education they match the expectations of the locally agreed syllabus. Pupils with special educational needs make progress which matches that of other pupils in their class.
8. The school has set realistic targets for the attainment for each year group. They reflect the impact that the varying natural ability of individual pupils in small year groups can have upon attainment data. Standards have improved since the last inspection in English, mathematics in Key Stage 2 and in design and technology and physical education across the school

Attitudes, behaviour and personal development

9. The attitudes, behaviour and personal development of pupils have improved since the last inspection. Pupils have a very good attitude to all aspects of school life. They are motivated by the broad curriculum they are given and respond well to the good quality of teaching. When pupils begin school, they settle in very quickly to the routines of each day. Good personal and social skills are developed and pupils work well with others. During lessons, pupils have good levels of concentration and independence which help them to make at least satisfactory progress during group tasks. During the

literacy hour, pupils work well on their own and in small groups and in Key Stage 2 especially, they display good personal study skills. Most pupils use the library and are familiar with the option of using CD ROM resources to find information. Pupils with special educational needs are successfully encouraged to feel valued and involved in all aspects of school life. Both girls and boys benefit from the school's philosophy to give both genders the same curriculum and this ensures that there is no overt segregation of pupils resulting in boys and girls working together well.

10. Behaviour throughout the school is very good. Children under-five are very well behaved and relate very well to older pupils in their class. This contributes positively to the overall progress and attainment of pupils because there are few distractions to learning in lessons. During lunch and playtimes, pupils relate well to others. They take care of those younger than they are and usually show tolerance to others and respect their space in the playground. Pupils talk politely to each other and to adults and respect resources during lessons. There is great sensitivity to the views and beliefs of others. During religious education pupils in Key Stage 2 show an awareness that the beliefs of other cultures are a point of interest rather than prejudice. There have been no exclusions in the last year.
11. Pupils make good progress in their own personal development and learn to take responsibility through being given opportunities such as being a monitor for the school library and taking responsibility as a prefect. In physical education even the youngest pupils are expected to take out and put away equipment and during other lessons, there is an expectation for pupils to organise their own resources. Pupils independently organise their own tables and property. As pupils become older, the expectations for independence increase and recent improvements in the encouragement of pupils to act with independence in subjects such as science and mathematics is extending opportunities for pupils to use their own initiative and make decisions. This is beginning to raise standards in pupils' performance in carrying out investigations. There are limited opportunities for pupils to take part in setting targets for improving their own performance.

Attendance

12. Overall attendance is good being above the national average. The rates of unauthorised absence are just below the national average. Since the last inspection the good levels of attendance have been maintained. There are good procedures which encourage good attendance and monitor absence.

16. QUALITY OF EDUCATION PROVIDED

Teaching

13. The quality of teaching has improved since the last inspection. It is good overall with particular strengths in Key Stage 2. During the inspection teaching was satisfactory or better in 100% of lessons observed, was good in 45% and was very good in 18% of lessons. All teachers are committed and conscientious. They work successfully as a team together with all support and non-teaching staff to provide a good quality of education for pupils. Many improvements have been made recently. The appointment of two new teachers and the introduction in Key Stage 2 of a measured use of specialist teaching is contributing to improved teaching and progress. The impact of these changes is apparent in English and mathematics in

Key Stage 2. Although pupils' attainment in information technology at the end of Key Stage 2 is still below expectations, the standard of day-to-day teaching has improved and is good overall. The improvement is very recent and is only just beginning to raise standards.

14. Teachers recognise the need to build upon and extend the overall above average standards being attained by pupils when they begin school. They work hard by planning activities which challenge pupils and relate to their lives. The use of information technology has improved greatly recently and is now good overall. Teachers also make good use of the local environment to bring alive many aspects of learning. Relationships with pupils are very good. Humour is a feature of many lessons and there is a firm but friendly manner which ensures that pupils are well behaved at all times. Teachers have a good understanding of most of the programmes of study of the National Curriculum with the exception of some aspects of information technology. This secure understanding ensures that all lessons match the needs of pupils and the requirements of the National Curriculum. Teaching is good overall which is beginning to improve pupils' progress and attainment across the school.
15. The teaching of pupils who are under-five is satisfactory. Despite the restrictions of space, and the fact that the under-fives are in a class which includes Year 1 pupils, the taught curriculum prepares these pupils well for the National Curriculum. Planning, however does not match the recommendations of the desirable learning outcomes and does not ensure that children are given enough opportunities for developing structured creative play or suitable outdoor physical activities. The teacher works very closely with the non-teaching assistant to give good quality support to children in small groups. Resources such as sand and water are provided for them but access to creative and imaginative activities is limited by the very small class room area.
16. In Key Stage 1, teaching is satisfactory. Classrooms are well organised and a skilful grouping of pupils by ability and, at times, by age, enables each pupil to work to their ability and challenges them so that their knowledge and understanding is extended. The literacy and numeracy strategies have been successfully implemented. Relationships within the classroom are very good. Adults work very well together and great care is taken to let pupils share their feelings and views. Teachers set appropriate expectations for pupils which promotes satisfactory progress overall. Good behaviour, politeness and tolerance is demanded of all pupils and a friendly, warm but firm manner of the teacher and support staff is giving pupils good habits with regard to their behaviour. This creates an environment which is conducive for pupils to learn in.
17. In Key Stage 2, teaching is good overall with a high proportion of very good teaching. Specialist teaching in mathematics and English and science in Years 5 and 6 is directly benefiting pupils in these subjects by improving their progress and raising attainment. Teachers consolidate and extend the skills and knowledge acquired by pupils in Key Stage 1. Pupils' growing maturity and sensitivity is respected and pupils are increasingly encouraged to express their views and take responsibility for many aspects of school life. Pupils with special educational needs are given good support and teachers and support staff liaise closely to ensure that progress and continuity is maintained. Higher attainers are challenged in the work they are given. Across the key stage, high expectations are set for pupils to use their mental skills and apply their knowledge in solving a range of problems, especially in mathematics and increasingly, in science. The National Literacy Strategy and National Numeracy Strategy have both been successfully implemented. Good use of the individual strengths of teachers in mathematics and English benefits the progress of pupils in upper Key Stage 2. Very good teaching occurs in mathematics in Years 5 and 6 resulting in a marked

improvement in progress in upper Key Stage 2.

18. All teachers in the school know their pupils very well and use this knowledge to monitor the progress pupils make across the school. Work is marked promptly but opportunities for writing extended comments which set targets for improvements are rarely taken. Expectations for pupils to correct their work and have them checked are not consistently made. Homework is effectively used to extend classroom learning. All pupils are expected to read at home and spellings and tables work are regularly tested. In upper Key Stage 2, home research skills are developed as part of regular homework tasks. This prepares pupils well for their transition to secondary school. Good use is made of all available resources to support the development of pupils' personal research skills.

Curriculum and assessment

19. Pupils in Key Stage 1 and 2 benefit from a good quality curriculum which includes all subjects of the National Curriculum and religious education. Despite the pressures upon the curriculum brought about by the introduction of the National Numeracy National Literacy Strategies, good time management and thoughtful timetabling, have ensured that each subject of the National Curriculum is given an appropriate amount of time. This results in pupils receiving a broad and balanced curriculum and one which offers pupils the chance to learn each subject in depth. There is a good emphasis upon developing pupils' skills and knowledge of mathematics and literacy. Unusually, pupils in Key Stage 2, also have the opportunity to learn French and German. The quality of the curriculum for under-fives is satisfactory but restrictions imposed by the accommodation limit the progress of children under-five in their outdoor physical development and some aspects of creative development.
20. The curriculum for the under-fives successfully prepares children for learning at Key Stage 1. There is a good emphasis upon developing literacy, language, mathematics and knowledge and understanding of the world which ensures that children make appropriate progress. Too little attention, however, is given to developing creative and physical skills through structured play. This is partly due to inappropriate accommodation, but also due to a lack of attention to the desirable learning outcomes in planning. Planning for Reception children is based mainly upon the needs of pupils in Year 1 and strongly reflects the demands of the National Curriculum.
21. In Key Stage 1 and 2, the Literacy Strategy has been successfully implemented and it is positively impacting upon the progress made by pupils across the school. The recommended format for lessons is adopted although variations are built in to give pupils the opportunity to practise extended writing. This is reflecting in good standards of writing by the time pupils are eleven. The numeracy lesson occurs each day in each class and follows the national guidance. A fair balance is struck between developing basic numeracy and performing practical activities. The curriculum provided for information technology has recently improved with the purchase of high quality resources and also with a recognition by staff of the need to raise standards. Information technology appears in the planning of most teachers but, because the past limitation caused by poor equipment, only some of the programmes of study are taught regularly. This has depressed the attainment and progress made by pupils in aspects of information technology such as control and sensing.
22. There are brief policies for each subject. Many schemes of work are based upon nationally published schemes which are being successfully adapted to meet the

needs of the pupils in the school and to cater for mixed aged classes. Although planning is satisfactory, there are occasions when not enough thought is given to meeting the differing needs of pupils in mixed age classes. Although each subject is planned for separately, sensible links are made between subjects so that learning in one subject complements that in another. Care is taken to recognise where sensible links can be made between literacy, numeracy and information technology. The governing body is involved in reviewing all curriculum developments. Governors for literacy and numeracy are aware of the positive impact upon standards of the introduction of the literacy hour and the numeracy lesson. The inspection team supports the view of the governing body that both initiatives are raising standards.

23. The school makes satisfactory provision for sex education and pupils are made aware of aspects of health education including the positive and negative impact of drugs in modern life. Personal and social education is a feature of the day-to-day management of school life. Teachers take great care in their relationships with pupils to enable them to express their opinions and views.
24. The school makes good provision for pupils with special educational needs which enables these pupils to make at least satisfactory and often good progress overall. A governor effectively supports the special educational needs co-ordinator in performing her duties. The school policy for special educational needs is, however, old and out of date. Each pupil on the special educational needs register has an appropriate individual education plan with targets for improving attainment. Most individual education plans are linked to difficulties with basic literacy. The quality of individual education plans for pupils with statements of special educational need varies and at times they lack suitably detailed targets. Where this is the case, it makes it difficult for the progress of the pupil to be effectively monitored.
25. Homework successfully enhances the curriculum. Pupils regularly read at home and complete tasks connected with class topics. There is a satisfactory range of extra-curricular activities which are popular and well attended. Pupils' personal and social development is promoted through regular educational visits including residential visits.
26. Procedures for assessing pupils are satisfactory. When children begin school at the age of four, they are tested to find their strengths and weaknesses. The information collected is used to identify pupils with particular needs. At the end of both Key Stage 1 and 2, all procedures for assessing pupils for the end of key stage National Curriculum tests are successfully carried out. Pupils' progress in reading is successfully monitored using standardised tests and pupils with special educational needs are identified as part of this process. Staff throughout the school are aware of the National Curriculum assessment results at the end of each key stage and analyse them carefully in order to find ways of improving their teaching. Procedures for assessing pupils' progress and attainment in English, mathematics and science are satisfactory; but for information technology and religious education, they are not, although the school is in the process of implementing plans to improve these.
27. There are realistic whole school ways of recording pupils' progress including portfolios of pupils' work. Staff are familiar with ways in which their teacher assessments can be moderated using portfolios of work which have been levelled as part of staff training. The involvement of pupils in setting their own targets for improvement is in the early stages of development. Annual reports comply with requirements and are informative and useful guides to parents of their children's strengths and weaknesses. The school has improved its assessment procedures since the last inspection, although there remains the need to consider ways of assessing and recording pupils' progress in

non-core subjects.

Pupils' spiritual, moral, social and cultural development

28. The school has maintained its quality of provision for pupils' spiritual, moral, social and cultural development since the last inspection. It is good overall. This is a caring school and the staff work hard to develop a sense of community and pride in the school. The provision for pupils' spiritual and cultural development is good and for their moral and social development it is very good. Teachers and other adults within the school provide good role models for the pupils that reflect the school's aims and values. Consistently clear messages provided by staff have a positive impact on pupils' perceptions of themselves and others. Good provision for the pupils' moral and social development was reported in the last inspection and has been further developed and is now a strength of the school.
29. The provision for pupils' spiritual development is good. Assemblies are planned with a weekly theme which is effectively and sensitively delivered. Both whole school and class assemblies include elements of collective worship, such as prayers and hymns and pupils respond respectfully to opportunities to quietly reflect on their own experiences. The school has now developed the practice of holding a whole school assembly during the last session on Friday afternoons at which pupils' academic and personal achievements are celebrated. This is enjoyed and appreciated by the pupils and provides an opportunity to reflect on their work and friendships of the previous week and to seek prayerful support for their future intentions. Many lessons provide good opportunities for pupils to empathise with the feelings, values and beliefs of others as seen in work comparing the diaries of Anne Frank, Zlata and Adrian Mole. Work in art, music and drama also contributes to the pupils' spiritual development.
30. The provision for pupils' moral development is very good. Pupils are given a very clear understanding of the differences between right and wrong and the implication of their behaviour upon others. The school consistently ensures that importance is placed on the contribution each pupil makes to the life of the school. Their individual skills, abilities and actions to help others are regularly praised and openly acknowledged in assemblies. The children from Reception onwards are made aware of the limits of acceptable behaviour and show acceptance of the standards expected of them in class, at lunchtimes and in the playground. Adults within the school whether they are teachers, ancillary staff or volunteers, all provide very good role models.
31. The provision for pupils' social development is very good. Pupils are well supported by the care and total commitment of all the adults in the school. Where pupils are given the opportunity to make choices in the context of their work they successfully demonstrate considered and independent thought and can discuss their reasoning and selected choice articulately. An atmosphere of mutual trust and respect is well established and is sustained throughout the school. The pupils respond well to the trust which is placed in them. In the classrooms teachers regularly provide opportunities for pupils to practise their skills in co-operative group work. Resources and ideas are shared sensibly and appreciation is shown of other members of their peer groups. Examples include organising resources for lessons, assemblies and for charitable causes both locally and in other countries. Pupils willingly and eagerly contribute to the life of the school. The school is highly successful in inter-school sporting and drama activities. Every two years pupils in Year 6 visit London and incorporate a visit to a school in Tooting. Pupils benefit by experiencing different environments, cultures and individual interests and many have continued this interest

by becoming pen pals with pupils at the school. A residential visit to Hawes End is enthusiastically welcomed and enjoyed by pupils, which also takes place at two yearly intervals.

32. The cultural life of the school is good. The pupils are given the opportunity to explore the diversity of their own and other cultures through work in English, art, history, music and geography. Pupils in Year 6 also have the opportunity of studying the French and German language. Through teachers' links with the Caribbean and Egypt, pupils have been given the opportunity of learning about cultural differences and traditions. A visit by the sister of one of the teachers in the school gave the pupils the opportunity of learning about both her work as an Egyptologist and her experiences of living with a Muslim family for three months each year. This gave the pupils a strong awareness of both ancient and modern cultural differences. In art lessons the pupils have studied the work of such artists as Georgia O'Keefe, Clarice Cliff, Paul Klee and Raoul Dufy. Insufficient use was made of the opportunity to use music of famous composers during the entrance to assemblies.

36. Support, guidance and pupils' welfare

33. The overall provision for the educational and personal support and guidance of all pupils in the school is good. The school successfully promotes the general well being of its pupils and there is a high level of importance placed on all aspects of health and safety both around the school and in individual classes. There is very good management and leadership demonstrated throughout the school and the headteacher, governing body and all staff place a high value on creating and maintaining a secure and safe ethos and environment for all pupils throughout all stages of their primary education. This has been maintained well since the last inspection.

34. The ethos of the school is very good and is one of consistent care and support. Discussions with pupils in both key stages show that they feel able to share concerns or problems with all staff in the school and know that they will be listened to and appropriate action taken if required. Children under-five are sensitively introduced to the school and made to feel valued at all times. The school has offered warm and welcoming support to the local playgroup and offers support for children making the transition to primary education. Strong links with secondary schools in the area have been formed and developed over a period of time and this ensures that the transition of the older pupils to secondary education is carried out smoothly and efficiently.

35. The procedures for monitoring and promoting discipline and good behaviour in the school are very good. Staff use a variety of strategies to achieve this. At all times this is handled unobtrusively and consistently, with strong encouragement and support for pupils to take responsibility for their own actions and maintaining a good code of behaviour. Pupils are clear about the procedures to deal with any form of bullying but neither pupils nor parents felt that this was a problem in the school. There are systems for rewards and sanctions which include the awarding of merit points, certificates for personal achievement and effort and celebration of success in a weekly assembly. Pupils know what constitutes unacceptable behaviour and they maintain good standards of personal discipline. Older pupils encourage younger ones to behave at all times in an appropriate manner. Any incidents of unacceptable behaviour are handled sensitively and appropriately and parents are invited to become involved in finding a suitable solution if this is necessary.

36. The school has a structured system of reporting and monitoring authorised and unauthorised absences which is fully understood by parents, staff and pupils and followed consistently. Term time holidays are discouraged and parents are co-operative in following the agreed guidelines if such absences are unavoidable. The services of the Educational Welfare Officer are made available to the school for further support if this is required.
37. Pupils with special educational needs are well supported in the identification of their needs and the monitoring of their progress. The school maintains close links with special support services and parents are involved at each stage of working towards the targets in their child's individual education plans.
38. There is a named teacher responsible for child protection who ensures that all procedures are effectively followed. Both this named teacher and the headteacher have undertaken appropriate training for this role. All members of staff understand the procedures and know how to report any incidents of concern. An effective child protection policy complies with local child protection guidelines.
39. Clear procedures have been developed for dealing with emergencies. Adequate provision is made for children who feel unwell. Two members of staff hold first aid certificates which are kept updated regularly. Fire drills are organised on a regular basis and are fully recorded. The school treats the aspect of health and safety as a high priority and undertakes this with diligence and dedication. There is a member of the governing body who takes particular responsibility for this and regular checks are carried out. Class teachers stress the need for care and safety throughout all lessons. Risk assessment procedures are carried out and reviewed on a regular basis. Accident procedures are in place, and all incidents are fully recorded.
40. The school monitors pupils' progress at all stages and keeps individual records of achievement. Teachers know and understand their pupils well and respond quickly and appropriately to their individual needs. End of year reports include the opportunity for pupils to comment on their own achievement and targets for improvement and development.

Partnership with parents and the community

41. The school's partnership with parents and the community is excellent. Since the last inspection the school has maintained excellent links with the community and further developed the very good links with parents. The parents' involvement in their children's learning is very good. Parents who attended the meeting prior to the inspection and most of those who replied to the questionnaire, felt that the headteacher and all staff showed a consistently high level of dedication and support to the children in their care and to the very good ethos of the school. This combined partnership between the school, parents and the community has a positive impact on standards, progress and quality of education provided and is a major strength of this school.
42. The quality of information supplied by the school is very good. Parents are kept informed of events, meetings and workshops by regular, informative letters. This information is well supported by a particularly well detailed and presented prospectus and an annual report from the governors. The school fulfils its statutory duty to provide parents with end of year reports containing relevant National Curriculum Assessment data. The end of year report includes details of the progress pupils make

with targets for improvement identified. There is an opportunity for pupils to comment on their own progress. Meetings for parents are held regularly but parents appreciate the fact that they can approach the school at any time if they have any concerns. Parents of children with special educational needs are consulted at an early stage of any concerns, are kept informed of all progress and are invited to attend the review meetings.

43. Parents feel welcome and valued and this is reflected in the range of activities and support they undertake in and around the school. Their skills and expertise are appropriately utilised and they are making a positive contribution to the life of the school. A range of both formal and informal training and support is offered to parents to ensure that they feel totally involved in the tasks they undertake. Parents offer valuable support for their children at home with reading and numeracy.
44. The school has ensured that the community is made to feel welcome and involved by the formation of the Broughton School Association which meets on a regular basis and is a respected and valued source of support for the school. Most parents, both in the pre-inspection questionnaire and those who attended the meeting, were very positive and supportive of the school. There were no significant negative comments about the school.
45. The links with the community are excellent. The school is actively involved in the local community and has good links with the local parish church where special annual services, such as the Leavers Assembly, are celebrated. Links are in place with local businesses and organisations who maintain regular support for the school in numerous ways. Support has also been given by Her Majesty's Prison at Haverigg. Prisoners have undertaken decorating work to the school premises and in return the school has displayed prison workshop products. Support and liaison is in place with the local playgroup and the school receives the support and help of many visitors such as Police, Fire and Paramedic services. These services offer additional support to both the curriculum and personal development of pupils.
46. Links with the wider community include, every two years, a four night stay in London which includes visits to a primary school in Tooting. There are residential visits to Hawes End Outdoor Centre in Keswick. Good links are in place with a wide range of secondary schools. They are helpful by sharing resources and arranging visits by members of staff to assist in the smooth management and transfer of pupils. Staff are further supported by the good arrangements with the local school's consortium.

50. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

Leadership and management

47. The school has now settled down after a period of considerable disruption to its management. It is very well led and managed. The recently appointed headteacher is enthusiastic and well informed. He has a good sense of purpose and a very clear vision for the school and how to improve it further. The governors are deeply committed to the success of the school. Individually and in their collective roles, the headteacher and governors provide very clear educational direction.
48. The leadership provided by the headteacher is very good. In a short time there has been very effective development of a successful team of teachers and other staff. Responsibilities have been appropriately distributed taking full account of the

qualifications, interests, skills and enthusiasm of the teachers. The role of co-ordinators is yet to be fully defined, however, and some teachers are new to their role. The school has a good policy for co-ordination of curriculum areas and a particular strength has been the co-ordination of training and resources for the National Literacy and Numeracy initiatives. A result of this is the development of English through other subjects. This is a strength of the school. Raising standards is of prime importance and through a collective approach the headteacher and all members of staff are developing clear strategies for school improvement. A valuable programme of monitoring teaching and learning has been devised. The headteacher has observed all teachers in their classroom and all teachers have had the opportunity to observe his teaching. This is having a significant impact upon the development of a consistent approach to teaching throughout the school and a positive effect upon the standards and quality of education. Teachers appreciate the high quality of leadership and the support which they receive.

49. The governors are particularly supportive. They are responsible for writing an informative and well written annual governors' report to parents. There are governors with special interests in literacy, numeracy and special education needs and the governing body is looking for ways in which governors can extend their role so that there are link governors for all subjects. The numeracy governor has attended training this year and regularly takes part in classroom observations. The special education needs governor also spends time in lessons and gives good support. The chair is well informed and enthusiastic. The meetings of committees and the full governing body are well minuted and show how effectively they fulfil their responsibilities and support the school's strategic planning
50. The school development plan is a very useful working document. It is drawn upon close consultation with the staff and governors. It identifies priorities for the curriculum and buildings development in detail for one year ahead and the headteacher and governors have a clear view of the way forward regarding these areas and also the staffing of the school. The present document is appropriately costed and has identified personnel with responsibility for each priority area. It includes appropriate success criteria and the governing body has appropriate informal measures for evaluating strategic planning decisions. The school has been very effective in its efforts to integrate the pupils from Ulpha School from the beginning of term.
51. There were no specific issues relating to leadership and management in the previous inspection report but it is clear that since then there have been significant improvements. The new headteacher has been particularly successful in creating an atmosphere of stability despite so many changes. His efforts to raise self esteem and to ensure small classes at the upper end of Key Stage 2 to raise standards and to make up for instability in previous years have had a very positive impact.
52. All statutory requirements are met. The school's procedures for special educational needs fully comply with the code of practice although the policy needs to be updated to reflect current practice in the school. The special educational needs co-ordinator has a clear management role and is conscientious and hardworking. The provision throughout the school is well managed. Every pupil on Stage 2 of the special educational needs register has an individual education plan and the needs of pupils with statements of special educational needs are successfully met.
53. The school clearly sets out to provide high quality education for the pupils in its care. The aims are plainly set out for parents and other interested people in its prospectus. The school implements its aims and values very well. The high quality of leadership

and management is a strength of the school.

Staffing, Accommodation and Learning Resources

54. Staffing has improved since the last inspection. The school currently has a satisfactory complement of suitably qualified staff to meet the needs of the curriculum. There is a good balance of experienced and more recently qualified teachers who provide a good standard of education for the pupils. All of the teachers are committed and hard working. Responsibilities for curriculum areas are effectively shared amongst staff in accordance with their subject qualifications, interests and experience. The support staff are of very high quality and are used well. This contributes significantly to the quality of learning and standards of education. There is a very well structured system for the induction of newly qualified teachers and the school makes good use of the provision of non-contact time in order to monitor planning and teaching strategies and to develop the teacher's skills as science co-ordinator. There is an effective and comprehensive staff development programme which has appropriate links with the school's identified development priorities and with recent government initiatives. The headteacher has a very positive attitude towards staff development which links well with his vision for the school. In-house professional development has been particularly effective with the outcomes of the monitoring of teaching quality being fully discussed and in raising teachers' awareness of current changes and development in curriculum provision. This has had a significant impact upon the success of the Literacy and Numeracy strategies.
55. Despite the building being extended since the last inspection the school is short of space. The school hall is too small for a large class of pupils to engage in energetic pursuits in physical education and there is no storage space for large items of equipment. The area used by the Reception class is cramped and too small for the needs of children under the age of five particularly as they share it with a group of Year 1 pupils. There is no secure outdoor area for their play. There is inadequate space for under-fives to play indoors or for the planned development of practical skills that meet many aspects of the desirable learning outcomes for children. The library facilities are inadequate. The range of books is limited and there is insufficient stock particularly for pupils in Key Stage 1. The new classroom is spacious and appropriately organised for a large class of pupils. However, throughout the school there is a shortage of satisfactory storage space which allows easy access for both pupils and staff. The present quiet room adjacent to the library is used ineffectively.
56. The resources for learning are adequate in both quantity and quality to support the teaching of the National Curriculum. There has been a considerable improvement in the provision for information technology and much of the out of date hardware is planned to be replaced with new equipment as a result of a successful bid to the National Grid for Learning. For physical education there are no wall bars or ropes and although there is appropriate adventure play equipment in the playground there is a lack of large outdoor toys for the children under- five. The shortcomings in provision for structured play equipment for under-fives, and the organisation of resources were raised in the previous inspection report and the improvement in these aspects has been inadequate.

The Efficiency of the School

57. The efficiency of the school has improved significantly since the last inspection from

being sound overall to being very good. The school's finances are very well managed. There are clear procedures in place for the routine monitoring of the budget with headteacher and governors working well to fulfil their responsibilities. The finance committee is efficiently led. It receives budget information regularly and the outcomes are considered in depth to ensure effective control. Over the last few years the school has secured an appropriate financial balance of funds and some of this has been used judiciously this year to finance additional staffing in the light of the increase in numbers with pupils from Ulpha School joining this school at the beginning of the autumn term. The headteacher and governors have a clear vision of the priorities for the current year and beyond although these are not yet detailed in a long term strategic plan. The recent appointment of a new headteacher has resulted in full consultation of staff and governors in school development planning. This has had a positive impact upon the level of understanding of all those involved.

58. The school makes satisfactory use of its staffing although the roles of co-ordinators in supporting and monitoring the provision in their areas of responsibility are not developed enough. The school makes good use of its high quality support staff although the provision for classes with the youngest children is comparatively low in comparison with national figures. The school's use of its accommodation is good with the exception of the areas for the children under the age of five and the use of the storage room adjacent to the library area. The school should make better use of storage facilities and seek ways of improving the accommodation both indoors and out of doors for the under-fives. Resources are adequate with the exception of equipment for outdoor activities for under-fives. All resources are used as well as is possible.
59. The school has a very efficient administrative assistant and the procedures to control the school's internal financial systems are both effective and efficient. All of the recommendations of a recent auditor's report were of a minor nature and have been fully addressed. Daily routines and administrative procedures are well established and the school runs very smoothly.
60. Taking account of the improving standards attained by the pupils by the end of Key Stage 2, the improving rates of progress, the positive attitudes to learning and consistently good behaviour, together with pupil costs, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of Learning for Children under Five

61. Children are admitted to the Reception class from the age of four, in the September before they are five. This is a relatively small school and these children are taught alongside a number of pupils from Year 1. On entry to the school, their attainment is above the average level expected nationally for children of this age and a small minority of these children demonstrate well developed skills in some aspects of language and literacy, of mathematics and personal and social development. Despite the lack of a scheme of work which matches the desirable learning outcomes the curriculum covers most aspects of learning appropriate for under-fives. There is a lack of suitable provision for supporting some aspects of pupils' creative development and in some aspects of physical development. In some aspects of their learning pupils attain the targets of the desirable learning outcomes well before they are five. This is particularly so in English and mathematics.
62. The quality of teaching is always at least satisfactory and there are some strengths notably in the provision of a caring and secure environment. The school effectively uses the results of baseline assessment to help in the identification of children's needs. However, there are significant shortcomings. The school has no appropriate policy or curriculum statement for the education of children under five. There is no scheme of work to guide the teacher in the delivery of an appropriate curriculum for these children. The classroom is very small for the number of children in it and this makes the organisation of a full range of activities very difficult. The space does not allow for the regular use of the resources which are available and precludes the use of larger equipment either in the classroom or out of doors.
63. Overall, the children make satisfactory progress especially in some aspects of language and literacy, number and physical development. Resources are adequate but the lack of suitable storage means that many resources are on show at all times and there is little opportunity to present them with any degree of novelty and thus stimulate the children to new ideas. The lack of some important resources such as larger play equipment and the shortage of space hamper the development of all of the nationally agreed Desirable Learning Outcomes as recommended by the Schools Curriculum and Assessment Authority.

Personal and social development

64. Most of the children are well on line to achieve, by the age of five, the expected standards for much of this area of learning. The children know the difference between right and wrong and show a caring attitude towards each other particularly when a child is unwell or has fallen. In these instances other children are both sympathetic and helpful. The children are confident with the adults who work with them. They work satisfactorily together in small groups and take turns to seek attention and answer questions. They usually share toys and equipment although in the cramped surroundings this is often difficult. The children know the classroom routines and respect the classroom code of conduct. Members of staff provide a caring and secure environment and show a great deal of care and concern for children's welfare. The result is a happy working atmosphere where the children feel at ease. However, the provision is not sufficiently structured. Play activities often have insufficient challenge or theme. Children have the opportunity to play in the home corner but there is no encouragement to undertake specific roles or to develop ideas through structured play.

Language and literacy

65. Most children make satisfactory progress and reach the target of the desirable learning outcomes well before they reach the age of five. Even at this early stage, some are working towards Level 1 of the National Curriculum in speaking and listening. An appropriate emphasis is laid on this area of children's learning. These children successfully take an active part in the literacy hour along with pupils in Year 1. They listen attentively to the stories. They know that some books contain stories, that the words tell the story and that the pictures can tell them more about the story. They can describe what is happening in the pictures and can tell a possible story from the information they glean. They already understand the conventions of books, where the story begins and that we read from left to right and from the top to the bottom of the page. As soon as a page is opened the children put their fingers to the word at the top left corner. Some children are already recognising simple words from the text. These children enjoy stories and can retell with excitement some of the stories which have been read to them recently. They know some action rhymes and during the inspection were joining in singing "10 Green Bottles" with pupils in Year 1 during a numeracy lesson. The children are making a good start with writing and are beginning to practise formation of letters following the letters which have been written for them on worksheets. The teaching is always satisfactory although some opportunities are missed for the further development of language skills through structured role play, for example when dressing-up, in the home corner or in the shop. The quality of teaching is satisfactory overall and gives due regard to developing pupils' language and literacy

Mathematics

66. The majority of children make satisfactory progress and are on target for achieving the expected standard of attainment well before they reach the age of five. A few children are already attaining the desirable learning outcome in some aspects and are working within Level 1 on the National Curriculum. These children are familiar with some counting rhymes and number songs and are beginning to recognise numbers and count accurately up to 10. They can use the appropriate vocabulary to describe shapes such as square, triangle and circle. However, more practical aspects of this area are less well developed. Opportunities for children to sort, count and match everyday objects are limited and there are insufficient planned occasions for children to develop their mathematical understanding and the early investigational skills through structured play. Children are given good opportunities to use information technology and an early start has been made on the development of computer skills. The quality of teaching in mathematics is good.

Knowledge and understanding of the world

67. Most of the children are on target to achieve the desirable learning outcomes well before they reach the age of five. Satisfactory provision is made to develop children's knowledge and understanding of the world through science and their current work on autumn and also through looking at the changes in their appearances and habits which have occurred as they have grown from being tiny babies. Children have worked with the older pupils on aspects of history and they talk knowingly about the classroom display of toys from earlier times and mention some of the ways in which their own toys are different. Some interesting and exciting ideas are used to stimulate the children, such as the "feely-bag" to develop understanding of shapes and finding ways to describe them. Appropriate opportunities are taken to link this work with the development of literacy and numeracy skills although too often the work lacks

structure and focus. The quality of teaching is satisfactory.

Physical development

68. In most aspects of their physical development, children make satisfactory progress and reach the targets of the desirable learning outcomes by the age of five. The children all make satisfactory progress but lack of access to suitable outdoor play reduces the progress made in some areas of their development. In a physical education lesson children were observed using their bodies to represent moods and feelings inspired by music. They were able to consolidate and extend their ability to perform these movements using "The Bear Hunt" as a theme. They have a well developed sense of rhythm in response to the music, march with distinct arm and leg movements, adjust the pace of their movement to the tempo of the music and use different parts of the body to represent sounds. They show happiness and sadness in their movements. Their attainment in this aspect of physical development is in line with expectations for children of this age. However, there is no planned outdoor physical education and children do not have any items of large, wheeled play equipment on which to develop their physical skills. The children make appropriate progress in manipulative skills using construction materials and they have regular opportunities to develop keyboard skills on the computer. The quality of teaching is satisfactory overall.

Creative development

69. This area of children's learning is less well developed than the others through a lack of appropriate structure to the opportunities which the children have. Whilst satisfactory progress occurs in aspects of their development related to art and music, progress in developing structured, imaginative play is unsatisfactory. The classroom is very cramped and there is insufficient space for children to have regular access to sand and water play and other creative activities. In addition there is no adequate planning to give structure to the imaginative activities when they are offered. As a result pupils have insufficient opportunities to experiment with construction materials or to develop their imagination as part of structured role play activities. Some appropriate teaching was observed when children were using pressed autumn leaves to make up an assembly picture of an owl and a fish where the children's experience of selecting suitable materials and gluing skills were being developed. However, teachers' planning shows that there are not enough of these opportunities and play activities are not sufficiently structured either with a theme or appropriate challenge. The quality of teaching is satisfactory although expectations could be higher for pupils to develop their skills of structured play. Planning lacks clear objectives for children under five.

ENGLISH, MATHEMATICS AND SCIENCE

English

70. In English, the results of the 1998 end of Key Stage 2 National Curriculum assessment tests for shows that although the percentage of pupils attaining the expected standard for eleven year olds of level 4 is above the national average, the percentage reaching level 5, is below national average. When the results of the English tests are compared with pupils from similar backgrounds, pupils' performance was well below average. Trends in attainment between 1996 and 1998, however, show that the performance of pupils at the end of Key Stage 2 is close to the national average. At the end of Key Stage 1, the pupils' performance in the 1998 National

Curriculum tests in reading was close to the national average and in writing it was well above average. When results are compared with seven year olds from similar backgrounds, pupils' performance in reading was well below average but in writing it was well above average. Inspection findings are that pupils do better than the national average in English. Standards are above the national average in writing and speaking and listening at the end of both key stages and in reading at the end of Key Stage 2. Pupils make satisfactory progress overall as they move through the school from an above average level when they begin school. Progress improves noticeably in upper Key Stage 2 as a result of the decision to deploy specialist teaching. Pupils with special educational needs are given satisfactory provision in Key Stage 1 and good provision in Key Stage 2. The progress of these pupils reflects the quality of provision being satisfactory in Key Stage 1 and good in Key Stage 2.

71. Pupils' speaking and listening skills are mostly good throughout the school and the majority of pupils speak with maturity and confidence, although a significant number of older Key Stage 2 pupils are quiet and too shy to offer their opinions. Elsewhere in the school, pupils display a good range of reporting and recounting skills which they use in a variety of situations. Pupils in Years 1 and 2, willingly talk about the shared text of their literacy hour. They discuss quite maturely their favourite poems and the features about them that they like. In Key Stage 2, pupils are confident to explain their views about how to set up and carry out their science activity and they use a good range of scientific vocabulary to do so. Teacher's efforts to teach appropriate vocabulary in subjects such as science, information technology and mathematics benefit pupils and are reflected in their good ability to use vocabulary well to explain what they know and understand in these subjects.
72. Pupils' standards of reading are good by the age of eleven. There are variations in performance between year groups but in each class the majority of pupils read as well as is expected for their age or better. Most pupils benefit from good support from their homes and they begin school with above average reading skills. In Key Stage 1, they make satisfactory progress and by the age of seven have developed a good understanding of books of all sorts. They enjoy choosing books. Many pupils are familiar with favourite children's authors such as Roald Dahl and debate the main events of books such as 'The BFG'. Their knowledge of non-fiction books and ways of using them to find information is satisfactory. They are aware of how to use such books for finding information when they have books suitable to their age. Most pupils have a secure understanding of the sounds of letters and blends which helps them to read new and challenging words. In Key Stage 2, pupils make good progress in extending their ability to use books for research. They use the simple school library classification system to select appropriate books and use the index or contents pages accurately to find information. By the age of eleven, most pupils have mastered independent reading and have a good understanding of a wide range of authors and their works. As a result of inputs from the literacy hour, many pupils have a good understanding of some of the work of famous playwrights such as William Shakespeare. They can read abridged versions with good expression and an understanding of the characters and the events in plays. There is an appreciation of 'A Midsummer Nights Dream' and the tragedy of 'Macbeth'. Higher attaining pupils, read at a standard well above expectations for their age and have mastered techniques such as skimming text and reading for a variety of purposes.
73. Standards of written work throughout the school are good. In Key Stage 1, pupils make satisfactory progress from an above level of attainment when they begin school. From an early age pupils learn to take pride in their work and by the age of seven, most are writing in a linked cursive style. Pupils benefit from regular handwriting

practice and form letters accurately and neatly. Many pupils in Year 1 become independent writers and this skill is improved by the end of Key Stage 1 where pupils write in sentences correctly using capital letters and full stops. The use of grammar is satisfactory. Pupils write in a variety of ways. They have ample opportunity to write extended pieces such as retelling the story of 'Fantastic Mr. Fox'. Their ability to write poetry is good. This is demonstrated by the skilful use of words to create poems about Spring and Winter weather. Most pupils spell common words accurately and have learnt the words required for their age in the National Literacy Strategy. Some pupils with special educational needs have difficulty in writing but as a result of well targeted and effective support, they make good progress towards the targets in their individual education plans.

74. By the age of eleven, the majority of pupils write very neatly and present their work with care and attention to detail. They become increasingly skilled at using speech marks to define spoken words and there is an improved use of paragraphs. Their spelling is satisfactory and pupils write with mostly good levels of grammar. Pupils make progress in using punctuation as they move through Key Stage 2 and begin to use complex grammar correctly to enhance their writing. There is a good understanding of writing for many audiences. Pupils are able to write some expressive stories with good character studies. They have a good appreciation of different styles of writing. As part of work looking at newspapers, older pupils learn how to rewrite a description of stormy weather in the style of a newspaper. They make good progress in learning about different poems and styles of writing them. Pupils wrote a good quality rhyming class poem about, "The Glimpse from a Train" and other poems in the style of haiku and acrostic. Pupils learn the difference between narrative and diary writing. Through studying the diaries of Anne Frank and Samuel Pepys, pupils learn how to express events in a diary style. As part of a unit looking at the work of Shakespeare, pupils begin to compare the way 'A Midsummer Nights Dream' is a comedy whilst 'Macbeth' is a tragedy. Pupils begin to write play scripts and compare this to other forms of writing. In doing this work pupils demonstrate a good understanding of characters in stories and plays and begin to reflect this in their own writing.
75. Pupils have a good attitude to their English lessons, which contributes to the progress made by pupils. They like the structure of the National Literacy Strategy and the boundaries it provides and this contributes to improving standards in grammar and spelling. During lessons, pupils listen attentively to class sessions and in group work they are mostly well behaved and work hard at their tasks. In Key Stage 1, pupils work with reasonable levels of independence. Pupils use their initiative and in Key Stage 2, pupils are able to carry out their own research and find their own information. Pupils with special educational needs are made to feel valued by other pupils. They are supported and helped by other pupils when it is required.
76. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Good attention is given in Key Stage 1 to teaching pupils good basic skills. Pupils are taught to learn the sounds of letters and use these to make blends when reading. Care and attention is given to teaching the correct letter formation and pupils get into good habits of writing neatly and with a good style. Good use is made of support staff and parents especially to listen to each pupil read regularly. Good quality support is gained from the non-teaching assistant to help all pupils but especially those with special educational needs. Care and attention is given to pupils with individual education plans so that their targets can be planned for and reached. In Key Stage 2, good use of specialist teaching in the upper part of the school is effective in maintaining good progress for many pupils as they reach the end of key stage assessments. Planning is

thorough and reflects the plans of the National Literacy Strategy but sensible adaptations are made to enable pupils to practise extended writing. This clearly benefits the progress made in this area of the curriculum. Teachers know pupils well and use their knowledge to plan work which is appropriate for both lower and higher attaining pupils. Marking is usually satisfactory but at times corrections are not insisted upon. Good use is made of information technology to support pupils' writing skills, especially those with special educational needs. Homework is used to extend some aspects of English, especially reading and spelling. Pupils are well prepared for sitting the end of key stage assessments and additional money from central government is well used to give extra support to pupils.

77. The subject is well managed. There are effective systems in place for assessing and recording the progress of pupils as they move through the school. The end of key stage assessment results are carefully analysed so that weaknesses in teaching or attainment can be identified and improvements made. Resources are adequate but the library is cramped and not easy to use. The range of books is just enough but there is shortage of non-fiction books suitable for pupils under the age of eight and some reference books are old with out of date information. The National Literacy Strategy has been introduced and is successfully raising the profile of literacy in the minds and attitudes of both pupils and staff.

Mathematics

78. In the 1998 end of Key Stage 2 National Curriculum assessment tests the percentage of pupils who attained the expected standard for eleven year olds of level 4 was above the national average as was the proportion of pupils attaining a higher level. In comparison with similar schools pupils' attainment was below the average. In the end of Key Stage 1 National Curriculum tests the percentage of pupils who reached the nationally expected standard was well above the national average. Pupils did well in all aspects of mathematics and particularly well in the aspect concerned with shape, space and measures. Trends over the three years since 1996 show that at both key stages there has been steady improvement in the percentage of pupils attaining the expected national standard. Standards have improved in mathematics at Key Stage 2 since the last inspection and been maintained in Key Stage 1. The number of pupils in this school taking the end of key stage assessments is very small. This can result in considerable variations in the school's end of key stage assessment results and care is needed in interpreting changes in National Curriculum results from year to year. The inspection findings are that attainment is broadly in line with the national average by the end of Key Stage 1 and above the national average by the end of Key Stage 2.
79. By the end of Key Stage 1, the majority of pupils have a secure foundation in number work. Pupils have mental recall of number facts to 20 and can add and subtract numbers within this range with speed and accuracy. The pupils know the names of some 3D shapes such as cone and pyramid and they use appropriate vocabulary to describe their features. They know and use the word 'dimensional' in proper context and can read the names of common 2D shapes like triangle, square circle and rectangle. The more able can also tackle words like pentagon, hexagon and octagon and have a clear understanding of the properties of these shapes. In one lesson observed during the inspection these pupils were effectively weighing evidence as shapes were gradually revealed to lead them to a correct guess at the full shape. The work in their books shows an appropriate standard of attainment in computation and pupils are able to manipulate numbers satisfactorily during mental arithmetic sessions. Pupils are working at a level which is on target to be in line with national averages by

the end of the year.

80. By the end of Key Stage 2, the majority of eleven year olds understand the significance of place value when dividing by 100 in their heads. They are accurate to 2 places of decimals and they know about rounding up or down using the 3rd or even 4th decimal place. In more practical investigations they are able to retrieve information from graphs and during the inspection were observed making accurate estimations of the information contained in a pie chart. They have a good understanding of the relationships between fractions and they can manipulate and calculate well both mentally and in written calculations. They use a good mathematical vocabulary and understand the meaning of 'hypothesis' when setting up investigations. These pupils are able to explore a mathematical statement and discover with real understanding the differences between 'mean', 'median' and 'mode'. Many of these pupils are performing at a level which is higher than the national average.
81. Throughout the school pupils make satisfactory progress and this accelerates in the upper years of Key Stage 2 where they are making particularly good progress in the development of their investigational skills. In Key Stage 2, good use of specialist teaching in the upper part of the school is effective in maintaining good progress for many pupils as they reach the end of key stage assessments. The progress of these older pupils has been variable throughout the school and although they have made good progress recently in their ability to investigate, their skill in setting up their own hypotheses and the ability to investigate and prove them is not yet as well developed as other aspects of their mathematical skills. Pupils with special educational needs are appropriately encouraged and supported and make progress in line with the rest of their class.
82. Pupils' response to their work in mathematics is always good and can be very good in Year 6 where they enjoy the challenges, are well motivated and keen to take an active part in their lessons. They answer mental arithmetic questions confidently and accurately. They listen well to instructions and they know what is expected of them. They are excited by the tasks and strive to complete them. When they finish, they are proud of what they have done. Even low attainers take pride in the success of their efforts. There is good collaborative work where appropriate and the standard of behaviour is always very good.
83. The quality of teaching is satisfactory in Key Stage 1 and good and often very good in Key Stage 2, where specialist teaching occurs. No unsatisfactory teaching was seen. The quality of teaching is particularly high in the classes of older pupils and this is having a significant impact upon the pupils' rate of progress. The notable strengths in teaching are very clear planning with clearly defined intentions for learning which can be used as assessment opportunities. Teachers have a very clear interpretation of the National Numeracy Strategy and use resources well to develop pupils' understanding. They know the pupils well and have high expectations of their work. Very good relationships are formed and the teachers give excellent support and advice. All pupils are involved in the oral sessions and a particular strength is the teachers' skill of asking very good questions which challenge the pupils and then using the responses to develop even further the pupils' knowledge and understanding. There is a good focus on pupils developing and using the correct vocabulary. Lessons move at a brisk pace. Teachers make good use of praise when it is deserved and classrooms are well managed and controlled. In the best lessons skills are well taught and through timely intervention, pupils become more efficient in their calculation strategies. Homework is regularly given and challenges pupils to improve their investigation skills through finding out facts for themselves.

84. The curriculum is firmly rooted in the National Numeracy Strategy which has been fully implemented throughout the school and is having a positive impact upon raising standards particularly at the top end of Key Stage 2. Teachers throughout the school make good use of pupils' numeracy skills across the curriculum. Procedures for the formal assessment of pupils' attainment are satisfactory and teachers make sound use of informal day-to-day assessment of pupils' work to track their progress and to inform the next stage of teaching. The resources available within the school are appropriate and fully meets the demands of the curriculum.

Science

85. The number of pupils taking the end of key stage assessments is very small. This can result in considerable variations in the school's end of key stage assessment results and care is needed in interpreting changes in National Curriculum results from year to year. The 1998 end of Key Stage 2 National Curriculum assessments showed that pupils' attainment was well above the national average and in comparison with similar schools it was above average. Trends between 1996 and 1998 show that standards were well above the national average. The 1999 results indicate that attainment was close to the national average at the end of Key Stage 2. At the end of Key Stage 1, the percentage of pupils reaching the expected standard of level 2 was above the national average for 1998, but in 1999 the proportion was close to national average. The findings of the inspection are that pupils' performance in science is close to the national average at the end of both key stages. Standards have been maintained since the last inspection.
86. Pupils make satisfactory progress as they move through Key Stage 1. Pupils with special educational needs and higher attainers make satisfactory progress in extending their knowledge but not in their ability to perform practical investigations. In Key Stage 1, pupils learn to observe accurately and record what they see by careful observational drawings. As part of an investigation into the best conditions for the germination of cress seeds, pupils learn how to make predictions and then decide whether or not they were accurate. Most pupils know about the parts of their bodies and can name the main parts. They know what living things need to survive and the differences between plants and animals. As part of a class search, pupils learn to distinguish between common materials such as glass, plastic and metals, and, in exploring materials with a magnet, they separate magnetic from non-magnetic. Most are aware of the way heat can change materials such as food. Pupils learn about the way sounds and light are made and explore these ideas in relevant topics associated with common experiences such as music.
87. In Key Stage 2, progress is good overall. It is particularly good in the lower part of the key stage where it reflects a good emphasis upon the teaching of practical investigations. During one lesson, pupils demonstrated a good grasp of how to plan and carry out a simple test to find the hardest floor surface. Good progress in the lesson ensured that pupils learned to work reasonably well with independence. As pupils move through the key stage, they extend their knowledge and understanding of living things. They become aware of the importance of eating healthily and make connections between human life and its impact upon plants and animals. Some older pupils begin to explain events such as the way solids can change into liquids using simple molecular theory. Through investigations into thermal conductivity, they extend their ability to measure and record data accurately. During a lesson led by a science specialist, pupils responded well to the challenge of solving problems related to electrical circuits, but their lack of experience in performing independent investigations

in the past, reduced their capacity to work as well as expected. They have a good understanding of electricity and its uses but find investigations difficult to perform.

88. Most pupils really enjoy science. They find it interesting and challenging but some older pupils are nervous to make decisions during their own during investigations. Behaviour in lessons is good. During practical investigations in the lower part of the school, pupils work very well in pairs and willingly share ideas. In the upper part of the school there is often a reluctance to commit ideas and pupils seek support from the teacher. All pupils treat resources with respect and are mature and sensible in the way they behave.
89. The quality of teaching is entirely satisfactory or better and particularly good in the lower part of Key Stage 2. In Key Stage 1, teaching is satisfactory. Skills of investigations are being developed although the emphasis is upon teaching knowledge. Resources are made available and pupils are given clear, precise instructions so that they understand what is expected. In Key Stage 2, teaching is mostly good. There is a confidence in the way in which the subject is taught and expectations increase for pupils to work independently. Attention is given throughout the school to recording investigations systematically, but many approaches are new and have only just begun to impact upon standards. Teachers are working hard to ensure that a balance is struck between teaching facts and developing skills. The Department for Education and Employment Curriculum guidance is being used, but it is not yet adapted to meet the needs of the school. Teachers know their pupils well and use this information to give them help during lessons. Most have secure subject knowledge but there is less confidence in teaching practical skills.
90. The subject is effectively managed by a newly appointed member of staff. Improvements to the curriculum are improving standards and progress and systems for assessing and recording pupils' attainment and progress are satisfactory. Resources are just adequate although the range of information technology software is limited.

OTHER SUBJECTS OR COURSES

Information Technology

91. Standards in information technology have not improved since the last inspection. They are below what is expected for pupils by the end of Key Stage 2, but broadly in line with expectations at the end of Key Stage 1. Pupils of all levels of attainment are making satisfactory progress and the recent improvement in teaching and better resources have combined so that progress is improving. These changes are recent and have not yet made an impact upon standards in Key Stage 2. Until recently, poor equipment has made it difficult for all aspects of the National Curriculum to be taught. Recent funds from the National Grid For Learning have boosted available resources and made it possible for all pupils to be provided with an appropriate curriculum. Some aspects of the curriculum however are still not taught to pupils in Key Stage 2, a facts recognised by the staff of the school. Standards are improving but have not been raised enough in all aspects of the programmes of study since the last inspection.
92. Pupils in Key Stage 1, learn to understand the computer and increasingly use it to write on screen, make simple designs and interpret data as graphs. Most pupils learn how to write on screen and increasingly gain an insight into how to save, load and

print without support. Progress in using a programmable toy is unsatisfactory however. In Key Stage 2, pupils make good progress in using the computer to write and organise text, but in other aspects of the curriculum, such as handling information, modelling, control and using the computer to monitor change, the progress made is unsatisfactory. They learn to write on screen using tools such as the spell checker and editing facilities and save and print their work. By the age of eleven, many pupils are beginning to import pictures from publishing packages to make their writing more imaginative and interesting. Pupils in lower Key Stage 2, enjoy using the computer to make talking books which combine, images with words and all pupils make satisfactory progress in using CD ROM materials to support research projects. In aspects of information technology such as controlling programmable devices, using logo to control a screen turtle or monitoring the environment using sensors, progress has, until recently been poor. Overall, however the progress of all pupils, including those with special educational needs, is improving rapidly and is now satisfactory overall.

93. Most pupils have positive attitudes to information technology. They are not frightened to use computers and recognise that they can help them to learn. Pupils respond well to working with friends and colleagues, and those with good skills willingly help out others. They all value and respect the equipment and look after it. Most pupils work for extended time on computers without losing interest. Many older pupils willingly come indoor during lunchtime to practise using the computer.
94. The quality of teaching is satisfactory in Key Stage 1. Despite standards which are below national expectations by the age of eleven, teaching in Key Stage 2 is improving and is now good overall. The recent improvement in facilities and resources has boosted the enthusiasm of staff and pupils are now expected to regularly use the computer. Good class routines exist for pupils to work with one another and pupils in upper Key Stage 2 are slowly beginning to make up for lost experiences in the past. Good use is made of information technology to help pupils with special educational needs and for enabling pupils of all levels of attainment to extend their research skills. All teachers recognise the need to keep up to date with the progress of information technology and endeavour successfully to make use of the new equipment.
95. The subject is managed by an enthusiastic and committed teacher, who although only recently appointed, has recognised ways of improving the progress in Key Stage 2 and steps are being taken which have already had a positive impact upon standards. The new equipment is supported by a detailed action plan designed to raise standards. There is a simple and manageable way of recording individual's progress and tracking their range of experiences. The school will soon be connected to the INTERNET and plans exist for pupils to communicate with pupils in Tobago and the school in Tooting with which it liaises.

Religious Education

96. Standards in religious education meet the expectations of the Cumbria Agreed syllabus at the end of both Key Stages 1 and 2. Pupils of all levels of attainment, including those with special educational needs make satisfactory progress as they move through the school. Standards have been maintained since the last inspection.
97. In Key Stage 1, pupils learn about the Christian faith and are aware of the importance of Christ and major events in His life such as the events leading up to His birth and those surrounding His death. They have discussed the importance of friendship and

the way in which it is important to treat others with respect and in a way in which they too would like to be treated. They are able to talk sensibly about the impact that their actions can have upon others. Younger pupils talk of the fact that not all gifts come in wrapping paper and that being kind and thoughtful by sharing with friends is also a gift.

98. In Key Stage 2, pupils have extended their knowledge of the Christian faith and have also learnt about a number of other world faiths. Their knowledge of the Bible is quite good. Most pupils explain that there is an Old Testament and a New Testament and they are aware of the major books written by the Disciples. They are aware of the way that Jesus taught using stories called parables and describe the meaning of the parable of the Sower, the Prodigal Son and the Good Samaritan. Older pupils have a good understanding of the teachings of God provided by the ten commandments. They explain that the commandments are rules which offer a way of living a wholesome and happy life. Pupils learn about the basic beliefs of Muslims and Hindus. They are aware of the similarities and differences between their beliefs and Christians. The Qur'an is recognised as the holy book of Islam and the major gods of Hindus are known.
99. Pupils take a keen interest in the ideas and views of others. Many are tolerant of the beliefs that others have and show considerable sensitivity towards them. Pupils are familiar with praying, and during acts of Collective Worship they take the opportunity to sit quietly in private thought. Pupils write prayers and are aware of the school prayer. During lessons, pupils are well behaved and are attentive.
100. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Pupils are given the opportunity to share their ideas and their opinions are valued. The locally agreed syllabus is used effectively to guide planning and teachers make good use of available resources to provide pupils with stimulating lessons. In upper Key Stage 2, very good teaching successfully helps pupils to make sense of difficult ideas such as the way parables and the ten commandments can guide people towards the way they can live life. Teachers skilfully present ideas in such a way that pupils understand them and can relate them to their own lives. The concept of personal rules is successfully linked to the boundaries provided through religious beliefs. The school is implementing the Cumbria Agreed syllabus which ensures that the curriculum is balanced.
101. There is a good balance between personal development and knowledge of faith traditions. Procedures for assessment are unsatisfactory. Library resources are limited and the range of religious artefacts is narrow. Good links with the local Church provide good opportunities for pupils to learn about Christian customs and see some of their traditional artefacts.

Art

102. Pupils make satisfactory progress in Key Stage 1 and good progress at Key Stage 2. Pupils with special educational needs are appropriately encouraged and supported and make progress in line with the rest of their class. The quality of work has improved since the last inspection.
103. At Key Stage 1, pupils systematically acquire skills and knowledge. They experience an appropriate range of media and explore a range of techniques. The youngest pupils are currently using leaves to build up pictures of animals and in Year 2 they are

learning about the different ways in which paint can be used to produce the effect of rain and a wet day. They have produced very effective representations of animals using handprints. There are good examples on displays in the classroom and the corridors of silhouette designs representing autumn and observational drawing using pastels to represent harvest baskets. The quality of this work is appropriate to the age of the pupils and shows increasing skills in observation and finding ways of representing on paper what they can see. Pupils use colour to good effect and are developing cutting and gluing skills to a level expected of pupils of this age. There are clear links with other subjects such as mathematics.

104. In lower Key Stage 2 pupils are developing their understanding of mixing colours to achieve other effects and have used 'modroc' medium to make dolls heads for Elizabethan dolls as part of their history work. The older pupils in the key stage have done a significant amount of work on the masterpieces of famous artists and the pupils have a secure knowledge. Pupils in Year 5 likened the work of Turner to Monet and were interested to discover the link which exists and the influence of Turner on the impressionists. These pupils could identify significant and important features of the painting and what they could imagine behind the mists which enveloped the bridge and what the artist might be intending to convey. They appreciate that the same picture can be interpreted in different ways depending on the light and on the ideas of the observer. Pupils in the older age groups have looked at the works of Jean Dubuffet, Georgina O'Keefe, Raoul Dufy, Marc Chagall and Paul Klee. They are currently making up designs after the style of Clarice Cliff. Pupils in Year 6 have a clear understanding of Cliff's style and are able to reproduce it effectively, making interesting designs for table mats. They are able to select appropriate media for this work and can compare their work critically with original Clarice Cliff designs. There are good examples of pencil sketching particularly the drawing of pupils' ideas of what 'Stig' might look like after hearing the story of 'Stig of the Dump'.
105. Pupils throughout the school are well motivated and enjoy their opportunities in art. They share resources well and they are sensible in the way they use a range of media and pay appropriate attention to safety when using sharp instruments and glue. They are keen to succeed and take a reasonable pride in the outcomes of their efforts. In the older classes, particularly, there is a good working atmosphere and pupils are appreciative and respectful of the work of others. Most pupils have the confidence to express their feelings and ideas sensibly but freely. The behaviour is good at all times.
106. The quality of teaching is usually good and sometimes very good. In the best lessons there is a calm and thoughtful atmosphere. Teachers use thought provoking questions to challenge pupils and encourage them to think more deeply about what they are doing. Skills teaching is part of every lesson and appropriate encouragement sustains pupils' interest through enthusiasm and good use of humour. Teachers give good opportunities for pupils to experiment and to make choices of media. Relationships are good and teachers use opportunities successfully to give practical advice and discuss possible improvements. Teachers are well supported by both non-teaching staff and experienced parent helpers.
107. There are good links with other subjects and the work in art makes a significant contribution to pupils' spiritual and cultural development. The curriculum offered meets all of the requirements of the National Curriculum programmes of study and provides pupils with appropriate skills and opportunities to develop their artistic knowledge as they move through the school. The school has a satisfactory range of materials and resources which are well used.

Design and technology

108. All pupils, including those with special educational needs, make satisfactory progress in design and technology in Key Stage 1 and Key Stage 2. In Key Stage 2, however, not all elements of the programmes of study are taught to sufficient depth. The overall progress in Key Stage 1 has been maintained since the last inspection but has improved in Key Stage 2.
109. Younger pupils in Key Stage 1, are skilled at cutting and gluing fabrics to make simple puppets. They are aware of the process of planning and designing what they intend doing and then willingly explain ways in which they might make it even better. Pupils benefit from working with parents who help them to bake cakes and pies of surprisingly good quality. In Key Stage 2, pupils have learnt to use wood and appropriate tools to design and build vehicles which were then made to move using electricity. Some experience of using clay has occurred to design and make clay divas as part of studying Hinduism. Some good quality dolls in historical costumes have been designed and made involving the use of fabrics and plaster of Paris impregnated fabric (modroc). As part of a topic associated with music, pupils in Year 5 have designed and made some good quality instruments of their own. Although pupils are capable of designing and evaluating their work the process of doing this formally on paper is not very well developed. Pupils also have limited experience and knowledge of designing using structures and mechanisms.
110. Very little opportunity existed to observe design and technology across the school. Pupils talk enthusiastically about the activities that they do in design and technology. Most pupils, however, are unsure of the process of designing and evaluating formally on paper.
111. The quality of teaching is improving and is now satisfactory overall. Design and technology is included in medium term plans and is often connected to another subject. Attention is given to providing pupils with opportunities to make things but not enough time is given to pupils to plan on paper or evaluate what they do afterwards. Resources are generally adequate and parents are very helpful in supporting groups to cook. There is no defined scheme which promotes a systematic way of teaching skills as pupils move through the school.

History and geography

112. Pupils in both key stages make satisfactory progress in acquiring knowledge and understanding of both history and geography. Standards have been maintained since the last inspection.
113. In Key Stage 1, research skills are under-developed but pupils are making good progress in this aspect throughout Key Stage 2 and the rate of progress improves even further in Years 5 and 6. In history pupils in Key Stage 1 have been considering toys from the past and discovering the differences between those toys and the ones the pupils have now. Pupils know that in times gone by there was no electricity and no television. In good links with design and technology pupils were making peg dolls which focused attention on the differences between clothes now and clothes of the past. By the end of the key stage pupils know about their own locality and have drawn simple maps of their way to school. Pupils in the current Year 3 are building on that knowledge and are currently studying the land use of the area around Broughton-in-

Furness.

114. In Year 3 pupils are continuing to develop their knowledge in history and are currently considering Tudor times. There are good links with design and technology where pupils are making good models of Elizabethan ladies with careful attention given to the styles of costume and clothing. In geography, these pupils are beginning to develop early research skills and use appropriate books as secondary sources of information both in the school library and around the classroom. Years 5 and 6 are being taught about World War 2 and they have high levels of understanding about the work of air raid wardens and the plight of evacuees. They demonstrate their levels of understanding by composing newspaper reports and letters home and by performing dramatic presentations to the rest of the class. These pupils show an emotional understanding of the differences between their lives and those of children 50 years ago. The standard of attainment of the older pupils in geography is particularly high. They are able to select and collate evidence from a range of sources to improve their knowledge and to investigate further their understanding of significant differences between, for example, their own village and a village on the island St Lucia in the West Indies. These pupils are able to respond to questions using previous learning and experience. The older pupils are making good progress in researching and presenting information. Pupils at both key stages with special educational needs are appropriately encouraged and supported and make progress in line with the rest of their class.
115. Pupils respond well to the work in both history and geography. They are interested and excited by what they hear and learn. They respond to tasks in an enthusiastic manner. The older pupils are able to decide on their options for undertaking tasks which are presented and in group work there is good quality collaboration, with pupils sensibly deciding who should do what. They listen to each other's ideas and negotiate the way forward. The quality of the presentations to the rest of the class by groups and individuals is good although some of the older pupils are rather reticent about performing in public. The younger pupils are really interested in the topics and talk confidently and accurately about what they have learned. Behaviour is always good.
116. The quality of teaching in both Key Stage 1 and 2 is always at least satisfactory and often good and sometimes very good. Some lessons are very well planned, organised and managed to give worthwhile opportunities for pupils to devise their own ways of researching knowledge and information and to decide for themselves how best to present their findings. Plenty of time is allowed for pupils to consider their responses. Teachers use a very encouraging manner. Teachers are secure in their subject knowledge. They know their pupils well and have appropriate expectations regarding the quality of their work.
117. The curriculum for both subjects is broad and balanced and a good time allocation is given to them each week. The school provides a range of valuable experiences to stimulate the pupils and there are good links forged between history and geography and between these and other subjects of the curriculum. The school has very good links with schools and communities in other countries particularly Tobago, Egypt, New Zealand and South Africa. These opportunities and the way in which they are used to enhance pupils' experiences have a significant impact upon the quality of education in both history and geography. The topics covered in geography make a positive contribution to pupils' cultural development. The resources which the school has are adequate for meeting the needs of the curriculum and they are used well.

Music

118. All pupils, including those with special educational needs, make satisfactory progress throughout the school and this improves towards the upper end of Key Stage 2. Standards have been maintained since the last inspection.
119. The younger pupils know the words of a range of simple songs and can perform well in action songs some of which, such as 10 Green Bottles, have clear links with other subjects. By Years 3 and 4 the pupils are able to maintain rhythms by clapping and can change their actions to match features of the music they hear. These pupils are able to sing in rounds the music and words of "Dum, dum diddy" and maintain their own tune successfully. They were also heard singing the round "Whose pigs are these?" in four parts. They have a good sense of rhythm and pace and can hold the tune successfully. Pupils in Years 5 and 6 have a secure knowledge of the terms used to direct the dynamics of music and can identify examples of forte, fortissimo, piano and pianissimo when listening to Gamelan music from Bali. They make appropriate guesses at the types of instruments used and how they might be played. By Year 6 the pupils have further developed their skills and can maintain tunes in two part singing with satisfactory tonal quality. They know that the notes on the staff climb as the music gets higher and those who play instruments can read the music at an appropriate level. These pupils can maintain a 'rap' rhythm whilst others were singing the words of a World War 2 song "Hey, little hen".
120. The pupils thoroughly enjoy their music lessons and get excited when learning new songs and new techniques. They listen to the music which is played for them with interest and can express their opinions sensitively and with respect for the ideas put forward by their classmates. They are keen to take part. They try very hard to succeed and concentration levels remain high throughout the lessons. With older pupils there are good levels of co-operation and collaboration when singing part songs and in planning percussion work. They use the instruments carefully and store them appropriately when they have finished with them. Behaviour is good at all times.
121. The quality of teaching is good at both key stages. Teachers make good use of specialist helpers to enhance the provision by providing a piano accompaniment for some assemblies and class lessons and through skilful playing of the guitar. Lessons are well planned and there are clear strategies for ensuring that pupils make progress in their learning as they move through the school. Practical skills and the knowledge of rhythm and tempo are taught by a specialist teacher. Class teachers, in their planning, include an appropriate range of experiences of music from other countries and from other ages. The music curriculum which is provided enhances the school's provision for pupils' spiritual and cultural development.
122. The long term planning for music ensures that there is a broad and balanced approach to the subject with due regard given to the National Curriculum programmes of study. The school has a reasonable range of resources but there is a very limited range of instruments from other cultures and many of the instruments which the school has are well used, old and tired.

Physical Education

123. Standards in physical education have improved since the last inspection. All pupils, including those with special educational needs, make satisfactory progress. In Key Stage 1, most pupils are reasonably fit, have good co-ordination and can move

with good levels of self-control and balance. They are capable of finding space and are aware of where others are around them. Most pupils can travel across simple gymnastics equipment in a variety of ways involving sliding over and climbing under the equipment. The majority are confident to dismount apparatus with good quality jumps with landings which are controlled and poised. During a dance lesson, most pupils moved with good levels of co-ordination and a sense of rhythm. Both boys and girls have a reasonable sense of balance and co-ordination but the girls are much less inhibited when dancing.

124. By the end of Key Stage 2, the standards attained in swimming are satisfactory. All pupils swim confidently and a significant number use a range of strokes competently. In gymnastics, most pupils work safely on apparatus and demonstrate the ability to link movements together into quite refined sequences. Pupils transfer their weight to different parts of the body in a controlled way and mount and dismount apparatus safely. Across Key Stage 2, pupils make satisfactory progress despite the limits of the accommodation. Additional time for swimming is paid for by the local education authority and the school uses the pool of a local hotel. Although some disruption to pupils' studies occurs as a result of the need for them to be taken by car to the school, it benefits the progress and attainment made by pupils. In outdoor games and events pupils in Key Stage 2 make good progress. They are encouraged to develop their ability to run cross country. During a lesson which was part of a hockey coaching unit, pupils showed reasonable skills in hitting and stopping balls and passing and scoring between "goals"
125. Pupils in both key stages behave excellently during lessons. They work very well together and always listen to the teacher and support staff. Pupils are capable of maturely evaluating their own performance and that of others. Most are confident to perform in front of others and always try their hardest to do well. Pupils across the school have a good ability to take responsibility in taking out and putting away equipment and always behave safely.
126. The quality of teaching in both Key Stage 1 and 2 is satisfactory overall and at times good. Teachers are well organised and good use of support staff ensures that pupils of all abilities and ages are given appropriate guidance and support. In Key Stage 2, the teaching of swimming is effective and follows the local education authority's scheme. Gymnastics and indoor physical education are taught very effectively. Across both key stages, teachers set high expectations and make very good use of demonstrations and encourage pupils to demonstrate their skills to others. All pupils are rewarded for effort and application and not just because they are talented. Teachers work very hard to reduce the impact of the small indoor accommodation and are constantly working to alleviate the problems. Resources for physical education are satisfactory.

PART C: INSPECTION DATA

127. Summary of Inspection Evidence

- A team of three inspectors were in the school for a total of 10 days and spent 42 hours 35 minutes observing 40 lessons, sampling pupils' work and talking to pupils.
- Teachers with specific areas of responsibility were interviewed.
- Brief discussions were held with non-teaching support.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about procedures for monitoring attendance and finance.
- Meetings were held with governors both prior to and during the inspection.
- Pre-inspection meetings were held with the staff and parents.
- Discussions were held with the headteacher.
- The Education Welfare Officer was interviewed
- Samples of pupils' work were scrutinised across all classes.
- Teachers' planning was reviewed.
- Pupils from each year group were heard reading aloud and discussions about reading were held.
- Frequent discussions took place with pupils of all ages about aspects of their learning and views on aspects of codes of behaviour.
- Inspectors observed behaviour at lunchtime and playtimes
- Playtimes were observed and some informal discussion with pupils took place.
- Additional documentation was scrutinised including long term, medium and short term planning.
- Inspectors attended assemblies.
- A selection of finance documents was scrutinised.
- A detailed tour of the site was carried out to inspect the accommodation.

1. DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	111	2	17	0

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	5
Number of pupils per qualified teacher	22.2

Education support staff (YR - Y6)

Total number of education support staff	3
Total aggregate hours worked each week	28.5

Average class size	27.75
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Financial data

Financial year:	1998-99
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	£
Total Income	186091
Total Expenditure	192055
Expenditure per pupil	1745
Balance brought forward from previous year	11751
Balance carried forward to next year	5787

PARENTAL SURVEY

Number of questionnaires sent out:	111
Number of questionnaires returned:	43

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	36	60	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	24	60	16	0	0
The school handles complaints from parents well	24	48	28	0	0
The school gives me a clear understanding of what is taught	36	44	12	8	0
The school keeps me well informed about my child(ren)'s progress	40	44	12	4	0
The school enables my child(ren) to achieve a good standard of work	32	56	8	4	0
The school encourages children to get involved in more than just their daily lessons	28	52	12	8	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	36	20	8	0
The school's values and attitudes have a positive effect on my child(ren)	68	20	12	0	0
The school achieves high standards of good behaviour	48	36	16	0	0
My child(ren) like(s) school	72	20	8	0	0

Other issues raised by parents

Positive views were expressed about the family atmosphere of the school.
The leadership of the school was praised

