

INSPECTION REPORT

Cumwhinton County Primary School

Cumwhinton, Carlisle

LEA area : Cumbria

Unique Reference Number : 112108

Headteacher : Mrs Anne Howells

Reporting inspector : David Byrne
28076

Dates of inspection : 29th November - 2nd December 1999

Under OFSTED contract number: 707111

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 :	County
Age range of pupils :	4-11
Gender of pupils :	Mixed
School address :	School Road Cumwhinton CARLISLE CA4 8DU
Telephone number :	01228 560400
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Appropriate authority :	Governing Body
Name of chair of governors :	Mrs Tarrant
Date of previous inspection :	December 1995

INFORMATION ABOUT THE INSPECTION TEAM

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

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MAIN FINDINGS

What the school does well

- All pupils, including those with special educational needs make good progress by the time they are eleven.
- Good provision is made for pupils with special educational needs.
- The pupils develop very good attitudes to school, behave very well and form very good relationships with others.
- The quality of teaching is good across the school.
- The curriculum is well planned so that all pupils are taught each subject of the National Curriculum in an exciting and relevant way. There is an unusually high emphasis placed upon developing pupils' skills in music and art.
- The pupils' progress is carefully monitored by the careful analysis of the results of tests which are regularly given to pupils.
- Very good provision is made to promote pupils' spiritual, moral, social and cultural development.
- The pupils are given very good support and guidance in all aspects of their academic and personal development.
- There are good relationships between the school, parents and the local community.
- The quality of the leadership and management of the school is very good. The headteacher and governing body manage the school very effectively and constantly strive to improve educational standards and the quality of the school buildings.
- Very good procedures exist for staff development which benefits the education of all pupils including those with special educational needs.
- The finances are very well managed and the school is very efficiently organised.
- The school gives very good value for money.

Where the school has weaknesses

- I. Poor quality computers in the past have resulted in standards in information technology being well below national expectations although new equipment and a commitment to training is contributing to improved progress.
- II. Pupils' progress in performing scientific investigations is unsatisfactory.
- III. The accommodation for children's indoor physical education is unsatisfactory. It restricts opportunities for indoor activities for pupils in Key Stage 1 and 2.
- IV. Resources and accommodation are unsatisfactory for providing under-fives with appropriate outdoor physical activities.

The school provides pupils with a good quality of education and has some remarkable features. The weaknesses in the school are far outweighed by its strengths and they will be included in an action plan which targets all areas for improvement. This plan will be sent to all parents or guardians of pupils in the school.

HOW THE SCHOOL HAS IMPROVED SINCE THE LAST INSPECTION

The school has made considerable improvements since the last inspection. There are now good systems in place for monitoring standards. Good procedures have been implemented for assessing and monitoring pupils' progress so that the information gathered is effectively used to plan ways of taking learning further. Standards in mathematics are rising and are now above the national average by the end of Key Stage 2. The quality of the curriculum has improved. A good personal and social education programme has been introduced and the planning for foundation subjects successfully ensures that the skills of each subject are regularly taught. This good planning contributes to very good progress in each foundation subject except design and technology where it is satisfactory. Standards in information technology have declined to below expectations mainly due to poor equipment. With the exception of information technology, the quality of teaching has improved especially in Key Stage 2 where work is given which challenges the more able pupils and meets the needs of those with learning difficulties. The governing body has been successful in extending the school buildings which are now much better than they were and another extension is being added. Pupils now have access to an outdoor sports pitch and the school grounds have been developed to provide good quality resources for environmental education. The school now gives very good value for money which represents an improvement from the good value given at the time of the last inspection. The school has a very good capacity for further improvement.

STANDARDS IN SUBJECTS

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

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

The information on the above table, for example, shows that the standards attained in 1999 in English are very high in comparison with the national average and well above the average for schools in a similar context. A number of effective strategies have been introduced to improve standards in English and mathematics and the progress being made in both subjects is good across the school. In mathematics, pupils' attainment is above both the national average and above average compared with schools in similar contexts. When these results are compared to those for 1998 and before, they show that the school is improving. The findings of the inspection show that standards in English and science are close to the national average and in mathematics they are currently above the national average. The difference between the inspection findings and the results for 1999 is explained by the fact that the school has comparatively small numbers of pupils in each class. This means that all National Curriculum assessment results need to be treated with caution because attainment can vary from year to year. By the end of Key Stage 2, standards in information technology are well below national expectations whilst in religious education standards match the expectations of the Locally Agreed Syllabus. Pupils make very good progress in art and music and good progress in history, geography and physical education. Satisfactory progress is made in design and technology. Pupils with special educational needs make good progress overall towards the targets in their individual education plan.

By the end of Key Stage 1, inspection findings show that standards in reading and writing are above the national average. In mathematics and science, standards are close to the national average. Pupils' attainment in information technology is below national expectations. In religious education pupils attain the expectations of the Locally Agreed Syllabus. In other subjects, pupils make good progress in art, history, geography and music and satisfactory progress in design and technology and physical education. Children under five, make good progress in their personal and social skills and also in their language and literacy and mathematical development. Good progress is also made in the development of a knowledge and understanding of the world. Satisfactory progress is made in creative development but in physical development, pupils progress in indoor and outdoor physical education is restricted by poor resources and accommodation.

QUALITY OF TEACHING

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Good	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 lower Key Stage 2. During the inspection 100% of lessons observed were satisfactory or better. Teaching was good in 46% of lessons observed and very good in 26% of lessons.

· **OTHER ASPECTS OF THE SCHOOL**

Aspect	Comment
Behaviour	Pupils' behaviour is very good. They have very good attitudes to all aspects of school life.
Attendance	It is satisfactory and is close to the national average.
Ethos*	The school has a very good ethos. It is committed to raising standards to the highest level and successfully creates very good relationships between pupils and adults within the school community.
Leadership and management	This is very good and is a strength of the school. The headteacher and governing body work very effectively to provide pupils with a high quality of education within a secure and caring learning environment. Good long term planning exists and future trends are carefully analysed to inform the planning of all aspects of the school development.
Curriculum	A good curriculum is provided for all pupils. All subjects of the National Curriculum are well planned so that pupils' skills and knowledge are developed systematically as pupils move through the school. There is a strength in music and art.
Pupils with special educational needs	Good provision ensures that each pupil is given good support and makes good progress. All pupils, including those with physical disabilities are successfully integrated into every part of school life.
Spiritual, moral, social & cultural development	Very good provision overall. Staff set very good moral guidelines for pupils and provide very good opportunities for pupils' social and cultural development. A good range of opportunities is provided for pupils to develop their sense of spirituality.
Staffing, resources and accommodation	There is a weakness in the accommodation and resources for providing suitable outdoor play activities for under-fives. All pupils do not have access to suitable facilities for indoor physical education.
Value for money	The school gives very good value for money.

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

· **THE PARENTS' VIEWS OF THE SCHOOL**

What most parents like about the school	What some parents are not happy about
<ul style="list-style-type: none"> • The academic standards attained by pupils. • The warm and caring learning environment created by committed staff. • The good behaviour and positive attitudes which are successfully promoted. • The quality of extra-curricular activities. 	<ul style="list-style-type: none"> • The lack of suitable accommodation for

The inspectors agree with the positive comments made by parents. There is a lack of suitable accommodation for indoor physical education.

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 across the school by:

- I. ensuring that staff are suitably trained so that computers are used to support learning across the curriculum
- II. ensure that each element of the programmes of study for information technology is regularly taught and pupils' progress monitored and recorded. (See paragraphs 106-110)

improve the provision for children under-five by:

- III. findings ways of extending existing accommodation so that children have regular access to suitable outdoor play. (See paragraph 81)

improve pupils' progress in science by:

- IV. improving staff confidence and knowledge in planning, teaching and assessing investigations across the school so that by the age of eleven pupils become independent in applying their knowledge. (See paragraphs 100-105)

Additional issues which may be included in the Action Plan:

- V. The governing body should continue to strive to find ways of improving the accommodation still further so that there is suitable indoor provision for physical education. (See paragraph 58)

INTRODUCTION

Characteristics of the school

1. The school is situated in the village of Cumwhinton which lies to the south east of Carlisle. It is a small school when compared to the average size of primary schools nationally. The majority of pupils live within the village community but an increasing number travel from the suburbs of Carlisle. The number of pupils on roll has increased since the time of the last inspection in 1995 from 110 to 132 and the pupil:teacher ratio has improved marginally. 13 pupils (10%) are eligible for free school meals which is below the national average. Indications from the inspection show that overall, socio-economic circumstances are close to the national average. The percentage of pupils who are not of white ethnicity is very low.
2. There has been an increase over the last three years in the percentage of pupils with special educational needs. 31 (24%) pupils are on the special educational needs register of whom 10 require the additional support of outside specialists. Four pupils (3%) now have statements of special educational which is above the national average. The school is adapted to cater for pupils requiring wheelchairs. There are 16 pupils in the Reception class. Children are admitted to the school in the term after their fourth birthday. The attainment of children when they begin school varies from year to year and is broadly average. Four other classes exist, each of mixed Year groups except for Year 6 which is single age. The headteacher was appointed in April 1997 and states that since then improvements have occurred in a number of areas. Realistic targets for pupils' achievement have been established which reflect improved progress of pupils.
3. The school ethos statement is that the school, "Provides a happy, caring and secure environment where each child is helped to feel equally important and is encouraged to achieve his or her maximum potential in all aspects of school life. We hope that our children will grow socially and spiritually, gaining respect for themselves, for each other and the community in which they live".

4. Key Indicators

Attainment at Key Stage 1

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

Year	Boys	Girls	Total
1999	6	13	19

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	5	5	6
	Girls	12	12	11
	Total	17	17	17
Percentage at NC Level 2 or above	School	90	90	90
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	5	5	5
	Girls	11	8	11
	Total	16	13	16
Percentage at NC Level 2 or above	School	84	68	84
	National	82	86	86

4. Attainment at Key Stage 2 1998/99

Number of registered pupils in final year of Key Stage 2 for
1998/99 figures are in brackets

Year	Boys	Girls	Total
1999	10	9	19

National Curriculum Test/Task		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	8	7
	Girls	9	8	7
	Total	19	16	14
Percentage at NC Level 4 or above	School	100	84	74
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	7	6
	Girls	7	8	5
	Total	15	15	11
Percentage at NC Level 4 or above	School	64	57	79
	National	68	69	75

Attendance

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

		%
Authorised Absence	School	5.6
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed
which is :

	%
Very good or better	27
Satisfactory or better	100
Less than satisfactory	0

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. When children begin school in the Reception class, they begin with average levels of attainment in language and literacy, mathematics and knowledge and understanding of the world. In these areas most children make good progress and reach the targets of the desirable learning outcomes before the age of five. They also make good progress in their personal and social development by the age of five. Children have sound levels of creative and physical development when they begin school and make satisfactory progress in most aspects of these areas of learning to reach the desirable learning outcomes by the age of five. The restrictions of the accommodation reduce the progress of children in terms of the development of outdoor physical skills.
2. At the end of Key Stage 1 and 2, the number of pupils taking the end of key stage assessments is often 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, the most recently published National Curriculum assessment results for 1999, the performance of pupils by the end of Key Stage 2 was very high in comparison to schools nationally. When results between 1996 and 1998 are considered, pupils' performance has been very close to the national average. In comparison with similar schools, pupils' performance was well above average. The inspection findings are that standards in English by the end of Key Stage 2 are broadly in line with the national average. Progress has improved as a result of initiatives such as setting of pupils by prior achievement in Key Stage 2. Progress is now good and is beginning to raise standards at the end of each key stage. Variations in the natural ability of different year groups, coupled with the positive impact of good strategies for raising standards, indicate that over the next three years attainment by the age of eleven may vary, but will improve overall. By the end of Key Stage 1, pupils are achieving standards which are above the national average in reading, writing and speaking and listening.
4. In mathematics, the results of the National Curriculum tests in 1999 show that the attainment of pupils at the end of Key Stage 2 is above the national average. In comparison with similar schools, results are also above average. The inspection findings support this. Over the three years between 1996 and 1998 the school's results were close to the national figure. By the end of Key Stage 1, pupils achieve standards which are close to the national average.
5. In science, the 1999 results show that attainment at the end of Key Stage 2 is below the national average and well below average when compared to similar schools. By the end of Key Stage 1, pupils' attainment in 1999 was close to the national average. Trends between 1996 and 1998 showed that standards were below the 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. The difference between the weak results of 1999 and the inspection findings is explained by the varying nature of small year groups in the school. Standards have been maintained since the last inspection. Pupils make satisfactory progress across the school in their acquisition of knowledge but unsatisfactory progress in performing independent investigations. This reduces the ability of pupils to achieve above average levels for their age.

6. The figures for the 1999 tests show a very much improved picture for English and mathematics. This reflects the introduction of good initiatives for raising standards and pupils' progress has increased as a result and is now good overall. In the previous report the standards of attainment at both key stages were said to be average. The most recent results show a considerable improvement and the school is on target to continue this. The levels of attainment seen during the inspection support this. Pupils with special educational needs make good progress overall and those who are more able make good progress as a result of good use of grouping and setting.
7. In information technology, pupils make unsatisfactory progress in both Key Stages 1 and 2 and attain standards which are well below national expectations. In religious education, pupils reach the expectations of the Locally Agreed Syllabus by the end of Key Stage 1 and 2 and make satisfactory progress overall.
8. In other subjects, pupils in Key Stage 1 make good progress in art, geography, history and music and satisfactory progress in design and technology and physical education. In Key Stage 2, pupils make very good progress in art and music, good progress in geography and history and physical education and satisfactory progress in design and technology. Pupils with special educational needs make good progress overall towards the targets of their individual education plans. Those who are more able also make good progress as a result of being given challenging work suitable for their ability.
9. The school has set itself challenging targets which reflect its aim of maintaining high academic standards. The commitment and skills of the teaching staff and the very good leadership of the headteacher confirm the view that the targets will be reached. A combination of setting of pupils by ability, the effective use of staff to boost pupils who are borderline for reaching the expected standards and the good quality support of special educational needs support staff give pupils every opportunity to maintain mostly good progress across the school. The recent acquisition of new resources for information technology and a commitment to additional staff training are effectively beginning to improve progress in information technology and raise standards across the school, but the impact of such changes may take some time to take effect.

Attitudes, behaviour and personal development

10. Throughout the school the pupils' attitudes and their very good behaviour make a positive contribution to their attainment and progress. Pupils enjoy school. The personal and social development of the children under five is very good. They are able to work together in groups and they share equipment and take turns. They listen to each other in class lessons and respond to questions and join in with activities in an enthusiastic and confident manner.
11. The attitudes to learning of all pupils in Key Stages 1 and 2, including those with special educational needs, are very good. They reflect the high quality of the teaching. Pupils are attentive in lessons and they show interest and enthusiasm in their work. They are well motivated and respond well to praise and encouragement. They listen carefully to their teachers and offer their ideas and suggestions both politely and with confidence. They demonstrate great pride when their answers are correct. All pupils throughout the school are familiar with classroom routines and use common sense to organise themselves and to help others. In group work, pupils co-operate and collaborate well and show a high degree of independence when given

the opportunity. In a history lesson where pupils were researching parish registers in connection with their topic, the discussions which took place were of very high quality. Pupils listened to each other's views with respect and made their own responses sensibly and thoughtfully. These very good attitudes have a very positive impact upon pupils' learning.

12. Very good standards of behaviour are evident throughout the school and in the playground. This has a significant impact upon the quality of learning. Parents are very happy with the standards of behaviour which the school promotes. Despite the positive remarks in the previous report, it is evident that there were some difficulties concerning behaviour in the school in the past. These have now been fully dealt with and the school is a harmonious and welcoming place. Pupils work and play together co-operatively and have good relationships with each other and with the staff. They are polite and trustworthy. They are courteous and well mannered towards adults and each other. They echo the very good examples set for them by the teachers and support staff throughout the school. Pupils treat equipment sensibly, they play musical instruments with sensitivity, they use old papers and books with respect and they tidy away when they have finished. They demonstrate mature attitudes in discussions and debates and when engaged in practical investigations they show curiosity and willingness to learn. They relate very well to each other. Pupils' behaviour is consistently very good in lessons and assemblies and when moving around the buildings. At playtime they play happily in friendship groups whilst older pupils are often seen to be caring for younger ones of their own volition. The school encourages this through activities like shared reading and helping pupils who are in wheelchairs to move around the school. All pupils with special educational needs, are well integrated. Bullying is now rare, as confirmed by parents and pupils, and the school deals with any incidents promptly and fairly. There have been no recent incidences of exclusion.
13. Pupils' personal development is good. They are developing independence and research skills although at the upper end of Key Stage 2 pupils do not yet have sufficient opportunity to take responsibility for some of their own learning by identifying for themselves some of the issues which they might explore through setting up hypotheses and finding ways of proving them. Pupils tackle problems they are given with enthusiasm and common sense and they are able to access reference books to find out more information for themselves. A particularly good feature of pupils' personal development is found in the School Council which has representatives from each year group. The meetings follow an agenda set by the headteacher and minutes are kept of all proceedings. Pupils are familiar with the conventions of chaired meetings and the protocol of speaking 'through the chair', taking turns to speak and voting to resolve disagreements. A meeting, which was observed, was considering ways of raising more funds to support a child in Uganda. Pupils have already, on their own initiative organised a competition to raise funds in the past. Pupils enjoy taking the responsibilities which are given to them and respond positively, taking care to fulfil their roles in an appropriate manner.

Attendance

14. Attendance rates are satisfactory and in line with the national average. Unauthorised absence rates are well below the national average. All registration procedures are conducted efficiently and all lessons begin on time.

QUALITY OF EDUCATION PROVIDED

Teaching

15. The quality of teaching has improved greatly since the last inspection. During both the last and the most recent inspection, a considerable amount of teaching observed was performed by supply staff, but the overall quality of teaching is now much better. Unlike the last inspection, when some twenty percent of teaching was unsatisfactory, no unsatisfactory teaching was observed during the inspection. Teaching was good in 46% of lessons observed and very good in 26% of lessons. The quality of teaching is good overall with particular strengths in Year 4 and 5.
16. The quality of teaching of children under-five is good. The curriculum is thoroughly planned so that children are given a good range of relevant and challenging experiences which successfully develop their knowledge and understanding of language, literacy, mathematics and their knowledge and understanding of the world. Planned activities for creative development are satisfactory but opportunities for imaginative play are limited. There is a lack of resources for outdoor or indoor physical education which reduces opportunities for developing some aspects of children's physical skills.
17. Teachers in Key Stage 1 and 2 have a good knowledge of the National Curriculum and religious education with the exception of information technology and some aspects of science and design and technology. The good knowledge successfully enables teachers to plan lessons which have clear objectives so that learning activities are well matched to the differing level of attainment in each class. The decision to set pupils by ability across Key Stage 2 in English and mathematics helps teachers to plan carefully for the needs of all pupils including those with special educational needs. Teachers have high expectations in most subjects which ensures that good progress occurs. Higher attaining pupils are challenged by a combination of providing separate activities as well as making additional demands upon higher attaining pupils during lessons. Each teacher takes care to provide appropriate work for pupils with learning difficulties.
18. Lessons are well managed. Most have a brisk pace which maintains pupils' concentration. Good use of grouping of pupils enables work to be set at the correct level. The demands of the literacy hour have been effectively met and the recommendations fully implemented. The structure of the National Literacy Strategy is followed meticulously and the National Numeracy Strategy is adding structure to mathematics. Teaching methods vary appropriately from class-teaching to small groups and individual work. Most teachers are particularly strong when class teaching and this results in at least good progress being made in most lessons. Relationships in lessons are very good. Teachers respect pupils and value their ideas and opinions and are successfully working at ways of developing pupils' personal responsibility by employing a strategy involving giving them classroom duties. Pupils are encouraged to think for themselves, but in science and information technology not enough attention is given to developing independent learning skills.
19. The quality of teachers' planning is good. It is efficiently carried out so that the purpose and structure of each lesson is very clear, but there is no unnecessary paper work. Day-to-day-assessment is very well used to guide teachers during lessons. Their good knowledge of each pupil ensures that pupils are given individual support during lessons so that pupils are rarely confused or unsure about what is expected. A very good feature of lessons is the way the objectives of the lesson are shared with

the pupils. This motivates pupils so that they try hard to reach the objectives as well giving an opportunity for them to assess whether or not they have reached the targets. Marking is often of a good quality with written targets for improvement establishing clear expectations of what is expected.

20. Staff use resources well to enhance learning with the exception of information technology. In practical activities such as art and science, resources are carefully prepared and introduced at appropriate points in lessons. Support staff are effectively employed. Class teachers and special needs support staff work together very well as a team to support pupils with learning and physical disabilities. Teachers who work on a part-time basis as job-share staff are diligent in ensuring that pupils benefit from the combined strengths they both bring. The job-share arrangement works well.

Curriculum and assessment

21. The quality of the curriculum provided for pupils in Key Stage 1 and 2 has improved since the last inspection. In 1995 the curriculum was broadly balanced and covered all subjects of the National Curriculum and religious education to a reasonable extent. Since then, the quality of planning has improved considerably and now gives much greater emphasis to the planned development of essential skills as well as to teaching relevant knowledge. Each subject of the National Curriculum is now taught not to a reasonable extent but to a good depth. There is an exception in information technology where the planned curriculum has, until recently, been unsatisfactory due primarily to the poor equipment available to the school. This has recently been rectified and a broader information technology curriculum is being introduced. All pupils, regardless of gender or background are given equal access to all elements of the curriculum.
22. The main emphasis of the curriculum is appropriately based upon the teaching of English and mathematics. Both the National Literacy Strategy and the National Numeracy Strategy have been successfully implemented across Key Stage 1 and 2. The literacy hour contributes to improved standards in spelling, word work and grammar whilst the numeracy lesson is raising pupils' skills of using mental arithmetic skills. Religious education is satisfactorily taught using the Cumbria Agreed Syllabus as a guide. There is a good emphasis upon the arts throughout the school. Music and art are very well planned so that pupils make good progress as they move through the school. Drama features strongly in class timetables which successfully contributes to the development of pupils' speaking and listening skills. The humanities, geography and history are planned so that all pupils develop important skills associated with research. Whole-school planning is cleverly thought out by staff so that the nature of mixed age classes is recognised and allowed for. All pupils learn essential skills in each subject, even if the nature of the mixed age classes causes variations in the range of knowledge which is learnt. The school is rightly proud of teaching a modern foreign language. French is taught to all pupils in Key Stage 2 for a term a year. It provides an appropriate level of work and is an interesting and stimulating addition to the curriculum.
23. Children under-five are given an exciting curriculum which matches most aspects of the desirable learning outcomes. An emphasis in planning is upon providing experiences which promote the development of language, literacy and mathematical knowledge and understanding. Good attention is also given to extending children's knowledge and understanding of the world by planned activities which provide experiences which develop their sense of the past and an understanding of their local

area. Although provision for developing children's creative development through art, music and drama is satisfactory, planned opportunities are weak for pupils to use their imagination through structured play. Planned experiences for physical education are good overall but unsatisfactory for outdoor physical education suitable for under-fives, because there is a lack of suitable resources. The curriculum for children under-five prepares them very well for embarking upon the National Curriculum.

24. In addition to the subjects of the National Curriculum and religious education, the school also makes good provision for pupils' personal and social education. There is a carefully thought out programme for developing pupils' awareness of issues related to health, hygiene and sex education. Despite the lack of a Drugs Policy, the school recognises the importance of educating pupils about drug use and abuse and gives pupils regular opportunities for learning about related issues.
25. The school makes good provision for ensuring that pupils with special educational needs are given an appropriate curriculum. Each pupil who has learning difficulties, and is identified on the school's register of special educational needs, has an individual education plan. Those generated by the school are detailed and include realistic targets to guide teachers and support staff. The individual education plans for those receiving centrally funded extra literacy support are, however, too general and offer only vague guidance. The school is aware of this and is taking effective steps to improve them. The needs of pupils with physical disabilities are recognised in teachers' planning and their needs are recognised in all aspects of the curriculum. The overall provision for pupils with special educational needs is good and has improved in quality since the last inspection
26. Homework is thoughtfully planned so that it complements work in class. Activities are valuable in developing pupils' skills and knowledge so that the taught curriculum is enhanced through good home-school links. A good range of extra-curricular activities is given which complements and further extends the statutory curriculum. Pupils are given a range of sporting activities which often involve taking part in competitive events with other schools. Music features strongly on the school's extra-curricular programme and benefits pupils by offering extra-opportunities to practise singing and performing music.
27. At the time of the last inspection, assessment was described as an area of development but since then it has improved greatly and procedures are now good. Children are assessed when they are admitted to school at the age of four and then regularly assessed as they move through the school. The greatest attention is given in Key Stage 1 and 2 to assessing pupils' skills, knowledge and understanding of English, mathematics and science. In each of the other subjects teachers know their pupils' strengths and weaknesses very well. Regular testing of pupils in English and mathematics provides information about individual progress. Staff rigorously analyse the data from all tests and use the information to identify pupils' needs. If necessary the curriculum or teaching methods are adapted to suit pupils' needs. The accuracy of teachers' own assessments is carefully monitored by matching samples of pupils' work representing a particular standard or National Curriculum level to samples which have been carefully assessed. All aspects of the administration of the end of key stage National Curriculum assessment tests are very well implemented.
28. Formal diagnostic assessment, including baseline assessment, helps the school to identify pupils with special educational needs. Their attainment and progress are continually assessed and the information is used well to provide appropriate work towards meeting the targets detailed in individual education plans. Individual

education plans show clear evidence of the use of information from the testing procedures in drawing up appropriate and attainable targets for these pupils.

Pupils' spiritual, moral, social and cultural development

29. The provision for pupils' spiritual, moral, social and cultural development has improved since the last inspection from being good to being very good overall for all pupils including under-fives.
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 impact their behaviour has on others. The school values its pupils highly as individuals and their skills, abilities and attitudes towards others are regularly praised and acknowledged in a range of assemblies, including a special Village Assembly held half termly. This is welcomed and valued by both the school and the community and has a positive impact on their strong relationship. Pupils show a clear understanding of the code of conduct expected of them in the playground, at lunchtimes and when moving around the school. They conform willingly to the school rules. Adults within the school provide very good role models. They work collaboratively to ensure that a consistent approach is given towards supporting pupils in their understanding of why rules are an important part of society generally.
31. The provision for the social development of pupils is very good. The pupils work purposefully and support each other in a range of situations, both in the classroom and during the times allocated for play and social interaction. Many pupils take on a range of responsibilities including preparation for assemblies, involvement in extra curricular activities and participation in an active School Council. Pupils show a pride in their school and contribute willingly and eagerly in all aspects of its daily life. All pupils are aware of the needs of those with special educational needs and everyone treats each other with respect. When necessary, pupils help each other out when individuals experience difficulties with learning or mobility.
32. The provision for developing pupils' cultural awareness is now very good and has improved since the last inspection. Very good use has been made of a range of activities, visits and demonstrations of pupils' musical and artistic talents. The provision has included a visit and workshop led by the London Mozart Players, visits to a range of theatres and a Buddhist temple, a visit by an Indian Storyteller and participation in a service for the disabled held at Carlisle Cathedral. As part of the art curriculum, pupils learn about the work of famous European artists. They also experience the art of other cultures such as the designs used in Pakistan. They look at examples of the art linked to other religions such as Hindus and Muslims. Music from around the world is introduced to pupils and many stories and books from other cultures are successfully made available to pupils. The beliefs and culture of Jews, Muslims, Buddhists and Hindus are explored alongside Christianity in religious education.
33. The provision for developing pupils' spirituality is good. Regular opportunities are provided for pupils to reflect on assembly themes and to show reverence and respect for both prayer and forms of praise. Pupils are given opportunities to participate in formal prayer and to show gratitude for the various good aspects and experiences of their lives and to ask for help for others less fortunate. A number of these prayers and dedications are written by the pupils themselves and show great sensitivity and respect for others. Pupils are given opportunities to discuss and understand their

feelings and on occasions to experience a sense of wonder in the world around them. Through the good quality art and music curriculum, pupils are given many opportunities to appreciate the wonder of the natural world and artistic creation.

34. Pupils with special educational needs take part in all of the activities in the school's provision for these development areas. They have the opportunity to take part in all of the visits and extra-curricular activities and during both work and play they are included within various groups during the course of the school week. Pupils in wheelchairs during the period of the inspection were cared for and supported by other pupils and took part in all lessons including outdoor physical education.
35. Overall, the school is making very good provision for the pupils' spiritual, moral, social and cultural development which is a strength of the school and has a positive impact on pupils' development.

Support, guidance and pupils' welfare

36. The school provides very good support and guidance for its pupils and this has remained a strong feature of the school since the last report.
37. The school consistently provides a safe, caring and supportive ethos and community where pupils are valued, respected and encouraged to develop as individuals. This level of support has a positive impact on standards and pupils' personal development. Pupils with special educational needs are well supported and at all times their self esteem and confidence building is promoted in a positive manner.
38. There are good procedures in place for monitoring pupils' academic achievement~~es~~ and personal development, although these are not always of a formal nature. Staff know their pupils well and are fully familiar with their backgrounds and emotional needs and show a high level of dedication in offering appropriate support. Teachers use their liaison strategies with parents, outside agencies and each other well to establish the needs, progress and aspirations of individual pupils. Outside agencies are regularly called upon to support the school in its efforts with pupils who have identified special educational needs. The representatives of these agencies visit the school regularly and teachers are appropriately supported. The support given by staff in the school is of very high quality. They know the pupils well and skilfully match work to identified need.
39. Very good procedures are in place for the monitoring and promotion of good behaviour. There is a formal behaviour policy in place which clearly reflects the school's positive approach to the management of behaviour and which is effectively and consistently applied by all staff. High expectations are in place by all teaching and non-teaching staff, to which pupils show high levels of positive response. Good behaviour, effort and attitudes are always recognised and celebrated. On the few occasions where pupils' behaviour falls below these high expectations, they are given supportive opportunities to reflect and discuss their actions. Pupils and parents are fully aware of the procedures for reporting any form of bullying and are confident that any such incidents would be dealt with swiftly, sensitively and appropriately.
40. The school has good procedures in place for monitoring and promoting good attendance. Parents are fully aware of the need to keep the school informed of any absences and comply fully with this requirement. The school works closely with parents to reinforce the benefits of regular attendance. The services of the

Educational Welfare Officer are available to support the school as required. All registers are completed and analysed in an efficient manner.

41. Very good arrangements are in place for child protection. There is a named teacher responsible for this, who undertakes the role in a dedicated, sensitive and efficient manner. Full training procedures in support of this role have been undertaken. All staff are aware of the school's procedures. The health and safety of all pupils is considered a priority by the school. Currently there are two fully trained first aiders who keep their qualifications updated on a regular basis. All staff have undertaken at least basic first aid procedure training. Pupils with specific medical needs receive good and caring support throughout the day. Good procedures are in place to contact parents and carers in the event of accidents or pupils becoming ill whilst at school. Accident procedures are fully in place and all incidents recorded in a clearly detailed manner. Appropriate safety procedures are observed when pupils are taken out of school on visits or for external lessons, such as swimming. Staff show diligence in observing potential health and safety risks around the school and appropriate action is taken should any issue arise. During lessons all pupils are constantly made aware of safe practices when using equipment or resources.

Partnership with parents and the community

42. The partnership with parents and the community is good and has been maintained since the last inspection. The school has worked hard and dedicatedly to maintain the valued and respected position it holds within the community. Parents are very supportive of the school. Many parents unselfishly give their time to support the pupils. They assist with such activities as working within classrooms, developing extra curricular activities and running the After School Club. Parents are supportive of their children's learning and work closely in liaison with both teaching and non teaching staff.
43. There is a very active Cumwhinton School Supporters Association which raises considerable funds for the school by the organisation of various events throughout the year. The Association works tirelessly in its task and has been successful in providing funding for additional learning resources which benefit the education of all pupils. Members of the community assist the school in a wide variety of ways and take time to come into school to share experiences, expertise and skills with pupils to enhance their learning provision.
44. Information from the meeting held before the inspection and from the questionnaires indicates that the majority of parents are confident when approaching the school with any problems and feel secure in the knowledge that they will be listened to attentively and any appropriate action taken swiftly. Most parents felt that the headteacher and staff showed a consistently high level of dedication and support to the children in their care and to the good ethos of the school. Inspection evidence confirms the parents positive views.
45. Information provided for parents is good. The school prospectus is well detailed and presented. The end of year report includes details of the progress pupils make and targets are identified for further improvement. 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 review meetings. Meetings for parents are held twice during the academic year and are felt to be a useful occasion for parents to discuss their children's work and future curricular topics. The prospectus and

Governors' Annual Report to Parents both fulfil statutory requirements. Parents are fully supportive of the work their children undertake at home and give guidance and assistance with research and reading projects.

46. There are very good, strong links with the local community. The school enjoys a close and happy relationship with the local and wider community, and is held in high regard and respect. Pupils take part in a range of musical events and have recently taken part in a service in Carlisle Cathedral for the disabled, and have made visits to residential homes for the elderly. Pupils have achieved success in inter-school competitions and have taken part in radio broadcasts. The school has participated in various environmental projects and the pupils' various academic and cultural activities are frequently reported in the local press. There are very good links in place with a wide range of secondary schools which are helpful in their support by sharing resources and arranging visits by members of staff to assist in the smooth management and transfer of pupils.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

47. The leadership and management are very good and are a strength of the school. The headteacher provides very strong and effective leadership and management of all aspects of the life and work of the school. She leads by example with clear emphasis on the values and attitudes which are being promoted. Many well thought out changes have been instigated which are improving the progress of pupils and developing the quality of education and the learning environment. The headteacher is strongly committed to the aims of the school and her very positive ethos spreads to children, staff, parents and visitors. She effectively combines her roles as class teacher and headteacher and brings special qualities to teaching through her own particular interests in music and history. The monitoring of teaching and learning has improved greatly since the last inspection and is now good. Curriculum development is well supported by a hard-working and dedicated staff who work together to make best use of their strengths and provide mutual support. The school's aims are clearly reflected in its work. There is a powerful commitment to improving standards and to the continual development of the learning environment. The previous report stated that this was a very well managed school. In the intervening years the school has built on good practice and improved even further many aspects of work.
48. The school has a designated senior teacher and all teachers have curriculum responsibilities. The role of subject co-ordinator is well developed. There is very good support for teachers and the monitoring of curriculum provision is very effective. There is little time available yet for the co-ordinators to have the opportunity to work alongside colleagues in curriculum development but they have a thorough knowledge of what is going on. Co-ordinators regularly survey and analyse pupils' work and keep well documented portfolios showing annotated examples of attainment and use this to inform and review curriculum provision.
49. Management of pupils with special educational needs is very good. The co-ordinator for special educational needs has a very good grasp of the requirements and recommendations of the Code of Practice and ensures that good provision is made for all pupils with identified special needs both in curriculum terms and in the deployment of the very good support staff. The register is well maintained and the individual education plans drawn up by the school for pupils are clear and detailed

with specific and measurable targets. The individual education plans drawn up for pupils requiring additional language support for Literacy follow local authority advice, but they are generic, lack detail and provide little guidance for the support which these pupils need.

50. School development planning is very good. The plan is drawn up after full consultation with all interested parties. It covers one year in detail with a clear vision for the years beyond that. It is effectively costed, each priority area has an appropriately considered time scale with identified responsible personnel and there are clear mechanisms for reviewing progress and setting new targets. The plan covers all aspects of school development and procedures for evaluating the curriculum and linking outcomes to the plan are well developed.
51. The membership of the governing body has a good cross-section of expertise who are very supportive of the work of the school. Most members are comparatively new, the majority have been governors for less than two years. There are curriculum governors with particular responsibility for Literacy, Numeracy and special educational needs. The Literacy and Numeracy governors have attended training recently prior to the introduction of these initiatives, have spent time in school observing the implementation of the national strategies for these subjects and have reported back to the full governing body. Other governors have been involved in in-service training linked to their roles and other aspects of the school's work and together they fulfil all of their statutory duties. There are appropriate committees which oversee aspects of pupils' welfare, curriculum, staffing and buildings. These committees have satisfactory terms of reference and report regularly to the full governing body.

Staffing, Accommodation and Learning Resources

52. The school has a good complement of appropriately qualified staff who are able to meet the needs of the curriculum. They bring with them special interests and enthusiasms which enrich the experiences which the pupils are offered. All staff have curriculum responsibilities which match their qualifications, interest or experience. There is a part-time learning support teacher who provides valuable additional help and the school has very good support assistants who give tremendous and well directed support to pupils who have special educational needs. The administrative assistant makes a very positive contribution to the ethos and to the smooth running of the school. The number of teachers has increased since the last inspection which has enabled class sizes to be reduced and has contributed to improving progress across the school.
53. The school has an effective appraisal system which has close links with staff development. The appraisal process includes all members of the school community, teachers, support staff, clerical assistants and mid-day supervisors. There is a strong emphasis on staff development and the record of provision over the last year or so shows a distinct commitment on the part of the school. The broad provision takes account of national initiatives, the school's identified priorities and teachers' individual needs. Although the school has no newly qualified teachers at present, several members of staff have attended training to serve as mentors. The headteacher has a very positive attitude to supporting staff which links well with her vision for the school. The members of the school community all display a very good team spirit giving mutual support and working together to meet identified and agreed targets. The support for pupils with identified special needs is evident throughout the school and is consistently given by all members of staff. All of these factors contribute significantly

to the quality of learning throughout the school and the progress which all pupils are making.

54. Although the accommodation has improved since the previous inspection and is generally satisfactory, there are still deficiencies which affect pupils throughout the school. The youngest pupils do not have appropriate areas for structured play within the classrooms to provide for their creative and imaginative development. Storage facilities are very limited and there is still no place where small groups can be taught separately. These groups include pupils with special needs, higher attaining pupils and those attending instrumental music lessons. A very good computer suite has been set up in the library. It is attractive and well equipped. There are sufficient stations for a class of pupils to be involved in skills development on a collaborative basis or for half a class with individual hands on opportunities. The classroom currently housing the oldest pupils is cramped and precludes flexibility in teaching styles. In spite of this the rooms are in a satisfactory state of decoration, the school provides a welcoming atmosphere and the rooms and corridors are enhanced with attractive displays of pupils' work. The outdoor accommodation is good although at the time of the inspection much of the playground was unusable because of the building contractors. The school has a spacious playing field. There is a very attractive quiet garden in the process of development and the school has a flourishing wild garden where pupils can extend their scientific and artistic studies outside the classrooms. The current building work will provide useful additional accommodation and it is planned to provide an adequate outdoor area for the youngest children. Despite these additions the present plan does not cater for indoor physical education. This was an issue raised in the previous inspection and although many improvements in the accommodation have been successfully provided, satisfactory provision for indoor physical education still does not exist.
55. The school is generally adequately resourced and makes good use of resources which are on loan from parents and other sources to enrich pupils' experiences in topics such as history. The wealth of artefacts from the 1940's and examples of clothes and the items from the Victorian era provide a rich resource for the pupils to experience. The further addition of parish registers for pupils to study adds to the stock of reference materials which are already available in the school library. The stock of books in this room is sufficient to meet the needs of the curriculum and is easily accessible to all pupils. The school now has a comprehensive range of material on compact disk although the pupils are not yet able to access this valuable resource. Problems with installation have delayed the school's connection to Internet. There are good specialist resources to support the teaching of music and the core subjects. The school is short of construction toys and equipment for children in the Reception class to support the development of physical skills and creative work. There are no large items of play equipment for these young children for the development of outdoor skills. The school is planning to provide a secure outdoor play area for under-fives as part of the current building works.

The Efficiency of the School

56. The efficiency of the school has improved since the last inspection and there are now very good financial control and monitoring systems. The day-to-day organisation and administrative practices of the school are also very good. The latest audit report does not identify significant concerns about the school's financial practices. The governing body is very aware of its role and responsibilities and undertakes its duties with rigour and diligence. The budget is very rigorously monitored by the finance committee and

discussions and actions are minuted regularly.

57. The headteacher confers with the whole staff about priorities for the school development plan. There is then further dialogue with governors in committee meetings. Following any necessary amendments the final document is presented to the full governing body for approval. During the course of the school year the headteacher provides the finance committee with information on the financial progress being made in the implementation of the priorities. Governors have a satisfactory approach to measuring the cost-effectiveness of spending decisions related to their impact upon standards attained by pupils. The governors receive from the school secretary and headteacher regular and appropriate financial information. This enables them to effectively monitor the way in which changes in resourcing and staffing is affecting educational standards.
58. The headteacher is encouraging the governors to develop an effective role in evaluating the entire work of the school. In addition to their evaluation of the school development plan and use of finances they are encouraged to make informal visits to the school to assess for themselves the quality of learning outcomes and the progress the school is making towards its curriculum targets for the year. Governors for literacy and numeracy are aware of the impact that the National Literacy Strategy and National Numeracy Strategy are having upon standards in the school. Governors effectively use the results of the National Curriculum assessment tests to gauge the overall standards in the school.
59. The school is adequately funded and its income is well supplemented by further generous donations from parents. In consultation with the headteacher, the governing body allocates available resources with due regard for agreed priorities.
60. Since the last inspection governors have had appropriate regard for the use of the school's surplus budget which is currently well above the recommended percentage. The current large surplus is retained for paying for the building to be extended as well as protecting the employment of support staff for special educational needs. The surplus is planned to be reduced to within the recommended figure when the current building work is complete. The governors' decisions regarding the use of specific grants, including standards funding, are appropriate. Funding provided for the support of pupils with special educational needs is used well to employ high quality, efficient special needs support. Classroom assistants are very well deployed. Learning resources for pupils with special educational needs are adequate and they are used very well where appropriate.
61. Throughout the school teaching and support staff are appropriately deployed. The learning resources available within the school are used effectively to promote learning except in the use of information technology. The available accommodation is used well and the school works hard to reduce the unsatisfactory accommodation in terms of indoor physical education. The quality and use of the external environment and grounds belonging to the school provide pupils with a good quality learning resource.
62. Since the time of the last inspection the school has utilised part of its substantial budget surplus to improve staffing levels. Whilst this is a very recent development it is clear that by increasing staffing the resulting reduction in class sizes is having a positive impact upon the standards of learning and behaviour within the school.
63. When taking into account the characteristics of the school, the good quality of education, the good progress of pupils, the very good levels of management and the

moderate levels of resources available to the school, the school is providing very good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of Learning for Children under Five

64. Children are admitted to the reception class from the age of four, in the September immediately 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 close to 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. An appropriate scheme of work exists which matches the desirable learning outcomes and the taught curriculum covers most aspects of learning appropriate 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 language, literacy, mathematics and the development of children's knowledge and understanding of the world, most children attain the targets of the desirable learning outcomes before they are five.

Personal and Social Development

65. Personal and social development is good. All children will attain the targets of the desirable learning outcomes by the time they are five. Well planned opportunities are provided to enable children to talk and work with each other. Relationships between adults and children are good and children show a good awareness of others and are sensitive to the feelings and views of other children. The under-fives have good social skills which ensure that behaviour is never less than satisfactory and often good. Most children are independent in dressing themselves and are used to taking resources out and putting them away. There are clear expectations for good behaviour and children know the difference between right and wrong.
66. Teaching is good. Parents are always welcome in the school to become familiar with the provision for their children and communication with them is good. Soon after children begin school, a baseline assessment is made which helps staff to identify children's strengths and weaknesses. Children with special educational needs are given appropriate support and the guidance of outside agencies where necessary. The level of support ensures that pupils with special educational needs make satisfactory progress.

Language and literacy

67. Children make good progress in language and literacy. By the time they are five they have acquired most of the basic skills and are attaining standards that are often above expectations for their age. The good progress reflects the good care and attention given by teaching staff to encouraging in children an awareness of language, both spoken and written.
68. Teaching successfully encourages pupils to develop their speaking and listening skills through the use of story books and some good quality questioning techniques. During a lesson in which children acted out scenes from Goldilocks and the Three Bears, very good listening skills were evident. Children listened attentively and responded very well to questions and instructions. Most are able to communicate their wishes and suggestions clearly. Children are provided with some limited opportunities, through play, to develop their language skills.

69. Writing skills are adequately promoted, and, by the time they are five, most children have an understanding of the sequence of events in simple stories. The teacher expects children to present their work neatly, and be proud of what they produce. Satisfactory opportunities are provided for the growth of emergent writing skills which help pupils to gain an appreciation of the purpose of writing in a range of contexts.
70. Limited play activities are provided to improve the language skills of the under fives. During role-play situations, children used a wide vocabulary in their self-expression, especially when playing with a range of play equipment. All children can confidently pronounce many of the letters of the alphabet and recognise the sounds they make. They can read familiar names and information signs, such as mummy, daddy and toilet. Most children read simple reading matter aloud and with expression. The most able children confidently read simple books and talk about the people and events of the story with understanding.

Mathematics

71. The children make good progress from an average level on entry and most children will reach the desirable learning outcomes before they are five. Their mathematical knowledge is good. Children competently count up to 10 and beyond and the majority count backwards to ten. They have a good mathematical vocabulary and are beginning to use words such as add and take away to describe work associated with adding or subtracting up to 10. Good opportunities exist for children to learn about simple ways of measuring lengths and comparing weights and sizes of objects.
72. The quality of teaching is good with lessons and activities well managed and organised. Some use is made of simple play activities such as role playing in a home corner, in order to gain an understanding of mathematics in real life, but this aspect of provision is not as good as it could be. There is a secure understanding of the needs of children under-five. Children have access to a dry sand tray and a water tray to provide experiences associated with volume and capacity. Activities are supported at times by a non-teaching assistant and the time generously given by parent helpers.

Knowledge and understanding of the world.

73. Good use is made of pupils' own experience and awareness which promote good progress in this area of learning. Children are provided with a good understanding of the world. Story times do much to encourage the growth of awareness of others and the need to be respectful of them. Pupils have a good understanding of the daily routines which govern the life of the school and are able to contrast these with the routine of their lives at home. They are developing an inquisitiveness about the world around them and demonstrate confidence in asking questions in order to gain new knowledge. They know how switches control everyday technology, such as the TV, CD player and kitchen equipment. They are able to access information technology programmes by using a mouse pad and keyboard.
74. By the time they are five they are conversant with the features of their daily journey to school and they are aware of locations in their immediate neighbourhood. Most children are developing a good understanding of the past and changes which have occurred over recent times. The immediate environment is well used to reinforce learning. Stories are used effectively to develop their understanding of the wider world, and to engender respect for the environment in which they live. They talk knowledgeably about animals and plants and how pets and flowers feature in their own lives.

Creative development

75. The children make satisfactory progress in their creative development and will reach the desirable learning outcomes by the time they are five. Children enjoy singing and performing drama associated with a dramatic version of Goldilocks and the Three Bears. They have a good sense of colour and enjoy painting and creating pictures. As part of imaginative play activities using collectable materials such as old cereal boxes, children created their own cameras!
76. The quality of teaching is satisfactory. Many activities are linked to the programmes of study for Key Stage 1 art, music and dance and planning does not give enough attention to the targets of the desirable learning outcomes with regard to providing structured imaginative play activities. The role play corner is not very well utilised.

Physical Development

77. The restrictions of the accommodation stop the development of many aspects of physical development. There is no suitable indoor space for children to make satisfactory progress in dance or movement. The school does not provide a suitable outdoor area for children to fully develop their physical skills involving the use of large play apparatus. Children's outdoor physical development in terms of riding bicycles and tricycles, climbing, jumping sliding and crawling is unsatisfactory. During playtimes, children learn to hop, skip, run and catch with increasing control. The teacher provides a wide range of activities which develops other aspects of their physical development. There are many opportunities for children to develop fine motor skills involving using pencils, paintbrushes and scissors.
78. Teaching is satisfactory within the constraints of the poor accommodation. A suitable range of art and craft activities is provided to develop children's fine skills. Pupils with special educational needs are well supported with good attention being given by non-teaching staff. This ensures that all children take part in activities alongside others in their class.

ENGLISH, MATHEMATICS AND SCIENCE

English

79. In the most recently published National Curriculum assessment results for 1999, the performance of pupils by the end of Key Stage 2 was very high in comparison with the national average. When results between 1996 and 1998 are considered, pupils' performance has been very close to the national average. In comparison with similar schools, pupils' performance was well above average. This data must be interpreted with caution because the numbers taking the end of key stage National Curriculum tests is small and large variations can occur from year to year depending upon factors such as the percentage of pupils with special educational needs. The inspection findings are that standards in English by the end of Key Stage 2 are broadly in line with the national average. Variations in the natural ability of different year groups, coupled with the positive impact of good strategies for raising standards indicate that over the next three years attainment by the age of eleven may vary but will improve overall.
80. By the end of Key Stage 1, attainment in reading was well above the national average and in writing it was above. The trends in attainment between 1996 and 1998 also

show that the performance of pupils in reading was well above the national average and above average in writing. The most recent results for 1999 indicate that standards in reading are above the national average and the average attained in similar schools. In writing attainment was close to the national average but below the average of similar schools. The findings of the inspection are that overall attainment by the end of Key Stage 1 is currently above the national average.

81. Speaking and listening skills are mostly good throughout the school and the majority of pupils speak with maturity and confidence. 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. Pupils proudly share their acrostic poems and in Key Stage 2, they talk about the structure and style of Japanese Haiku poems. In Key Stage 2, pupils confidently get involved in drama activities involving the discussion of characters. During one lesson, pupils in Years 4/5 discussed maturely how an old lady lived a repetitive and lonely life style. Teachers make good efforts to teach appropriate vocabulary in subjects such as science, history and geography to benefit pupils and develop further their good ability to use vocabulary to explain what they know and understand in these subjects.
82. Standards of reading are satisfactory by the age of eleven. There are variations in performance between year groups but in each class the majority read as well as is expected for their age or better. In Key Stage 1, pupils 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 Enid Blyton and willingly describe characters from their reading books such as Chip and Floppy. Pupils can retell the events of stories that they have read. Their knowledge of non-fiction books and ways of using them to find information is satisfactory. Most pupils have a secure understanding of the sounds of letters and blends which helps them to read new and challenging words. Most pupils use dictionaries correctly to find spellings. In Key Stage 2, pupils make satisfactory progress in extending their ability to use books for research. They use the simplified Dewey school library classification system to select appropriate books and use the index or contents accurately to find information. The development of skills such as scanning and inferring information are not well developed and progress in this aspect of reading is not satisfactory. By the age of eleven, most pupils have mastered independent reading and have a good understanding of a satisfactory range of authors and their works. Pupils with special educational needs read at a standard which matches their ability.
83. Standards of written work are good by the end of Key Stage 1 and satisfactory by the end of Key Stage 2. In Key Stage 1, pupils make satisfactory progress from an average 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 but the handwriting style varies slightly from pupil to pupil. Most pupils in Year 1 become independent writers and this skill is improved by the end of Key Stage 1 where pupils write in sentences using capital letters and full stops correctly. The use of grammar is satisfactory. Pupils write for a variety of purposes. They have some opportunities to write extended pieces but the pressure brought about by the literacy hour has reduced the time available for writing. They write non-fiction accounts of experiments in science, imaginary newspaper reports of accounts of popular Greek myths and different types of poems. Their ability to write poetry is good. This is demonstrated by the skilful use of words to create Haiku poems about Winter weather. Most pupils spell common words accurately and have learnt the words

required for their age in the National Literacy Strategy. Handwriting varies in quality. 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.

84. Pupils make satisfactory progress across the school in most aspects of English. By the age of eleven, the majority of pupils are capable of writing very neatly and presenting their work with care and attention to detail but here is an inconsistency in handwriting style across Key Stage 2. The school policy for using ink pens is not clear. Some pupils use ink whilst others do not. Pupils 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. There is a good appreciation of different styles of writing. Good progress occurs in learning about different poems and styles of writing them. Pupils begin to write play scripts and compare this to other forms of writing. In doing this work pupils demonstrate a sound understanding of characters in stories and plays and begin to reflect this in their own writing.
85. Pupils have a good attitude to the National Literacy Strategy which contributes to the progress made by pupils. They like the structure and 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 have 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 accepted by other pupils and made to feel valued. They are supported and helped by other pupils when it is required.
86. The quality of teaching is satisfactory in both Key Stage 1 and 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 correct letter formation but there is no whole school policy for handwriting to ensure consistency in style across the school. Good use is made of support staff and parents especially to listen to each pupil read regularly. Good quality support is gained from the special needs support staff for pupils 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 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 not enough time is made available for pupils to practise extended writing. This clearly restricts 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 and at times good, especially when targets are clearly set for pupils to improve. Not enough use is made of information technology to support pupils' writing or spelling. Homework is effectively 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 through the Additional Literacy Support scheme.

87. 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. 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. The school has set high targets for future years although they vary slightly from year to year depending upon the strengths and weaknesses of each year group. Good strategies are in place for progress to improve as time passes. The co-ordinator and staff recognise the need to increase opportunities for extended writing across the curriculum. The policy and scheme is currently under review and thought is being given to using other subjects to plan further writing opportunities, for example, using science as a way of developing information writing and history for developing skills of writing character studies or play scripts based upon actual events of the past.
88. Standards have been maintained since the last inspection in reading and improved in writing by the end of Key Stage 1. By the end of Key Stage 2, standards compared to the time of the last report appear to have declined in reading and writing from above average to broadly average. Standards in speaking and listening are still good. The changes in attainment are due primarily to the variations between year groups in a school of such a small size.

Mathematics

89. By the end of Key Stage 2, pupils' attainment in the National Curriculum tests for 1999 was above the national average and also above the average for schools from a similar context. Over the three years between 1996 and 1998 the school's results were close to the national figure but declining. By the end of Key Stage 1, pupils' attainment was close to the national average and pupils achieved as well as pupils from similar schools.
90. The figures for the 1999 tests show a very much improved picture. The percentage of pupils attaining level 2 or above at the age of seven is well above the national figure. At the end of Key Stage 2, the percentage of pupils attaining level 4 or above is well above the national figure. In the previous report the standards of attainment at both key stages were said to be average. The most recent results show a considerable improvement and the school is on target to continue this. The levels of attainment seen during the inspection support this.
91. By the end of Key Stage 2 pupils have well developed skills in using numbers. They add and subtract two and three digit numbers in their heads and write appropriate and accurate number sentences to represent their answers. The pupils have a clear understanding of the 24 hour clock and can convert to and from 12 hour configuration. They use appropriate mathematical vocabulary. They have a sound knowledge and understanding of place value to 1000 and a good understanding of positive and negative numbers, and carry out accurate multiplication and division using single and double digits. They understand and use fractions, know about equivalent fractions, proper and improper versions and conversion into decimal fractions to two decimal points. There has been less emphasis on investigation, but pupils have been drawing pictures using co-ordinates and making nets for 3D shapes producing square based pyramids, triangular prisms, cubes and cuboids and many other shapes. Investigation has included the exploration of the properties of shapes and the development of an appropriate vocabulary to describe them. By the end of Key Stage 1 pupils are able to

work confidently using number facts up to 20 and beyond. They have a good knowledge of place value and are using appropriate methods for reaching accurate answers. Most pupils are already recognising odd and even numbers and at this stage of the year are on target for reaching standards that are in line with the national average. The other aspects of mathematics have received less attention at this stage of the year but pupils are using standard units of measurement and tallies to record their answers. Overall there are few examples of pupils who are likely to attain the higher level 3 and this reflects the way in which the pupils are taught.

92. Pupils in Key Stage 2 are making good progress overall. The changes in teaching patterns and setting in ability groups for the Numeracy lessons are having a significant impact upon the progress which is being made. This is taking some time to affect the pupils who had low results at the end of the Key Stage 1 in recent years, although pupils in the current Year 4 are beginning to make better progress and to build more securely on previous learning. Pupils in Key Stage 1 are making consistently good progress in number skills and they build confidently on their prior learning to attain good levels of knowledge and understanding. They are increasingly secure in their knowledge of number facts. Although good, progress is not so well marked in the other aspects of the programmes of study and pupils are less confident in manipulating number than they are in computation.
93. Pupils attitudes to their work in mathematics are very good. They are well motivated, and know the routines well. They remain on task for good periods and are keen to respond. Pupils rise to challenges which are set for them and are proud of their successes. They enjoy the work and try particularly hard in developing their numeracy skills and in the speed with which they use them. They work together well in groups and pairs and show sensitivity to others, for example helping friends who have more limited skills. Behaviour in lessons is always good.
94. The quality of teaching is good. The school has improved upon the findings of the previous inspection. No unsatisfactory teaching was seen, over half of the lessons were judged to be good and one very good lesson was observed. The best teaching was seen in Key Stage 2. A significant strength is the planning which although not written in great detail, shows that the teachers have clear aims for each lesson. At the end of the lesson its success is properly evaluated and the data is used to inform the planning for the next lesson. In the best lessons, the learning intentions are shared with pupils. Lessons move at a brisk pace and the mental number session has quickfire questions which involve all pupils. Teachers use an enthusiastic and stimulating approach. Relationships are very good and teachers know their pupils well and can closely match the challenges to the identified needs of the pupils. The setting of pupils in ability groups is having a very positive impact upon learning and progress when teachers can challenge pupils in line with their ability and previous successes. Where the teaching is satisfactory there is a reliance upon commercially produced worksheets and consumable books rather than providing work which more closely matches individual need. Similarly there are insufficient opportunities for young pupils to engage in structured play to help the development of further confidence in number and in the greater understanding of shapes and measuring. Teachers in both key stages have made a good start on the use of information and communication technology to enhance pupils' data handling skills. Pupils in Year 3 were observed making graphs and extracting information from data stored in the computer. All teachers support pupils well either through individual work or through intervention during the lessons and activities. Pupils with special educational needs are particularly well supported and they make good progress.

95. The co-ordinator provides very good leadership and direction for the subject. Teachers are effectively supported and the subject is well monitored to ensure that pupils are making good progress and that the curriculum is appropriately covered. There are good procedures for the assessment of pupils' work and assessments against the criteria in the programmes of study are accurate. Resources for the subject are adequate although more variety in construction and counting materials for the youngest pupils would enhance their learning.

Science

96. The end of key stage assessments of 1999 showed that attainment was below the national average and in comparison with other schools of a similar background, attainment was well below average. Trends between 1996 and 1998 show that standards were below the national average. In 1999, at the end of Key Stage 1, the percentage of pupils reaching the expected standard of level 2 was very high. No pupils, however reached the above expected level of level three so the overall achievement was close to the national average. The findings of the inspection are that pupils' performance in science at the end of both key stages is close to the national average. The difference between the weak results of 1999 and the inspection findings is explained by the varying nature of small year groups in the school. Standards have been maintained since the last inspection.
97. 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. The amount of recorded work, is, however, very narrow and does not provide enough opportunity for pupils to record their activities in a systematic way or with independence. Pupils in Key Stage 1, learn about their bodies and ways of keeping it healthy. The importance of good diet is understood and the way in which exercise helps to make it work properly. The difference between plants and animals is known and pupils talk of the way in which all living things need each other to stay alive. Most pupils learn to classify common materials such as card, plastic and wood by their observable characteristics. They describe the way some things change when they are squashed and how heat can make them melt. Higher attaining pupils learn important terms such as solid and liquid and can describe the characteristics of each type of material. Pupils learn how to make sounds and then develop ways of classifying them into categories such as things you blow, shake or twang. Pupils are beginning to understand the way in which electricity can be dangerous and the way in which a simple circuit can be made.
98. In Key Stage 2, pupils extend their knowledge of science at a satisfactory rate but their progress in performing simple investigations with reasonable independence is unsatisfactory overall. Although pupils are expected to perform simple experiments, they are not given enough opportunities to apply their skills on their own. Pupils learn how to make simple predictions and to plan fair tests following the teachers' guidance but their skills of recording are narrow. They only rarely apply a full range skills of literacy or numeracy to the recording. 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. Most pupils explain the way their body works and the structure and function of the skeleton. Most have a secure knowledge of how basic systems such as the circulatory and digestive systems work. Ideas related to materials

are extended. Pupils learn about ways of separating solids from liquids and begin to accurately use terms such as condensation and evaporation to describe changes in the weather cycle. Some older pupils begin to explain events such as the way solids can change into liquids using simple molecular theory. During a lesson in which pupils explored electricity, pupils in Year 4/5 demonstrated a good understanding of electricity and electrical circuits. Essential scientific vocabulary such as conductor and insulator are known and correctly used to classify a range of everyday materials.

99. Most pupils really enjoy science. They find it interesting and challenging but many pupils lack the confidence to make decisions on their own during investigations. Behaviour in lessons is good. During practical investigations across the school, pupils work very well in pairs and willingly share ideas. All pupils treat resources with respect and are mature and sensible in the way they behave. Although capable, pupils are not given enough opportunities to fully extend their personal development as part of scientific investigations.
100. 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 but not enough attention is given to systematically teaching independent skills and the emphasis is upon teaching knowledge. Lessons are very carefully planned and resources are made available. Pupils are given clear, precise instructions so that they understand what is expected. There are no pupils attaining level 3 by the end of Key Stage 1. This is unusual and suggests that either pupils are not being stretched or that teacher assessments are too harsh. The latter scenario is the case. In Key Stage 2, teaching is satisfactory and often good. Higher attaining pupils are challenged through a combination of higher expectations with regard to their tasks and also higher level instructions and questions from the teacher. Pupils with special educational needs are well catered for by grouping more able with less able. There is a confidence in the way in which the subject is taught but not enough attention is given throughout the school to recording investigations systematically. Teachers know the pupils very well and good day-to-day assessment helps to ensure that lessons are planned with the needs of all pupils in mind. Most teachers have secure subject knowledge but there is less confidence in teaching practical 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.
101. The subject is effectively managed by a part-time teacher. The whole school scheme of work makes sure that pupils make steady progress overall. The systems for assessing and recording pupils' attainment and progress are satisfactory. Resources are just adequate although the range of information technology software is limited. Outdoor resources for supporting environmental work are very good. The nature areas are very effective resources for all pupils. Good use is also made of knowledgeable local countryside wardens to enable pupils to interact with their environment and challenge their senses.

OTHER SUBJECTS OR COURSES

Information Technology

102. Standards of attainment by the end of Key Stage 1 are below national expectations and they are well below national expectations by the end of Key Stage 2. This represents a decline since the previous inspection although during this period standards in information and communication technology have improved nationally

significantly and expectation has risen in the intervening years. The school is now moving forward quickly in its provision but from a low standard in the recent past. However, despite recent initiatives, information and communication technology is not yet sufficiently embedded in school use across all areas of the curriculum. The school is not offering work from all of the National Curriculum programmes of study and is therefore not fulfilling its statutory requirements. By the end of Key Stage 1 pupils are beginning to use many programs which are appropriate to their age range and are making an appropriate start on using the equipment for word processing and for other activities like making greetings cards. Pupils' skills of controlling a mouse are under-developed. They use draw and paint programs reasonably successfully and in word processing they can use capital letters and full stops. However, pupils' knowledge of the keyboard and simple commands is below what is expected from pupils of that age. By the end of Key Stage 2 many pupils have not developed these skills. Although some are able to type in longer sections of text, they have not yet sufficiently developed the skills involved in moving text and other desk-top publishing processes. Although pupils have had a taster of controlling and modelling using LOGO during a visit to the secondary school at Harraby, they have not had opportunities to practise these skills.

103. Progress for all pupils, including those with special educational need is unsatisfactory in Key Stage and poor in Key Stage 2. Although an appropriate recent start has been made on skills teaching it is not yet sufficiently advanced to have any significant impact upon pupils' learning in subjects across the curriculum. There are areas where improvements are being effected. Pupils in years 3 and 4 were observed working with databases. Many pupils knew how to load files and find the categories of animals they wished to work with using "Find-it". The more able could select a field and create a graph. In this lesson the attainment of the majority of pupils was in line with expectations and the pupils were making good progress.
104. All pupils, including those with special educational needs, show great enthusiasm for the subject and enjoy sharing their achievements with colleagues. They listen carefully to the advice of teachers and use the equipment with care and respect. Many pupils are confident but much of this comes from their familiarity with computers at home.
105. Overall the quality of teaching is unsatisfactory. Although the scheme of work is comprehensive and well considered, the teachers have not yet built up the confidence and expertise to deliver all of the programmes of study and to provide sufficient, regular opportunities for pupils to use information and communication technology in subjects across the curriculum. In many classrooms the computers remain unused for much of the day and the absence of a carefully structured programme for their use prevents pupils from making good use of them. There are, however, regular skills teaching lessons in the newly developed computer suite in the library. These lessons are having a positive impact upon pupils' knowledge and understanding. The opportunities for pupils to extend these skills on a regular basis are insufficiently planned.
106. The co-ordinator is currently absent. The need for improving the standards in information and communication technology is recognised. The headteacher and staff are aware of the need for further staff development to enhance expertise and raise the profile of this subject area across the school. The new computer suite is a great asset but it has been dogged with technical problems with hardware breaking down. The school is currently waiting for its Internet connection but this too has suffered serious delays. When the computer suite is fully up and running, the school's

resources will be good with a ratio of one computer to every seven pupils throughout the school. Recent acquisitions of software will give the school a very valuable resource of reference material but as yet pupils are not able to access it on their own for their individual investigations and for research.

Religious Education

107. Pupils' attainment in religious education is in line with the expectations of the Locally Agreed Syllabus by the end of both key stages.
108. By the age of seven the pupils have an appropriate knowledge of many Bible stories. During the current year they have learned about famous people including Grace Darling and Florence Nightingale as well as contemporary stars such as David Beckham. The pupils know about special places including places of worship such as a mosque, temple and church. They have learned about the furnishings particularly the stained glass, the font, the pews and the significance of the cross during a visit to Wetheral Parish Church. They have composed prayers many of which are chosen by the pupils to be read out at the end of morning and afternoon sessions. There are close links with the good provision for pupils' spiritual, moral, social and cultural development and some of the more able pupils, in their written work, show appropriate understanding of wondrous things such as the development of a hen from an egg.
109. By the end of Key Stage 2 pupils have considered a wide range of topics in great depth. Discussions with the pupils and a scrutiny of their work shows that attainment is in line with the expectations of the Locally Agreed Syllabus. Pupils have an appropriate understanding of stories from the Bible which they can explain and relate with accuracy and enthusiasm. These pupils have recently considered Buddhism and have a clear understanding of the significant features of the faith, that believers wear yellow robes, live in a monastery and abide by strict rules. They remember from earlier learning their work on Hinduism, the importance of festivals like Diwali and some of the traditions and significance of artefacts. It is some time since these pupils learned about Islam but they know that the holy book is the Koran, that the prophet is Mohammed and that the holy city is Mecca. By the end of the key stage pupils have a secure knowledge of the festivals associated with Christianity including the significance of baptism. They have vivid recollections of their visits to the Cathedral in Carlisle and to the parish church.
110. Throughout the school all pupils, including those with special educational needs, make satisfactory progress and steadily build on their knowledge and understanding. They become increasingly aware of the relationship between much of what they are taught and the way in which they conduct their own lives. They reflect and consider with sensitivity the ways in which their developing ideas relate to their own lives and to others. This is evident in the way they work alongside others with increasing respect, tolerance and consideration for their views.
111. Pupils are well motivated. They are interested in the topics and they listen well to stories. In assemblies they are fully engaged, taking an active part and making valuable contributions to the learning. They listen well when other pupils are explaining their ideas and their feelings and they respect the views of others. In discussions pupils confidently talked about their knowledge and understanding.
112. The quality of teaching is satisfactory and teachers use imaginative approaches to stimulate the interest of the pupils. Teachers make good links with these stories from past times with pupils' present day life. A scrutiny of planning shows that the curriculum provided is broad and balanced and covers the programmes of study in the Locally Agreed Syllabus. The resources available for teaching this subject are adequate and they are used imaginatively and well.

Art

113. By the end of Key Stage 2, pupils have made very good progress in art and pupils make good progress in Key Stage 1. The inspection findings indicate that there has been a large improvement in art since the last inspection when it was reported that pupils at best made only good progress. Pupils with special educational needs are appropriately encouraged and supported and make progress in line with the rest of their class. At both key stages, pupils systematically acquire skills and knowledge. They benefit from a wide and varied range of activities which fulfil the programmes of study of the National Curriculum.
114. In Key Stage 1, pupils experience an appropriate range of media and explore a range of techniques. The youngest pupils are currently using crayons to create some tints of colour to depict images of "Through the Window". They experience three dimensional work by making paper masks and clay thumb pots. In Year 2, pupils learn about the different ways in which paint can be used to produce a range of colours and how to create pictures involving the use of different techniques for printing. As part of a visit to Whinlatter Forest, some pupils have composed a very good picture using natural materials. Good progress is made in developing sketching skills through simple tasks such as drawing views of the school. 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 counting and mathematics.
115. In Key Stage 2, progress increases and is very good overall. A rich and varied curriculum enables pupils to learn a wide range of techniques as well as to develop a knowledge and appreciation of some famous artists from around the world. In the lower part of Key Stage 2, pupils have completed good quality designs in the style of David Hockney. Other examples of famous artists studied include Lowry, Matisse and Picasso. In each case pupils learn essential skills to create their own images or pictures which are similar to their style. Pupils also learn brief biographies of the lives and achievements of these famous artists. As part of studies of flowers, pupils looked at types of illustrations such as those in the "Diary of an Edwardian Lady", and also the work of Van Gogh and Monet. The older pupils in the key stage have done a significant amount of work on the masterpieces of other famous artists and the pupils have a secure knowledge. Pupils in Year 6 know the work of Paul Klee. These pupils could identify significant and important features of his work and the way in which the silhouette was a significant part of his work. Pupils learn to appreciate that the same picture can be interpreted in different ways depending on the light and on the ideas of the observer. The art of other cultures is explored. Pupils make Aztec masks, explore Islamic tile patterns, Hindu Mehndi patterns and the decorative art of Pakistan. Three dimensional work features strongly in art. Pupils use a variety of materials including dried pasta and vegetables to make collage and papier-mâché to create paper bowls.
116. 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 very good at all times.

117. 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. As part of a lesson which looked at the collage work of the French artist Henri Matisse, the teachers planned the lesson very well and used good subject knowledge to inform pupils about his life and work. 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 medium. 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.
118. There are good links with other subjects and the work in art makes a significant contribution to pupils' spiritual and cultural development. Whole school planning is very detailed and thorough and contributes to the very good progress occurring in the school. 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 and skills as they move through the school. The school has a satisfactory range of materials and resources which are well used.

Design and technology

119. All pupils, including those with special educational needs, make satisfactory progress in design and technology in Key Stage 1 and Key Stage 2. The overall progress has been maintained since the last inspection.
120. Younger pupils in Key Stage 1, are skilled at cutting and gluing fabrics to make simple puppets from disposable cups. 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 and prepare food such as Instant Whip. An awareness of healthy eating has been encouraged by pupils designing a healthy meal. Pupils have used art straws and card to explore structures as part of a design task to make a model playground. Other activities include using boxes to design and make a home for "Teddy" and building "cameras" with old cereal boxes.
121. Progress in Key Stage 2 is maintained although little food technology occurs. 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. Moving cards have been designed and made and pupils have been involved in a Millennium Bridge project in which pupils explored the way structures are designed and made. Pupils in Year 4 and 5 demonstrate a secure understanding of the design process. They are in the process of applying their knowledge of electrical circuits in order to design and build a burglar alarm to protect a Fabergé egg! In Year 3 and 4, pupils also apply their knowledge and understanding of science to designing and making a working torch. In Year 6 pupils have used papier-mâché to make simple bowls as part of a history study about the Greeks.
122. Pupils talk enthusiastically about the activities that they do in design and technology. They are mature and well organised. During making tasks, pupils in Key Stage 1 work well together, sharing their ideas and their resources together. In Key Stage 2, most pupils discuss their ideas sensibly and set about planning ideas with good levels of

independence.

123. The quality of teaching is 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 a satisfactory scheme and policy which promote a systematic way of teaching skills as pupils move through the school. Appropriate links are made between design and technology and numeracy when pupils measure out and cut materials. The comparatively low level of recording demanded does not enable the subject to exploit links with literacy or recording in mathematics.

History and geography

124. Pupils make good progress throughout the school in both history and geography. They experience a broad and interesting curriculum which both increases their knowledge of the world and develops their skills in fact finding and research. In Key Stage 1 pupils are currently learning about the Victorians and have looked carefully at the way our lives have altered in the last hundred years. They have visited the Tullie House Museum and have discovered the differences in the way houses are furnished, how people dressed and in everyday occurrences like bath-time and washing day. The school's curriculum organisation and time tabling meant that no geography is being taught this term, but discussions with pupils and a scrutiny of last term's work indicate that they were working on a study of their own village looking at homes and building materials. This involved walks around the village raising their awareness of addresses and postcodes.
125. In Key Stage 2 pupils continue to develop their research skills and during the inspection pupils in Year 6 were studying parish registers as part of their history work on the villages of Cumwhinton and Cotehill and discussing the significance of variations in the statistics and the numbers of deaths of comparatively young people. In their work they have learned how buildings in the village have changed use and that demographic changes have occurred regarding employment. This work is of a very high standard indeed and these in depth studies are giving pupils a very clear understanding of how their village has developed and an appropriate respect for the past and its effect on their lives. Throughout the key stage pupils are steadily increasing their knowledge and understanding of other times such as Tudor England, and young pupils in Key Stage 2 have been learning about the 2nd World War. In geography last term, the pupils at the end of the key stage were learning about the Caribbean Islands of Trinidad and St Lucia and have a secure understanding of many of the differences between the life a pupil in St Lucia compared with their own lives. They prepared leaflets about their own school describing clearly the routines and expectations. At other times they learned about the Sahara and Colorado deserts, they know about cold deserts and they have also learned about countries which have monsoons and like Bangladesh, suffer from them. Pupils have clear recollections of drama work which arose from this learning and the understanding of how it must feel to lose your home in a flood following the monsoon.
126. Pupils talk very enthusiastically about their work in both history and geography. They are interested and want to learn. In the lessons which were observed pupils collaborated well. In Key Stage 1 pupils were sharing source books and discussing sensibly the things which they found out. Throughout the school pupils are very

respectful of artefacts. Older pupils treated copies of parish registers very sensibly and pupils in years 3 and 4 handled the items on the splendid display of World War II artefacts with great care.

127. The teaching is good throughout the school and stimulates pupils' interest in these two subjects. There are good schemes of work and teachers ensure that each topic is covered in depth so that pupils develop secure knowledge. The scheme ensures that pupils progress in a systematic way and good emphasis is placed upon the development of research skills. Teachers take opportunities to provide good stimuli through television and video. They also regularly visit places of interest connected to the topics. Good use is made of visitors such as an actor who portrayed a Fire Warden from World War 2.
128. The school makes good use of the adequate range resources it has at its disposal and very good use of the resources which are loaned to the school for particular topics. The co-ordinators have a very clear picture of the attainment of pupils and how their subjects are to develop. The quality of monitoring is good and the outcomes are used effectively to inform curriculum development.

Music

129. The provision for music is a strength of the school and pupils make good progress both in classroom work and in the wealth of other provision involving all pupils. In the school's record of its own interest and achievement there is a letter from a visiting professional group which says, "What a treat to visit this remarkable school where the love of music is deeply embedded throughout.. " This sums up the quality of music which can be seen and heard in and around the school at any time, including breaks, assemblies and particularly during the inspection when the school was preparing for its Christmas concerts.
130. In Key Stage 1 pupils make good progress, learning songs and developing their understanding of time and rhythm through interesting and stimulating lessons. They have the opportunity to listen to music on a regular basis and they join in using tuned and untuned percussion instruments. In Key Stage 2 pupils make very good progress. All pupils learn to play the recorder. In their lessons they play accurately with appropriate understanding of tone and volume. They have a good 'ear' for identifying their own mistakes and are able to correct them. The school provides opportunities for pupils to learn other instruments including its own set of hand-bells. There are several visiting music tutors and there are 36 pupils taking advantage of this provision. Pupils are learning to play classic guitar, brass and wind instruments and violin. Parents pay for this tuition which is of good quality and tutors skilfully encourage progression in learning. In classroom music lessons pupils listen to a range of music from modern to classic and from this country and from many others. There are good links with other subjects across the curriculum. They sing well in unison, antiphonally and in parts with some good solo singing from the older pupils. They sing enthusiastically maintaining the pitch with a minimum of support from the skilful accompaniment. The older pupils extend the work done in Key Stage 1 and are composing music taking full account of dynamics and tone.
131. Pupils thoroughly enjoy taking part in music lessons and performances which are of a very high standard. They are keen to do well and are very proud of their achievements. They work well together and follow the directions to create very good quality singing and instrumental work.

132. The quality of teaching is very good. The school has a good scheme with comprehensive long and medium term planning which includes very stimulating experiences and ensures good progress throughout the school and as pupils become more skilful. It builds steadily on prior learning and includes clear guidance. The teaching is mainly shared between two teachers. They are both secure in their subject knowledge and enthusiastic. They have high expectations of pupils' attainment. Classroom music is both interesting and challenging. Hymn practices are well managed and when preparing for performances appropriate attention is paid to professional behaviour. The teaching is skilful with good emphasis on particular teaching points leading to clear improvements in pupils' standards of attainment. The school provides many opportunities for the pupils to perform and recent events have included a music summer school, a performance of a festival of modern carols, 'Jonah Man Jazz' last year, visits to entertain patients in hospital, reaching the second round of the Voices of Promise Competition and involvement in the 'Better all together' service in Carlisle Cathedral. This year the school has won 1st place playing hand bells in the Carlisle and District Music Festival and 2nd place with its instrumental ensemble. The high quality of provision and the standards attained provide a very valuable contribution to the development of pupils' cultural awareness.

Physical Education

133. By the age of eleven all pupils, including those with physical disabilities, make good progress in physical education although the lack of a suitable space for indoor physical education reduces the progress pupils make in some aspects of gymnastics. It is not possible to make a secure judgement about the progress pupils make in Key Stage 1 because no lessons were observed during the inspection, however, through scrutinising the school's documentation, it is evident that pupils are given a satisfactory range of activities with the exception of some elements of indoor physical education.
134. 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. Pupils develop good skills in games. They learn to pass and control the ball in soccer and netball and are developing a good sense of position within a game. Pupils display a good awareness of the others around them and are developing essential game skills such as being able to confidently shield the ball from opponents and the significance of moving into a space so that they can receive the ball. The majority of pupils are well co-ordinated and move with have good control and balance.
135. Pupils in both key stages behave excellently during lessons. They work very well together and always listen to the teacher and support staff. It is particularly encouraging to see the way in which pupils with physical disabilities are fully integrated in lessons by all pupils. By the age of eleven, 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.
136. The quality of teaching is good overall. Teachers have a good subject knowledge of physical education and offer very good advice and guidance to pupils. Teachers are very enthusiastic and this inspired and motivated pupils. High, but realistic standards are set for all pupils although there is tremendous sensitivity to the feelings of those pupils who are not as confident. All pupils are rewarded for effort and

application and not just because they are talented. Lessons are well organised and good use of support staff ensures that all abilities and ages make good progress. Very good use is made of demonstrations and pupils are encouraged to demonstrate their skills to others. Teachers work very hard to reduce the impact of poor indoor accommodation by using the resources of a very helpful and understanding local high school. This arrangement is providing pupils with opportunities for develop their gymnastics and movement skills but the arrangements for transporting pupils to another school are far from ideal and involve considerable level of organisation.

137. Pupils benefit from a very good range of extra-curricular activities at times led by professional coaches. Both boys and girls take part in tournaments with local schools in events such as netball and soccer. There are planned opportunities for older pupils to take part in outdoor activities.

PART C: INSPECTION DATA

138. Summary of Inspection Evidence

- A team of three inspectors were in the school for a total of 10 days and spent 45 hours 35 minutes observing 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.
- 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	132	4	31	13

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	5.3
Number of pupils per qualified teacher	24:1

Education support staff (YR - Y6)

Total number of education support staff	2
Total aggregate hours worked each week	43.0

Average class size	26.4
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Financial data

Financial year:	1998-99
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	£
Total Income	235706
Total Expenditure	260003
Expenditure per pupil	1969
Balance brought forward from previous year	54830
Balance carried forward to next year	30533

PARENTAL SURVEY

Number of questionnaires sent out:	83
Number of questionnaires returned:	75

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	56	40	4		
I would find it easy to approach the school with questions or problems to do with my child(ren)	62	30	8		
The school handles complaints from parents well	48	47	4	1	
The school gives me a clear understanding of what is taught	35	48	17		
The school keeps me well informed about my child(ren)'s progress	62	30	8		
The school enables my child(ren) to achieve a good standard of work	47	45	8		
The school encourages children to get involved in more than just their daily lessons	56	43	3		
I am satisfied with the work that my child(ren) is/are expected to do at home	32	56	8	4	
The school's values and attitudes have a positive effect on my child(ren)	58	38	4		
The school achieves high standards of good behaviour	45	51	3	1	
My child(ren) like(s) school	47	45	7	1	

Other issues raised by parents

- The academic standards attained by pupils are said to be good.
- A warm and caring learning environment is created by committed staff.
- Good behaviour and positive attitudes are successfully promoted.
- The quality of extra-curricular activities is good.
- There is a lack of suitable accommodation for indoor physical education