

# INSPECTION REPORT

**Roose County Primary School**

Barrow-in-Furness

LEA area : Cumbria

Unique Reference Number : 112207

Headteacher : Mr P Webster (Acting)

Reporting inspector : Mrs A Dawson  
11608

Dates of inspection : 4<sup>th</sup> – 7<sup>th</sup> October 1999

Under OFSTED contract number: 707127

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 :	North Row Barrow-in-Furness Cumbria LA13 OHF
Telephone number :	01229 894 608
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Appropriate authority :	The governing body
Name of chair of governors :	Mrs S Goacher
Date of previous inspection :	29 <sup>th</sup> January - 2 <sup>nd</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Anna Dawson Registered Inspector	Mathematics Religious education Design and technology Geography	Equal opportunities Characteristics Attainment and progress Teaching Curriculum and assessment Leadership and management Efficiency
Gillian Barker, Lay Inspector		Attendance Attitudes, behaviour and personal development Partnership with parents and the community Support, guidance and pupils' welfare
Stuart Russell	English History Physical education	Pupils' spiritual, moral, social and cultural development
Judith Clarke	Science Information technology Art Music	Under Fives Special educational needs Staffing, accommodation and learning resources

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## MAIN FINDINGS

### What the school does well

- . The school has significantly raised standards in English, mathematics and science within the last year.
- . Since January the school has been very well led and managed by the acting headteacher.
- . The good quality of teaching is a strength of the school.
- . The spiritual, moral, social and cultural development of the pupils is very good.
- . The curriculum provides a wide range of opportunities for pupils to develop their skills and interests.
- . The attitudes, behaviour and personal development of the pupils are very good.
- . The school has a very good partnership with the parents and strong community links.

### Where the school has weaknesses

- I. The school's accommodation is in some respects very poor and poses serious health and safety problems pupils.
- II. The development planning and the overall long-term planning for the school lack rigour in costing the to specific criteria, in order to raise standards.
- III. The quality of the temporary accommodation does not allow pupils full access to the curriculum.
- IV. The standard of pupils' handwriting is below average.
- V. There is a need to increase staff training for music and information technology, where staff lack expertise confidence.

**The school has many strengths. The weaknesses are outweighed by what the school does well, but they will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils at the school.**

**How the school has improved since the last inspection**

Since the previous report and most recently since January, the school has significantly raised the standard of education in English, mathematics and to a lesser degree science. A common approach has been taken to plan and assess pupils' work. The role of co-ordinators has been developed, and they take more responsibility for their subjects. There is better communication between the governors, headteacher, staff and the pupils. The governors have been able to take a more active role in the management of the school. The school has appointed a co-ordinator for special educational needs. The curriculum has been monitored effectively in literacy and numeracy and weaknesses have been identified for improvement. The budget for staff development, training and curriculum resources has been computerised. The area used for food technology has been improved. The school has recently resolved many of the key issues from the last report but still recognises that there are some long-term considerations that require continuing improvement, for example the development of the assessment of pupils' work. The school is now in a good position to move forward positively.

**Standards in subjects**

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

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

A significant number of pupils in this year group were on the school register for special educational needs, which had an adverse effect on the overall average attainment of the class. The pupils' results for 1999 are much improved with a significant number of pupils attaining higher than average levels.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Good	Good	Good
Science	Good	Good	Good
Information technology	N/A	Insufficient evidence	Insufficient evidence
Religious education	N/A	Good	Good
Other subjects	Good	Good	Good

The teaching is consistently good throughout the school, including teaching for under-fives and pupils with special educational needs and is a major strength of the school. In 11 per cent of lessons, teaching is very good and one lesson is excellent. In 77 per cent of lessons, teaching is good and in 12 per cent, representing four lessons, it is satisfactory. No unsatisfactory teaching was observed. The staff work well as a team and have significantly improved the standards in the National tests for 1999. No direct teaching of information technology was observed. There were a small number of lessons, for which the planning was less rigorous in detail, and so the pace of learning was slower. Some staff lack confidence in music and information technology and the school has recognised the need for further staff development in these areas.

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

## Other aspects of the school

Aspect	Comment
Behaviour	Very good. Pupils are polite, lessons are orderly and pupils behave very well around school, and in the playground.
Attendance	Satisfactory. Although at the present time attendance is very good, at some periods during the year it is less than satisfactory where parents take holidays during term time. Pupils are punctual and lessons start on time.
Ethos*	Very good. There are very good relationships between pupils themselves and the staff. Pupils are keen to learn and do well. The school is committed to raising the standard of pupils' work.
Leadership and management	Very good. Since January the standards of education have been raised there are clearer lines of communication between the school, the governors and the parents. The roles and responsibilities of the staff have been developed.
Curriculum	Good. The literacy hour is established well in the school and the numeracy hour is beginning to improve pupils' work in mental calculations. The range of extra-curricular activities and clubs is excellent and has a positive impact on pupils' attainment. The school gives pupils the opportunity to experience a broad and rich curriculum.
Pupils with special educational needs	The school makes good provision for these pupils and they make good progress because they receive effective support.
Spiritual, moral, social & cultural development	The school makes very good provision for pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	The accommodation is poor in some respects. The temporary classroom is cramped and the school is in need of external and internal repairs, which poses serious problems for the pupils. The arrangements for professional development of the staff are good. The number of staff and resources of the school are satisfactory.
Value for money	The school gives good value for money.

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

## The parents' views of the school

<b>What most parents like about the School</b>	<b>What some parents are not happy about</b>
VI. Their children like coming to school. VII. Parents are happy with the standards of ion and the progress they make. VIII. Most parents find it easy to approach the  IX. The parents feel that the school encourages them an active part in the life of the school. X. Parents are happy with the standards of our and the values and attitudes that the school tes.	XI. Most parents are unhappy about the cramped  XII. Some parents are unhappy that their

The inspectors support the very positive views of the parents. The temporary accommodation is unsatisfactory because the cramped conditions restrict pupils' access to the curriculum. The inspection finds that the pupils have satisfactory access to drinking water during the day.

## **KEY ISSUES FOR ACTION**

The governors should resolve the serious concerns relating to the health and safety of the pupils in relation to the accommodation that have been brought to their attention. (*Paragraph 66*)

The governors and headteacher should improve the quality of the school development planning by:

- (i) linking budgetary priorities to raising standards, with precise and measurable targets for improvement, which are regularly evaluated by using success criteria;
- (ii) setting long-term financial projections for the school beyond one year to gain a strategic long-term overview of school improvement. (*Paragraphs 77,85*)

The governors should improve the accommodation for the pupils by:

- (i) providing an appropriate classroom to replace the temporary accommodation where the Year 3 pupils are taught, so that pupils have full access to the curriculum; (*Paragraphs 53, 66, 82, 87, 169, 175*)
- (ii) providing a stimulating learning environment for the pupils with special educational needs; (*Paragraph 82*)
- (iii) repairing the water leaks to the roof which damages the ceiling and puts pupils' safety at risk. (*Paragraphs 66,82*)

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

- raise the standard of pupils' handwriting; (*Paragraphs 15, 18, 113, 119, 122*)
- increase staff training for music and information technology; so that they are more confident and have more expertise in teaching music and information technology. (*Paragraphs 23, 40, 80*)

## INTRODUCTION

### Characteristics of the school

- 1 Roose Primary School is situated on the outskirts of Barrow-in-Furness in the Roosecote ward. The school draws most of its pupils from the local area with a significant number travelling from the Districts of Rampside, Roa Island and the nearby farming community. There is a mixed intake across the full socio-economic range. These factors are similar to the previous inspection. The school's admission policy identifies an admission number of 29 for the reception class. Most of the pupils have some experience of playgroup or nursery education and are admitted to the reception class at the beginning of the school year in which they become five. The children's attainment on entry is broadly average. At the time of the inspection there are 29 pupils in the reception class. All except two pupils in the reception class are under five years of age.
- 2 There are 218 pupils on roll, 101 girls and 117 boys, which is broadly average. All pupils come from homes where English is the first language. There are no pupils from ethnic minority backgrounds, although the school has appropriate provision for them. Of 45 pupils on the school's Register for Special Educational Needs, three have statements, which is below average
- 3 The main aims of the school are:
  - to develop qualities of mind, intellect, feeling and imagination, body and spirit, to become independent, self-motivated and self-disciplined;
  - to acquire the basic tools of learning, numeracy, literacy and oracy and the knowledge, concepts and skills embodied in the National Curriculum subjects;
  - to live as children, not merely as future adults, to take every opportunity of becoming well-balanced citizens with the ability to live in, contribute to and look with constructive criticism at the society of which they form a part;
  - develop self-respect and the respect for others regardless of race, creed, sex, opinion or handicap and to note the interdependence of groups, nations and the environment;
  - recognize that mankind, throughout history and in all parts of the world, has achieved much in the fields of art and craft, science and technology and literature and music;
  - acquire a consistent and fair set of attitudes, values and beliefs;
  - develop aesthetic awareness and participate in the creative arts;
  - develop a wide range of physical skills and an understanding of the need for healthy lifestyle and to development interests and skills, which would enable them to enjoy and make the best use of leisure time.
- 4 It is the school's belief that these aims can be achieved by having proper regard for the sequential stages of developments of each individual child; the knowledge that children respond to high standards being set for them; an environment which reflects these, and the fact that their best efforts and achievements are cherished.
- 5 The school has set targets for the future and these include:
  - to raise standards in English and mathematics;
  - to improve the accommodation by building a classroom to replace the temporary building in the playground;
  - to develop the information technology suite and provide training for the staff;
  - to develop staff and governors professionally and continue to extend the relationships in the community.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

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

Year	Boys	Girls	Total
1999	14	16	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils At NC Level 2 or above	Boys	11	10	12
	Girls	16	15	16
	Total	27	25	28
Percentage at NC Level 2 or above	School	89 (94)	83 (81)	93 (94)
	National	N/A (77)	N/A (81)	N/A (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils At NC Level 2 or above	Boys	11	12	13
	Girls	16	16	16
	Total	27	28	29
Percentage at NC Level 2 or above	School	90 (94)	93 (94)	97 (86)
	National	N/A (81)	N/A (85)	N/A (86)

### Attainment at Key Stage 2<sup>2</sup>

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

Year	Boys	Girls	Total
1999	16	16	32

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	14	12	13
	Girls	11	11	11
	Total	25	23	24
Percentage at NC Level 4 or above	School	78 (57)	72 (54)	75 (82)
	National	N/A (65)	N/A (59)	N/A (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	13	16
	Girls	11	11	11
	Total	24	24	27
Percentage at NC Level 4 or above	School	75 (57)	75 (50)	84 (57)
	National	(N/A)	(N/A)	(N/A)

<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

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

		%
Authorised absence	School	7.4
	National comparative data	5.7
Unauthorised absence	School	0.0
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	11
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**

- 6 There are strengths in standards in the core subjects of English, mathematics and science and religious education by the age of eleven, where pupils attain standards above average at both key stages. Pupils also attain above what is normally expected for pupils of seven and 11 in history, geography, and physical education. Otherwise standards are broadly average for information technology, design and technology, music and art for pupils of seven and 11.
- 7 In 1998, the results of National Curriculum tests and assessments at the end of Key Stage 2 show that pupils' attainment in English was below the national averages for level 4 and the higher level 5. In mathematics, pupils' attainment was close to the national average for level 4 but below the national average for the higher level 5. In science, pupils' attainment was above average for level 4 and level 5. In comparison with similar schools, pupils' results were above average in science but below average for English and mathematics.
- 8 The school has analysed the reasons for the below average standards in English and mathematics. Forty three per cent of this cohort of pupils were on the register for special educational needs who found difficulty with learning skills such as problem-solving or language skills and in applying their knowledge to a range of contexts in mathematics. Likewise in English, the pupils found difficulty in answering questions on the set texts, which require them to go beyond the literal by, for example, discussing the motives and qualities of the characters in a story. In science, the pupils found it easier to answer questions which required their knowledge of scientific facts and understanding of physical processes. Pupils now benefit from the additional teaching of the specialist science teacher, who teaches the skills and vocabulary of science well. Overall, the percentages of pupils with special educational needs not attaining the expected level adversely affected the overall percentages of attainment for the year group. Attainments at the end of the key stage fluctuate from year-to-year because of the small numbers in each year group, and the varying number of pupils with special educational needs. The results should, therefore, be treated with caution. However, there has been an overall trend for improvement over the last three years for English, mathematics and science during 1996, 1997 and 1998.
- 9 Following the 1998 results in English and mathematics for the school, The governors, with the acting headteacher and the staff resolved to raise attainment. Since January the school has strengthened the curriculum for the 1999 tests and results have dramatically improved in English and mathematics.
- 10 In the 1999 tests, standards have risen sharply in English and mathematics. In English, 78 per cent of 11 year-olds reached level 4 or above and 25 per cent reached level 5. In mathematics, 72 per cent attained the expected level 4 and 41 per cent attained the expected level 5. A particularly significant number of pupils attained the higher level 5 for English and mathematics. Reading was a particular strength. In science, there is also improvement, although not as marked, with 75 per cent of pupils achieving the expected level 4 and 31 per cent achieving the higher level 5. This is still an improvement on the number of pupils attaining the higher level 5. In this respect the school has done well to exceed its challenging targets for English and mathematics. This represents a 21 per cent rise in pupils' results in the National Curriculum English tests and an 18 per cent rise in mathematics. This was achieved from January by the acting headteacher and the staff through improved and more intensive teaching, additional booster classes, revision booklets and regular revision homework activities, particularly directed at areas of weakness.

- 11 The inspection findings show that at Key Stage 2, pupils achieve standards above the national average in English, mathematics and science and these are consistent with the teachers' assessments. The pupils are on line to achieve similar or better standards in 1999. As previously, reading is a strength and attainment is high. The methods and pace of work promoted in the National Literacy Strategy are helping to raise standards. In mathematics, pupils are gaining confidence in their mental work and the National Numeracy Strategy is beginning to have a positive impact on pupils' confidence in solving problems and using a variety of strategies with large numbers. Pupils do better when the school has prioritised curriculum initiatives detailed guidance, or where there is specialist help, such as specialist teaching in science.
- 12 By the age of 11, pupils speak fluently and confidently. Most read accurately and discuss their favourite authors and preferences in reading. Higher attaining pupils read with expression. Pupils write stories and enjoy writing poetry. Punctuation is generally accurate and pupils write in paragraphs. Handwriting and presentation of work are weaker aspects of English. Pupils use information technology well to draft, revise and research their work across the curriculum. In mathematics they use the computer effectively to handle and analyse data they have collected or retrieved from the Internet or CD-ROM such as graphs for rainfall distribution in their study of geography. In mathematics, pupils have a good understanding of the four rules of number and are effectively working out problems with fractions and percentages. In science, they have a sound understanding of decimals, fractions and percentages. The investigational work pupils do in science is a strength. The school has taken the positive step of recruiting specialist help, which is helping to raise standards. A particular strength is the integration of several subject areas which are taught under a topic heading. This is economical with time and allows pupils to practise and refine literacy, numeracy, information technology and investigational skills across the curriculum.
- 13 In the previous report, the attainment of the pupils in the core subjects was broadly average. Trends over the last three years indicate that pupils' attainment is rising and there has been an improvement in the number of pupils achieving the higher level 5 in the statutory tests in English, mathematics and science. Since January, the school has improved its curricular provision and teaching from the last inspection and is clearly moving forward. There is a clear focus on setting targets for improvement in the school. Initiatives, such as the more able child project, give opportunities for pupils to extend their skills through challenging problem-solving activities. The recent appointment of a part-time teacher for the co-ordination of special educational needs is helping those pupils to reach their targets and give them the support they need. There are good procedures for assessment of all pupils, and a good use of assessment to inform teachers' planning. However, the school is at the early stages of setting individual targets for pupils. At present this is not clearly visible in reports or the marking of pupils' work. Reports do not have a written comment on their next target for improvement. An additional positive feature is the support given to pupils through extra-curricular activities and help with homework. As a result the pupils make good progress throughout the school.
- 14 Results of National Curriculum tests and assessments in 1998 for pupils aged seven show that pupils' attainment was well below the expected national average in reading for level 2. The percentage of pupils reaching the higher level 3, was close to the national average. In writing, the percentage of pupils reaching level 2 and the higher level 3 was below the national average. In mathematics, the percentage of pupils reaching level 2 was close to the national average and the percentage of pupils reaching the higher level 3 was below the national average. Results of teachers' assessments in science show that pupils' attainment was above the national average for level 2, and well above the national average for the higher level 3. In comparison with schools in similar contexts, pupils' performance was well below average in reading, writing and mathematics.
- 15 An analysis of results of the national tests show that some pupils with special educational needs had difficulty in their reading and writing, which meant that they did not achieve the expected levels, particularly in writing. The school is resolving this weakness during the literacy hour, where there is a focus for improving pupils' writing. Time is being taken by teachers to ensure that pupils progressively acquire the full range of writing skills. The results for the tests in 1999 show an improvement in the test results for English, mathematics and science.

- 16 Inspection evidence indicates that by the end of Key Stage 1, the majority of pupils achieve standards above the national average for speaking and listening, reading and mathematics, and about average in writing. These are consistent with the teachers' assessments for Key Stage 1 this year.
- 17 The average attainment of pupils fluctuates from year to year according to the number of pupils in the class and their varying abilities. Results from the past three years indicate that at Key Stage 1, although there is a general rise in standards, they fell in 1998 largely because of the number of pupils in the cohort with special educational needs
- 18 By the age of 7, pupils are attentive and confident when speaking to each other and other adults. Most read accurately and the higher attaining pupils read fluently, with expression, using a range of strategies to help them read new words. Pupils enjoy reading a wide range of texts. The implementation of the National Literacy Strategy is motivating pupils to read and helping to raise the standards, which are higher than standards in writing. When they write, the higher attaining pupils use full stops and capital letters accurately. All pupils write legibly and neatly when presenting a final copy of their work. However, a significant number have immature handwriting, and do not present work in English and other subjects as neatly as they should or join their letters. This makes it difficult for others to read and hinders pupils' progress in presenting a neat, orderly piece of work in an appropriate period of time. Effective use is made of information technology in English and other subjects for knowledge and understanding of data by representing their findings in block-graphs in science and mathematics. They investigate and make graphs of their favourite toys. In mathematics, pupils are acquiring effective strategies for mental arithmetic as they work with numbers to 100. They know odd and even numbers and multiples of two, five and ten. In science, investigational work is stronger than other areas. They investigate the properties and uses of materials and record their results in a variety of ways.
- 19 The attainments of the children under five are broadly average in all areas of learning, a similar outcome to that found in the previous inspection. The attainment of children, overall, in the reception class is just above average. However, this fluctuates from year to year according to those who have special educational needs. Children get a good start to their education and make good progress in all six areas of learning. At the time of the inspection, there were two children in the reception class who were five. Most are in line to achieve the national targets, with a minority in line to exceed them. The staff rightly prioritise the teaching of personal and social, language and literacy and mathematical skills. There are no weaknesses in the pupils' attainment as the teaching is consistently good and aimed at meeting the needs of all the children. Consequently, they are happy, secure and confident learners. There are very good relationships between the children, the staff and other adults. All children recognise and are beginning to write their own names. They know some of their letter sounds and enjoy looking at books. Most of the children count to ten and are learning to recognise and write numbers.
- 20 Pupils with special educational needs are supported very well through effective teaching and make good progress towards their set targets. They contribute well to class discussion and learn from listening to others. Pupils use information technology effectively to extend their learning. The progress pupils make in their subjects and personal and social education prepares them well for their next stage of learning.
- 21 In information technology, pupils' attainment is in line with national expectations by the end of both key stages. By the age of 7, pupils save and retrieve their work with help from the staff. They are able to use a design program for mapping the environment and a drawing program for some artwork. They sort and classify data, which they present in block-graphs and control a floor robot successfully to perform simple movements. By the age of 11, pupils use the Internet and CD-ROM programs confidently to research information. They load an appropriate program for writing and change fonts, and order their work. There has been good improvement in using information technology across the curriculum since the last report. The pupils with special needs make particularly good use of it in their work. However, resources when they are not in good working order, are still limiting pupils' attainment.

- 22 In religious education, pupils' attainment by the end of both key stages is above the expectation of the locally agreed syllabus. By the age of 7, pupils know a range of stories from the Bible and are aware of the major Christian beliefs. They compare aspects of Christianity with some important beliefs of the Jewish faith. By the age of 11, pupils have a clear understanding that faiths in other countries, such as India, share some similarities with Christianity. They are aware of the importance of beliefs that are not their own. There are effective links with the local community and the level of discussion about important and sensitive issues is mature for their age.
- 23 In other subjects, the inspection finds that pupils achieve above average standards at ages seven and 11 for history and geography, where they benefit from the good quality visits they make to the environment. Pupils attain above average standards in physical education and benefit from the expertise of specialist teachers and adults by attending the extra-curricular clubs. In design and technology, music and information technology, pupils attain standards that are nationally expected of pupils of a similar age, which to some extent is due to the lack confidence and expertise of some staff. This is partly compensated by the visiting specialist music teacher, and the additional tuition for playing a musical instrument that is taken up by a minority of pupils.
- 24 From a level where pupils' attainment on entry to school is broadly average, pupils under-five make good progress in all areas of learning. During both key stages, pupils continue to make good progress overall in the core subjects of English, mathematics and science. Pupils are challenged effectively in their learning. However, although pupils have individual set targets for improvement, they do not always remember what they are. Pupils make satisfactory progress in information technology and good progress in religious education. There are no significant fluctuations between year groups or classes as the quality of teaching is consistently good across the school. The good teaching and the priorities that the school gives to curriculum initiatives are the most significant factors to the good progress made by pupils in the core subjects of English, mathematics and science. The best progress across the school is being made in literacy and numeracy, where teachers use effective and detailed guidance. This is particularly noticeable in the pupils' achievements in reading and the improvement in pupils' mental arithmetic strategies at both key stages, which are taught from the National Numeracy Strategy. The school has set challenging targets for the future in these subjects, to raise attainment further. The school develops links with other subjects effectively, especially in the teaching of topics, and pupils make good progress in history, geography and physical education. Progress in design and technology, music and art is satisfactory throughout both key stages, but there is less time spent on these subjects than previously during the time of the last inspection. In Year 3, pupils are restricted in the possible progress in art, design technology and other areas of the curriculum where pupils need a larger space to work and to move around. There is no significant difference between the progress of boys and girls.
- 25 Since the previous inspection pupils' attainments have improved in English, mathematics, science, religious education, design and technology, history, geography and art. They remain similar in information technology, physical education and music.
- 26 Since January, increased staff confidence, recent training and re-defined responsibilities as co-ordinators have assisted the development of the curriculum and helped to raise standards. As staff work together more effectively, monitor standards more closely, and give advice and support to one another, a very positive impact on raising standards is achieved.
- 26 **Attitudes, behaviour and personal development**
- 27 Pupils' standard of behaviour is very good and they have very positive attitudes to learning. Relationships in the school are also very good. These are strengths of the school, which is consistent with the previous report.
- 28 The youngest pupils in the reception class have settled in well to their new surroundings. They listen effectively to the class teacher and their very good behaviour has a positive impact on the attainment and the good progress they make. Although this is at the beginning of the school year, the children have quickly adapted to the school and class routines. They play sensibly with others in the playground. They work together well and help one another with their activities. Two children were observed helping each other get ready for their physical education lesson. They enjoy story time and work together well as a team when blowing ping-pong balls across a bath of water. At the end of each session they help the staff to tidy away.

- 29 Pupils enjoy coming to school and have very good attitudes to their work. Throughout all year groups, pupils are keen, attentive, respond well to questions and concentrate well in lessons. As they get older, they learn to work independently; many Key Stage 2 pupils use the computer effectively, without close supervision. Pupils enjoy reading and have responded particularly well to the work in the National Literacy Strategy. They have made a good start in solving mental mathematical problems as part of their numeracy lessons. Pupils with special educational needs respond well to the additional help they are given. Their positive attitudes ensure they make good progress. The pupils enjoy working on the computers in their lessons.
- 30 Pupils behave very well in class, around the school and in the playground. They are polite and courteous to visiting adults. They take care of their own property and class equipment and books, which they use responsibly and put away neatly. They respond well to the behaviour policy of the school and to the constant encouragement of the staff. Their positive support for one another leads to effective communication between pupils and adults, whether staff, supervisors or visitors to the school, which helps the pupils learning. Parents feel that the school achieves high standards of behaviour, and inspectors agree with this view. There are no exclusions and this is regarded as the norm.
- 31 Relationships are very good among the pupils and very good between pupils and staff. Pupils work together effectively, increasingly so in Key Stage 2. There is an atmosphere of mutual respect and understanding which is helpful when an individual needs special attention. Pupils are prepared to help one another; for instance, an older pupil taught a younger child how to use the water fountain at lunch-time. When pupils work in small groups they help one another to understand problems such as how to work out measurements in mathematics. The visits to local places of interest and pupils' residential visit to Hawes End make a positive contribution to their personal and social development.
- 32 Pupils take the many opportunities provided to take on small responsibilities as, for example, by leading an assembly or taking part in the choir, representing their school in music, drama and sporting events such as the Harvest Festival and the Remembrance Service. Pupils take initiative in small, everyday activities such as helping the teachers set out equipment and helping the younger children at play-times. In assemblies, pupils often reflect on others and take part in collecting for well-known charities such as the Shoebox Appeal. Older pupils sell fruit at break-time, and pupils in Year 5 hold their own meetings to resolve issues of concern such as school uniform.

32 **Attendance**

- 33 There has been a change in the attendance record since the previous inspection, showing a decline in the average attendance and a marked decline in the level of attendance in the summer term, which fell below 90 per cent to 88 per cent.
- 34 During the period of the inspection some classes recorded 100 per cent attendance but a scrutiny of registers for the previous week revealed that some pupils were absent on holiday in all the Key Stage 2 classes.
- 35 If attendance continues to fall this could become a serious weakness having an adverse effect on pupils' learning. At present there is no evidence to suggest that pupils' attainment, overall, is being affected.
- 36 Punctuality is very good; lessons and the school day begin promptly. There is no unauthorised absence, which is an improvement in the situation recorded in the previous inspection.

36 **QUALITY OF EDUCATION PROVIDED**

36 **Teaching**

- 37 The quality of teaching is good overall and a major strength of the school. In one lesson teaching was excellent, which represents 2 per cent. In 9 per cent of lessons it is very good, in 77 per cent of lessons it is good and in 12 per cent it is satisfactory. There was no unsatisfactory teaching. This is an improvement from the last inspection, where the planning and assessment of pupils' work were weak, and staff did not work

effectively as a team. Since January staff have developed their co-ordination roles, which has enabled them to observe teaching for their subjects, and offer their expertise and advice to colleagues. This has a positive impact on the commitment of the staff to improve their work and to work together more efficiently and effectively.

- 38 The quality of the teaching for pupils under five is consistently good. The staff have worked hard to create a stimulating environment, with well-organised resources, which motivate the children to learn, it provides a smooth transition from the Desirable Learning Outcomes, of the curriculum for children under five to the early stages of the National Curriculum. The staff understand the needs of the children very well and plan and work effectively together to provide a wide range of interesting activities, which has a positive effect on their learning.
- 39 The quality of teaching is consistently good at both key stages. Teachers throughout the school have a good knowledge and understanding of their work. Staff who lack expertise, for example in music and science in Key Stage 2, make effective use of the school's schemes of work and the advice of knowledgeable colleagues and friends. The quality of teaching for pupils with special educational needs is good. When pupils are withdrawn from lessons they are taught a range of strategies they can use in the classroom to help them make good progress. Good provision is made for the more able pupils who, additionally, have special lessons at the secondary school to challenge their thinking. This has a positive impact on standards and the personal development of pupils as they prepare to transfer to secondary school.
- 40 The school's teachers have been very well trained in literacy and numeracy and are at present receiving additional support and training for the development of numeracy. The detailed guidance and training for the literacy hour results in a higher percentage of good teaching in English. Literacy and numeracy lessons are particularly well structured to ensure step-by-step development of key learning objectives. This is helping to raise standards in reading and writing, and is beginning to have a positive impact on pupils' mental mathematics throughout the school. In a very small number of lessons, work lacks pace and specific objectives are not reinforced sufficiently. Some staff lack expertise in the teaching of information technology and music. In information technology, pupils' progress is no better than satisfactory. It is impeded by the limited expertise of some of the staff and poor maintenance of computer equipment. The school has sufficient computers of good quality to enable all pupils to have frequent access in order to achieve higher standards. However, the equipment is not always kept in good working order. In religious education the pupils' awareness of other cultural traditions and beliefs is raised and linked effectively to other curriculum subjects, which is improved since the last report.
- 41 A strong feature of the teaching is the methods employed to link subjects together in lessons. For example, pupils in Year 3 were making lighthouses in their lesson with the specialist science teacher. Attention was paid not only to the design and making of the structure, but to completing a circuit to illuminate the lighthouse. In this case, design and technology and science were combined effectively and pupils discussed the relevance and importance of the structure as a warning to ships. Other effective links have been observed between geography and information technology when Year 2 pupils learn about the points of the compass; also between religious education, history and English and information technology as Year 6 pupils research the life of Saint George.
- 42 Teachers plan their work well. There are satisfactory schemes of work in all subjects to aid teachers' planning and ensure that work is appropriate for all subjects, year groups and classes. Staff work very well together as a team to ensure that the planning is sufficiently detailed to meet the needs of the wide range of abilities within each class. Planning includes work matched to the needs of the more able and those with special needs. Targets are clear and manageable. However at times, plans do not always detail the specific objectives to be achieved, resources to be used or the development of the lesson for different pupils and groups. Thus, both staff and pupils are unclear about what precisely is to be achieved. This slows the pace of learning. The exceptions are the plans for literacy and numeracy which are accompanied by detailed lesson guidance for all groups. Staff assess work on a day-to-day basis, and overall, make effective use of pupils' work to inform their future lesson plans. Most teachers give positive comments when they mark pupils' work, but they do not all make useful comments on how the pupils might improve their work.

- 43 Major factors that contribute to the successful teaching in the school and the attainment and progress of the pupils in Years 5 and 6 are the recent analysis of pupils' work in the core subjects of English, mathematics and science; the targets set for learning; and the effective use of homework, and the extra classes.
- 44 Teachers have high expectations of pupils' work and behaviour. There is good teaching in all subjects and all classes. The teachers are very skilled at questioning the pupils to promote thinking and learning. In the very best lessons, pupils are constantly asked to reflect on their work and evaluate it. This has a positive impact on standards of work and behaviour. For example, in a geography lesson Year 5, pupils planned a route for gas to travel from a sea rig to a nearby gas terminal. They worked effectively in small groups. The class teacher consciously monitored the pupils' individual performance on how well they worked together and the usefulness of their maps. The pupils made good progress in problem-solving and mapping skills, and evaluated the contributions made in the group discussion. This contributes well to their personal and social development. Where teaching is very good in both key stages, there is a brisk pace to learning, time is managed well and pupils are constantly asked to consolidate, refine and improve their thinking. Work takes place in a calm and purposeful atmosphere.
- 45 All the staff are very hard working and committed to achieving the aims of the school. They constantly evaluate their work and seek ways to improve. In all classrooms, relationships are very good and staff and pupils show mutual respect.
- 46 The teaching of pupils with special needs is good. Targets in individual education plans are clear and manageable and staff use them to plan appropriate work for the pupils. The teacher for special educational needs gives good support when she withdraws the pupils for extra help, and clearly identifies for the pupils how they might improve their work in class. There is very effective liaison between the support staff, adults who work with these pupils and the class teachers. There is also a well-trained member of staff qualified to teach English as an additional language if required.
- 47 The use made of homework by the teachers is good at Key Stage 1 and very good at Key Stage 2. Regular homework includes reading, spelling and mathematics. The homework increases as pupils get older and is often set in other subjects such as science, history and geography. Pupils extend their written learning in class by researching information at home, writing about their current topics or finishing work from lessons. The majority of parents are very supportive and help pupils with work at home, which contributes effectively to their attainment and progress.

#### 47 **The curriculum and assessment**

- 48 The curriculum for children under-five in the reception class is broad and well balanced and makes good provision across all the areas of learning, which are, personal and social development, language and literacy, mathematical development, knowledge and understanding of the world, creative and physical development. The curriculum provides a good foundation for learning essential early skills and the children make good progress and leads them effectively into the National Curriculum. There is an appropriate strong emphasis on personal and social skills and literacy and numeracy. Pupils with special educational needs are identified early and their needs are assessed according to the Code of Practice. The school ensures they get the help they need. The teacher assesses the children soon after entry on a standardised test. This assessment plus teachers' own day-to-day assessments, effectively inform staff about the attainments of the children, which are then used to plan daily activities. The medium-term and short-term planning provide a clear focused curriculum for the children. The procedures for assessing children's progress are good. They clearly indicate what the children have achieved and set targets for their future learning, which are effectively developed through the curriculum.
- 49 The school provides a curriculum in Key Stages 1 and 2, which is broad and well balanced. It includes all of the National Curriculum subjects and religious education. A significant emphasis is placed upon literacy and the wider English curriculum. The Numeracy Strategy has been implemented in the current year. The core subjects of English, mathematics, science, information technology and religious education have an appropriate allocation of time. The school makes very good use of cross-curricular themes to promote and enhance all subjects of the curriculum. Environmental work is particularly strong and the school has previously won a national award for the work in this area. For example the pupils in Year 6, learn about grid references, use

mathematical and problem-solving skills to accurately locate places. Sex and health education and an awareness of the misuse of drugs are delivered through science and personal and social education as part of the National Curriculum. The oldest pupils are well prepared for the next phase of their education and there are effective links with the local high schools. The more able pupils in Year 6 regularly attend lessons at the local secondary school, which has a positive impact on their attainment and personal development. All pupils meet teachers of the schools to which they will transfer and sample some lessons during a preliminary visit.

- 50 The school's literacy curriculum follows the guidelines of the National Literacy Strategy and provision throughout the school is good with formal literacy sessions taught each day. The Literacy Strategy is having a positive impact upon the attainment of the pupils. Literacy is well developed across all the subjects of the National Curriculum and reading is particularly well developed. The school has made a good start to the implementation of the Numeracy Strategy and the increased time for the teaching of mental mathematics is beginning to have a positive impact on pupils' ability to solve problems and see the relationship between numbers.
- 51 The school has developed comprehensive policies and schemes of work for all subjects. The more detailed schemes for literacy and numeracy provide the most effective guidance for teachers' planning. Long, medium, and short-term planning are clear and there is a consistent format across the school. These mostly ensure that the pupils build upon previous knowledge and make good progress. However, there is some inconsistency as specific objectives linked to the National Curriculum are sometimes missed from the medium and short-term planning, which reduces the effectiveness of the lesson and the pace of learning. There are very good links built into the curriculum to include work in a range of subjects under a topic heading. The teachers make very effective use of these links to develop and enhance the pupils' experiences. Discussion time and religious education give the pupils opportunities to reflect, think about their own opportunities, learning, and personal development. Since January, the co-ordinators and the governing body have effectively monitored the curriculum subjects. Governors visit the school regularly and receive reports from members of staff and the headteacher. This is an improvement from the last inspection.
- 52 The school makes very good provision for pupils with special educational needs and fully complies with the Code of Practice. The school also identifies and caters for the more able pupils. The individual learning targets are detailed and there is effective monitoring of pupils' attainments. When pupils are withdrawn from classes for extra help, they follow the same subjects as the pupils in class but their work is carefully matched to their individual abilities, as for example, their work on the National Literacy Strategy. All staff have a clear understanding of the targets in individual education plans, which are regularly reviewed.
- 53 The school has a good commitment to equal opportunities for all pupils and this is evident both in its documentation and practice. However, the pupils in the Year 3 class are in cramped accommodation without water, which restricts their opportunities in curriculum activities that require space to move around or work on a large scale, such as some aspects of art work or design and technology. Some pupils are withdrawn for additional tuition in science. This has a significant impact on the progress they make over time in science and does not impede their progress, when they miss other lessons.
- 54 The provision for extra-curricular activities is excellent. There are opportunities for the pupils to extend their skills by attending clubs for science investigations, music, book club, computers, chess, football, gymnastics, badminton, rugby, guitars, netball, rounders, art, swimming, table tennis, keep fit and Taekwando. Parents, grandparents, teachers and adults with specialist expertise willingly give up their time to the pupils. There are significant numbers of boys and girls who attend the activities. Educational visits extend the pupils' knowledge and understanding of the natural world, the past and present world and make a positive contribution to the curriculum and their social development. Pupils have visited local farms, the Viking Jorvik Centre, the Gas Terminal, Florence Mine Heritage Centre, the residential centre at Hawes End in the Lake District and the local lakes and shorelines. Parents are appreciative of the rich curriculum that the school provides.
- 55 The school's assessment procedures are good. The school fully complies with the requirements to administer statutory tests at the end of the key stages. Pupils' attainment in the core subjects of English, mathematics and science is assessed each term and recorded systematically. This has an impact upon the quality of teachers'

assessments and ensures that the pupils' progress is clearly charted and pupils are targeted for improvement. This precise and regular updating of information ensures that each teacher has a clear picture of the pupils' strengths and weaknesses. The foundation subjects are regularly assessed and evaluated by the teachers. Assessments enable staff to identify trends, and monitor pupils' progress over time. The analysis of test results, such as those of optional national tests and gender issues, are systematically carried out and evaluated.

This has a positive impact on the curriculum. However, the assessments are less effective when the planning is insufficiently linked to specific targets in the National Curriculum. The school's overall good assessment procedures of pupils' progress means that effective records are maintained for individual pupils, which are used to plan their work as they move from class-to-class. The school is working towards improving individual assessments and targets for each pupil. Marked improvements have been made to the curriculum and assessment since the last report and the issues that were identified have been resolved.

## 55 **Pupils' spiritual, moral, social and cultural development**

56 Provision for the pupils' spiritual, moral, social and cultural development is very good.

57 Acts of collective worship, that are of a broadly Christian character, are very well led and direct the pupils' thoughts towards God. For example, in an assembly about thankfulness, which was led by the vice-chair of governors, pupils acted out the roles of workers who bring bread to our tables. A chain of thanks led back skilfully to thanking the Creator. Multi-faith references are made appropriately in assemblies and lessons that inform pupils about religions besides Christianity. This is done with respect for belief. Religious education contributes very well to the pupils' spirituality. A very good lesson on the Good Shepherd taught the pupils that Jesus used the example of a good shepherd as an image of a caring God. More broadly, religious education initiates the pupils very well into the world of faith, showing that in all cultures there are people who believe in the spiritual life. The school also develops very well the pupils' sense of awe. In dance, for instance, pupils listen to the mood behind music and respond to it creatively.

58 Pupils' moral development is very well catered for through the moral issues that they discuss in subjects. In history, for example, they discuss why people did what they did; what motivated someone like Henry VIII to take the actions that he did. They begin to appreciate that moral decisions are not always simple ones to take. In physical education pupils begin to perceive the need for rules if games are to be played fairly. This can then be applied to relationships on a wider scene. The school's 'Child Agreement'; the 'Good Behaviour Book' where good behaviour is defined, its desirability explored and sanctions clearly stated; and initiatives such as Year 5's 'Treaty', give the pupils very good opportunities to develop moral understanding and good morals. The youngest children in the reception class know right from wrong. All staff model the behaviour role that they expect from the pupils.

59 The pupils' social development is well developed through their very active part in the local community. The pupils also support many local, national and international charities. Learning about the need to send help to war-torn communities and the moral obligation to share what we have with people who have nothing, contributes very well to the pupils' moral and social development. The pupils are given very good opportunities to learn to respect themselves, other people and the environment in which they live. There are good strategies in place for pupils under five to develop their independence. They get themselves ready for physical education and, at the beginning of the school day, they line up, walk sensibly into school and hang up their coats and bags responsibly.

60 The very wide range of extra-curricular activities and the taught curriculum provide the pupils with very good opportunities for their cultural development. Music, art, chess and book clubs; theatre trips; dramatic productions; and outings to such places as Furness Abbey where they can live as monks for a day, all build up very well a rich cultural background in the pupils. Criticism in the last report that opportunities to explore non-western cultures have been fully and successfully addressed.

## **Support, guidance and pupils' welfare**

61 The support and guidance and the provision for pupils' welfare are very good. Educational support and encouragement are given to pupils through the supportive marking system, the celebration of their work in

good quality display and its commendation in assemblies. Ownership of their personal school report which builds into a record of achievement and is taken away by them at the end of their primary school career helps the pupils to evaluate their own learning and formulate goals for their own improvement.

- 62 Teachers ensure a consistent approach to pupils by passing on profiles at the end of the school year to the next class. Support staff, parents, helpers from the community, teachers in training, and work experience students are deployed effectively to allow teachers to use their skills to help individuals. Pupils with special educational needs are monitored and are supported well in the classroom and make good progress. Specialist support is provided, as it is needed.
- 63 Induction, planning and liaison with pre-school groups are a strength of the school and much appreciated by the parents. Children in the reception class receive a high level of care. The class teacher and support staff give effective support to them during their early days in school. Attendance records are kept accurately and reported appropriately. The services of the Educational Welfare Officer are used as required and the service monitors attendance. Steps have been taken via the Home/School Agreement to encourage parents not to take holidays in term-time.
- 64 Pupils have been involved in putting the good behaviour policy into action by producing a booklet on 'All about being good'. A display in the school draws attention to ways of avoiding conflict and all adults follow a consistent approach to encourage good behaviour. Humour is used to good effect, as are the systems of rewards that are in place; sanctions are resorted to as necessary.
- 65 The school makes a quick response to bullying and to 'roughness' in the playground; records are kept and contact is made with parents. Pupil/staff relationships are such that pupils' worries can be expressed and discussed relatively easily. All staff have undertaken the local authority's training in child protection and the acting headteacher is the designated person to co-ordinate measures within the school. Staff have been trained in first aid and some are about to have their training updated. All accidents seen during the inspection were dealt with calmly and correctly, with appropriate kits readily available.
- 66 The use and access of the playing field by the public to exercise their dogs and access to the allotments by car are serious hazards to pupils; the proper authorities have been informed of the gravity of the situation. At the meeting for parents the majority expressed concerns about the temporary classroom used by the Year 3 pupils. The inspection team recognises that the building poses risks to the well-being of the pupils and urges that the responsible authorities should find some solution. Pupils find it difficult to move in cramped conditions and their work in groups and large-scale work are impeded, which is unsatisfactory. Furthermore, the steps to the mobile classroom, used by the special educational needs pupils, are a hazard. In the main school building there is a serious water leak caused by the roof, part of the ceiling in one classroom has fallen in and all the other classrooms have been affected and further damage might be a risk. The concerns expressed during the previous inspection about the hygiene and safety of the food technology area have been resolved. The school has instituted proper risk assessments procedures since the last report.
- 67 Safety is covered as a topic in the education of all pupils on a regular basis. The school also promotes healthy eating and makes fruit available for eating at break times. Parents are worried that the rule that drinks should not be included with packed lunches might result in dehydration but water is freely available and there are drinking fountains which pupils are helped to use.
- 67 **Partnership with parents and the community**
- 68 Throughout the inspection parents' support and involvement in the school were very much in evidence. The help given in working with pupils is a strength of the school. It enables the staff to use their expertise more effectively.
- 69 Before their children enter school parents have good information from well-organised meetings and leaflets. Parents feel well supported when their children enter the reception class.
- 70 The information given to parents is comprehensive. It includes a meeting about the content of the curriculum

and a presentation of the Literacy hour, which was attended by 97 per cent of the parents. Further presentations are planned. Reports to parents include a description of the work undertaken by the class, under subject headings, set against pupils' attainment. However, reports do not always set clear targets for the pupils' improvement, to help parents contribute to their children's learning.

71 There are regular consultative meetings and an open door policy which provide an appropriate forum for worries and misunderstandings to be aired and cleared. The teacher who is in charge of the pupils with special educational needs holds regular reviews with their parents.

72 The homework policy and the Home/School Agreement place a high value on parents' involvement in learning. Guidance is given on ways in which parents may encourage homework and help develop their child's interest in reading. Parents contribute to the reading record and pupils are appreciative of this.

73 An active 'Friends' organisation enables the parents, teachers and the community to work together to support school funds and develop a social atmosphere of trust and goodwill where pupils and adults can co-operate. This helps the pupils to become responsible and develops their social skills. The funding enables the school to supplement parents' contributions to the excellent range of school visits and outside education which enrich the total curriculum. Scientific work in the school has been extended notably by the school's industrial links and the expertise of a part-time science teacher.

74 Parents and other adults help in school in a number of ways. Their contribution is welcomed by staff and pupils, whether it is hearing readers, as does one grandmother, or helping input rugby skills, as does a grandfather supported by a local team and international players; or others running a book afternoon to acquaint pupils and parents with a range of children's literature. The school makes excellent use of this additional adult resource to extend pupils' experiences, improve their skills, provide role models and develop their social and cultural understanding. Parents made clear to the inspection team their high level of support for the school and expressed their satisfaction with the education provided.

## 74 **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### 74 **Leadership and management**

75 The acting headteacher leads the school with a clear sense of purpose and direction based on its current priorities. There is a commitment for improvement and the quality of the education provided owes much to his leadership and the hard work of the senior management team and all the staff. Key issues from the last inspection have been addressed in the short term, which has made a positive impact on the development of the school. The headteacher maintains an appropriate balance between the administrative and monitoring elements of his role. He monitors teachers' planning effectively to ensure that there is proper coverage of the curriculum. A common format to the planning has been introduced, so that everyone works towards agreed criteria. The headteacher regularly works alongside colleagues to support new developments and to assess the effectiveness of pupils' learning. The role of the co-ordinators has been developed so that staff are fulfilling their responsibilities more effectively. They monitor planning, share in agreeing priorities for the school, and take full responsibility for the management of resources for their subjects. Where the school has placed a priority, for example on the development of literacy and numeracy, the co-ordinators have fully informed governors of their work. They train staff and monitor the effectiveness of implementation of the subjects across the school with the governors and headteacher. As a result the school has identified weaknesses and planned improvements to raise standards. These have been most successful for the current year. There is good management of the under fives. The teacher and staff in the reception class effectively plan together to provide a wide range of stimulating activities. The provision for special educational needs is successfully co-ordinated. Since September, a new co-ordinator has been appointed and her valuable support results in the good progress pupils make. There is good liaison with the parents and outside agencies and provision is made to effectively challenge the more able pupils, which has improved from the previous report.

76 The chair of governors maintains regular, day-to-day supportive communication with the headteacher. There are committees in place, with appropriate terms of reference, to oversee the work of the school. The committees are now well informed and individual governors take a keen interest in the school. Some work

regularly with small groups of pupils and others help readers. Governors have been appointed with specific responsibilities for special educational needs. The chair of governors has responsibility for literacy and numeracy. Governors have monitored teaching effectively and supported the implementation of the literacy and numeracy strategies. They have a clear overview of standards in the school and take an active role in furthering developments for improvement.

77 The school development plan, since January, provides an appropriate base for work during the current year and is based on a sound audit of the needs of the school. The governors and staff work together with the headteacher to review the work of the past year and set current priorities. The school has correctly prioritised the development of literacy and numeracy and is committed to raising standards. While the current development plan is successful in providing an overview of the development of the school, it is less successful in the detail of outlining the small measurable steps needed to achieve its priorities, which are appropriately set against the school budget and criteria for success. Furthermore, while the school has an overview of targets beyond the current year, budgetary projections for future targets are not formally recorded or costed in sufficient detail. The present planning is therefore unsatisfactory in that it provides insufficient detailed information on which the school may evaluate and monitor its performance effectively.

78 Statutory requirements are met in all aspects. There is appropriate professional development for the staff, which has improved their subject knowledge and expertise.

79 Since the last report and particularly since January the school has made significant improvement in the monitoring of standards and the quality of education the children receive. There are optimism and commitment in the school that standards will be raised further. While it is too early to assess the full impact of the literacy and numeracy strategies, the indications are that the school is successfully achieving its aims to improve in these areas and other outlined priorities. It is clear that the school has made a recent and significant step to increase communications with parents and governors, and to develop staff training and the role of the co-ordinators.

79 **Staffing, accommodation and learning resources**

80 All staff are appropriately qualified for the posts they hold and between them they have the expertise to meet the demands of the National Curriculum and the areas of learning for children under the age of five. At present the deputy headteacher is the acting headteacher while the headteacher is on an exchange visit to New Zealand. One of the members of staff has been appointed acting deputy headteacher during this period and the teacher is gaining good management experience. The school has appointed a part-time special educational needs teacher to support pupils with special educational needs and she is well qualified to hold this post. Staff work closely together and form an effective team. The support staff know the pupils very well and are valued by the teachers for the effective support they give to all pupils and especially those with special educational needs. Arrangements for staff development are good. In-service training is linked to the roles of the co-coordinators, school priorities identified in the school development plan, and the professional development of staff. Where some staff lack confidence in music and information technology the school has prioritised training in the future. All staff, including support staff, have attended training for the implementation of the literacy hour and are receiving additional support and training for the implementation of the Numeracy Strategy, which the school implemented at the beginning of the academic year. Appraisal of teaching staff is ongoing.

81 There are detailed job descriptions in place, which effectively and clearly illustrate curriculum responsibilities. One of the staff is a trained linguist and qualified to teach English as an additional language. The school has links with a local teacher-training centre and has students on placements. The caretaker, cleaning staff, lunch-time supervisory staff, and the administrative assistant all effectively support the daily running of the school. Staff morale is high and reflects the strong team spirit that is evident in the school.

82 There are very serious health and safety issues relating to the school accommodation that the school has tried very hard to solve with the aid of the relevant authorities but they still remain outstanding. These are a cause of grave concern. The school building is adequate for the number of pupils and provides a welcoming and stimulating environment for the pupils. However, there are some considerable defects: the roof leaks and all the classrooms in the main school building have bulging ceilings caused by the ingress of water; indeed, in one

classroom part of the ceiling has fallen in. The temporary classroom is very small, and only the ingenuity of the class teacher enables the curriculum to be delivered in this room. The pupils are unable to move around the room successfully, to choose materials for art, and design and technology and scientific investigative work in science. This is unsatisfactory. There is no running water, the cloakroom facilities are across the playground and pupils have to change in the school hall for their physical education lessons. The small temporary room used by the special educational needs teacher to support pupils with special educational needs is totally unsuitable for the task: it is run-down and in a poor state of decorative repair and is not a quality working environment. The staff of the school have worked hard to make a positive learning experience for the pupils in sometimes very trying circumstances and has enhanced accommodation by the many attractive and interactive displays of pupils' work. The outdoor accommodation has a hard surface playground with benches, a memorial garden and a large field for sporting activities. The pond area is used well and makes a positive contribution to the pupils' knowledge and understanding in science.

- 83 There are satisfactory learning resources to support the subject areas of the National Curriculum and the areas of learning for children under the age of five. Resources to support the development of literacy and numeracy are satisfactory. There is a wide range of fiction and non-fiction texts, which have been carefully chosen to develop pupils' awareness and understanding of other cultures and traditions. There is a good range of books in the central library to support the curriculum. Resources are satisfactory in English, mathematics, science, art, design and technology, history, geography, physical education and music. In information technology, the number of computers in school is sufficient for the number of pupils, but some of the hardware is in need of repair and new software is needed to support other areas of the curriculum. Resources are stored appropriately. However, there is one large walk-in cupboard off the school hall, which has a wide range of resources stored in it; some are old, outdated materials which have no relevance to the present curriculum, and for these materials this space is used inefficiently.
- 84 There are good resources to support pupils with special educational needs. All resources are accessible, stored appropriately and managed effectively. For pupils under five, curriculum resources are satisfactory. The school makes good use of visits to museums and local places of interest to enhance pupils' learning experiences. Parents make a considerable contribution to the school by donating funds to buy resources such as books. Some governors, adults and parents work effectively in partnership with the school to increase pupils' motivation and confidence by supporting pupils with their work.

### **The efficiency of the school**

- 85 Since January, the governors have become more actively involved in the strategic management of the school. They are very conscious of the need to link spending to areas that are likely to have an impact on raising standards. The employment of an additional part-time teacher for special educational needs from the budget is an effective example of strategic management being aimed at raising standards. A great deal has been achieved in a short time to fully involve the governors and coordinators in the financial planning. The funding for curriculum development and professional development has been computerised and co-coordinators now have responsibility for the financial management of their subject. The most recent interim school development plan since January clearly identifies raising standards as a school priority, and has clearly costed priorities for the immediate future. In the short-term this is an improvement from the previous report and the issues have been resolved. However, there is still some way to go before the school has appropriate measures to evaluate the full impact its spending decisions have on standards and provision. The governors do not yet have secure systems in place for checking on how successful their spending decisions have been. The overall yearly school financial planning does not have detailed targets, that are appropriately costed, measurable and reviewed against success criteria, which are appropriately costed. Furthermore there are insufficient long-term projections beyond the current year. This restricts the school in the measurement and evaluation of its progress, and does not give governors a clear strategic view of school development. This is unsatisfactory.
- 86 The acting headteacher and the school administrative officer manage the school's finances efficiently. The day-to-day financial administration is good and the school runs smoothly. However, the hours set for the administrative officer fall far below the average and are insufficient for a school of this size. It is an inefficient use of the headteacher's time where it is spent on routine administration. The recommendations of the most recent audit report in December have been resolved. All spending is carefully monitored and

computerised updates are available to the finance committee on request. There is effective checking against amounts of money dedicated to each area of spending.

- 87 The school makes very effective use of both teaching and support staff. Careful thought has been given to the needs of the pupils and the school effectively supports those pupils needing most help. The small budgetary surplus which has been allocated to the employment of an additional part-time teacher is very effective and is to raise the standards of lower attaining pupils throughout the school. The school appropriately spends additional funding that is allocated for pupils with statements of special educational needs. However, the time of the teacher in the temporary classroom is inefficiently used. She has to work very hard to interpreting the curriculum for the pupils, which requires the minimum of movement. In respect of large-scale work and investigative work the pupils' curriculum is inhibited which is unsatisfactory. The school makes very good use of the expertise of parents and specialist teaching for sport, science and music. This makes a positive contribution to pupils' attainment. The "Friends of the School Association" are very supportive and provide additional resources.
- 88 The school has spent designated resources to buy good quality books to support the National Literacy Strategy. These resources are very well used and have a positive impact on the learning. In addition, the school has identified further funding to support the National Numeracy Strategy, which has been introduced this year. Co-coordinators' use of resources in other areas is also very positive.
- 89 The school has struggled to come to terms with the limited and poor quality accommodation, and remains in a similar position to the previous inspection. However, there have been improvements since the previous inspection and more effective use made of the space available. Good use is now made of the improved food technology area and the space used to accommodate the computer suite.
- 90 When taking account of the slightly higher than average pupils cost, pupils' attainment and progress and the quality of education provided by the school, particularly the teaching, the school as reported previously gives good value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **90 AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

#### **Areas of learning for children under five**

- 91 The majority of children enter the reception class with attainment that is in line with that expected of children of this age. By the time they are five, most children have achieved the Desirable Learning Outcomes for young children and a minority are working within the early stages of the National Curriculum. Judgements of the children's attainment are based on the children's work at present, at the very beginning of their time in the school, and the scrutiny of the last year's reception class books.
- 92 At the time of the inspection there is one reception class of 29 children, two of whom are five years of age. There are good induction procedures in place to support the children as they begin their full-time education, with children attending part time for a week and then full-time. The majority of children have had some pre-school experience in a nursery class. In the previous inspection report the under fives teaching, planning and assessment was good and this position has been well maintained.
- 93 In personal and social education, most children by the time they are five attain standards that are in line with that expected for this area of learning; all children make good progress. The children understand and follow the school routines. This is significant at the very beginning of the school year. They line up in the playground and walk into school in a sensible manner. They do not push and understand the need to walk and not run. They hang up their coats and bags on their pegs responsibly and move into the classroom where they sit quietly in their own space on the carpet. They can undress themselves for physical education putting their clothes on the tables and, with help, they are able to put their shoes on the correct feet. They work well in a group, individually or in pairs and generally co-operate. This was seen as the children got ready for physical education and two of the girls fastened each other's tee shirts. In phonic games, the children take turns and are pleased to see the correct pattern when they have completed the task. The children tidy up the classroom at the end of the session and treat games, equipment and work with care. They talk to each other and form friendships with the other children; they respond well to the class teacher, support staff and other adults in the room as they listen carefully to what they have to say.
- 94 The teaching of personal and social education is good. All staff are patient and consistent with the children. They set out clearly the class routines so that they know exactly what is expected of them. They are consistent in approach so that the children gain a very clear picture of what is acceptable and what is not. The result is a busy working environment in which the children feel happy and secure. The teacher and support staff are very good role models for the children; they are unfailingly polite and supportive. The children are positively encouraged to organise and put on their clothing with the staff helping only when it is absolutely necessary.
- 95 In language and literacy, most children, by the time they are five, attain standards that are in line with those expected for this area of learning, with a significant minority exceeding this; all children make good progress. The children are willing to talk about what they are doing. They talk about what makes them happy: one child was happy because he had a best friend and another child because it was nearly her birthday. They talk clearly about what they have made with their construction kits, and that in autumn trees and flowers change. The children listen to instructions, stories and rhymes. They enjoy saying rhymes such as "Alice the Camel" and the astronaut poem, and enjoy looking at the "Seasons" book.
- 96 The children handle books with care, holding them correctly and turning the pages one at a time starting from the front. The children are beginning to recognise their own name in print, when they are waiting to get their physical education kit. The children are beginning to connect sounds with letters, for example and when they looked at the letter c. At present the children have a library book to read, which they use to build their pre-reading skills. They are learning to write their letters and their names correctly. By the time they were five, the majority of pupils now in the Year 1, could write simple sentences and had developed their pencil control appropriately.
- 97 The teaching of language and literacy is good. All staff talk to the children. As they work they encourage the

children to hold their pencils correctly and talk about the letters the children are to make. They encourage the children to be aware of letters and sounds and relate these to other familiar words. The teachers encourage the children to recognise their own names on name cards. In role-play, the children have the opportunity to talk about their play and what they are doing.

- 98 In mathematical understanding most children, by the time they five, attain standards that are in line with those expected for this area of learning, with a significant minority exceeding this level; all children make good progress. The children count to ten and sing together “Five Speckled Frogs”. They complete a worksheet by putting the wheels on the bicycles. They use flexible materials to make numbers and write the number two. The children construct a graph of their favourite colours and they know that two people like brown, pink and red. The children know the names of some shapes, for example square, triangle and circle.
- 99 The teaching of mathematical understanding is good. The teacher takes every opportunity to develop the children’s understanding of number through rhymes, activities and play. An example of this is the wide variety of activities the teacher provides to support mathematical development. The children use sand to understand the words ‘full’ and ‘empty’ and thread beads to sequence a pattern. The children are taught how to record numbers and encouraged to talk about the information shown by the graph of favourite colours. The staff use a variety of resources and games to support the mathematical understanding of the children effectively.
- 100 In knowledge and understanding, most children attain standards, by the time they are five, that are in line with those expected for this area of learning; all children make good progress. A wide range of activities is provided, which is planned to extend early concepts in science, design and technology, geography, history and information technology. The children walked along the path and observed the changes caused by autumn. They looked at the leaves and berries growing in the hedgerow. They have been finding their way around the school and have constructed a map with photographs and drawings of themselves. They sort and place land and sea animals in the appropriate places on a floor map. The children use the computer to make pictures of Goldilocks and control their movements appropriately by using the mouse.
- 101 The teaching of knowledge and understanding is good. The staff work effectively, to extend the children’s learning from areas that the children know and understand. The good relationships, positive encouragement and expectations of the staff result in a busy and effective working environment.
- 102 In physical development, by the time they are five, most children attain standards that are in line with that expected for this area of learning; all children make good progress. The children use a range of equipment and materials in their work and their skills develop well. The children cut out a variety of square shapes to create a paper house. Pencil and crayons are used efficiently and safely in their creative activities. In physical education lessons the children run on the spot, move like jelly beans, runner beans, baked beans and jumping beans, as they learn to control their bodies. Whilst the children play in the school playground they work on the climbing frame and develop their balancing skills.
- 103 The teaching of physical development is good. The staff show the children how to use the wide variety of equipment that is available to them. They show the children how to hold the scissors and cut successfully. In physical education lessons the staff give good demonstrations to the children to help them to improve their work.
- 104 In creative development, most children by the time they are five, attain standards that are in line with this area of learning; all children make good progress. The children use paint expressively: they create rainbow pictures using the paint mixed for this purpose. They use leaves to make leaf prints with wax crayons. The children show pleasure in their work and are pleased with the results. The children’s work is valued and displayed well. The children enjoy their music lessons and particularly enjoy playing the bells and the cymbals. There is an imaginative play home area and this provides the children with a valuable opportunity to use their skills to communicate and co-operate with each other.
- 105 The teaching of aesthetic and creative development is good. The staff provide opportunities for the children to develop their creative ideas through drawing, painting and model making. The teacher encourages the children to express their feelings and provide a range of materials to challenge and develop the children’s learning. The

class teacher has good class control and she manages the children well. The teacher organises adult help well and asks the adults to undertake specific tasks, for example to encourage a child to talk about an activity, as the child was quiet and reluctant to speak.

- 106 The children in the reception class have made a very positive start to their full-time education. They listen carefully and behave well. They try hard to achieve the targets and tasks set for them. They concentrate on the activity presented to them and persevere even if they find it hard. When the children are allowed some free choice in their activities they remain with the task they have chosen for an appropriate length of time.
- 107 The children receive a broad and balanced curriculum, which contributes to the good progress made in the reception class, in the six areas of learning defined by the Qualifications and Curriculum Authority. This curriculum successfully guides the children into the lower stages of the National Curriculum. In their first weeks in the reception class, the children are assessed using a baseline assessment. This provides information on attainment from which future progress can be measured. Staff continue to evaluate and assess children's progress on a daily basis and this builds up a picture of each child, which is eventually passed onto the Year 1 teacher.
- 108 The classroom for the reception children has a cloakroom area, a wet area and toilet area adjacent to the classroom. The resources available in the classrooms are of sufficient quality and quantity, and are arranged so that the children have easy access. The class teacher works hard to ensure that a continually varied range of resources is available for the children. The resources for outdoor play are sufficient. The teacher and the support staff in the reception class, work well together.

## 108 **ENGLISH, MATHEMATICS AND SCIENCE**

### 108 **English**

- 109 The results of the 1998 National Curriculum tests, indicate that the percentage of pupils reaching the expected level 4, at the age of eleven, was below the national average. The percentage of pupils achieving at the higher level 5 was below the national average. Pupils' performance was below average in comparison with schools with pupils from similar backgrounds. The results of the 1998 National Curriculum tests and assessments at the end of Key Stage 1 indicate that the percentage of Year 2 pupils reaching the expected level 2 was well below the national average. The percentage of pupils reaching the higher level 3 was close to the national average. Pupils' performance was well below average in comparison with schools with pupils from similar backgrounds.
- 110 Trends over the past three years for Key Stage 2, from 1998, indicate that standards are below the national average. At Key Stage 1, standards are well below the national average. Overall, the school shows a rise in attainment over three years for Key Stage 2, which has been maintained. At Key Stage 1, the attainment of pupils remained close to the national average for two years and fell below the national average in 1998. This was mainly due to the number of pupils with special educational needs, which adversely affects the overall attainment percentage of the year group.
- 111 Attainment in English is above average and progress is good. Standards are higher than at the time of the last inspection. By seven and eleven, pupils communicate effectively in speech and writing, listen with understanding and are competent, enthusiastic readers. In particular, the pupils have good knowledge and skills in literacy. They read very well and write well both in English lessons and across the curriculum. Because they read so very well and are able to put their ideas confidently into writing, they are undaunted by written questions or difficult texts. This frees them to concentrate upon new learning rather than to be pre-occupied with elementary literacy requirements.
- 112 Standards were raised dramatically in 1999 through the school's determination to do this by such strategies as full implementation of the Literacy Hour; the availability of up-to-date books and equipment that are relevant to the strategy; booster-classes; and homework. In the 1999 tests 78 per cent of 11 year-olds reached level 4 or above in English. Twenty five per cent reached level 5. In reading 78 per cent reached level 4 or above with 31 per cent reaching level 5. In writing 69 per cent reached level 4 or above with 13 per cent reaching

level 5. Teachers assessed 72 per cent of pupils reaching level 4 or above with 19 reaching level 5 in speaking and listening. For reading and writing, there is as yet no national comparison but reading was a strength of the school and still is. Although pupils with special educational needs do not reach national expectations, they all achieved level 3 in 1999.

- 113 In the 1999 National curriculum tests for seven year-olds, 89 per cent reached level 2 or above in reading with 33 per cent reaching level 3. Eighty three per cent reached level 2 or above in writing with 7 per cent reaching level 3. Eighty per cent reached level 2 or above in spelling with 17 per cent reaching level 3. Teachers assessed 90 per cent of seven year-olds as reaching level 2 or above in speaking and listening with 37 per cent reaching level 3. As with the 11 year-olds, this was an improvement on 1998.
- 114 The similar scores for speaking and listening, indicates groups of pupils in 1998 and 1999, equally mature orally. The better results in reading and writing in 1999 compared with 1998, particularly in reading, are attributed by the school to the beneficial effects of the implementation of the Literacy Hour and to the availability of up-to-date books and equipment that are relevant to the strategy.
- 115 There are no pupils in the school for whom English is an additional language or any pupils from ethnic minority backgrounds. There are no significant differences between the attainment of girls and boys.
- 116 The inspection finds that by the end of Key Stage 2, over 90 per cent of the Year 6 pupils are well on line to attaining level 4 and above in English. About a quarter of the pupils have already reached level 4 and are already working towards level 5, even though it is only the beginning of the academic year. These findings are consistent with the teachers' assessments.
- 117 Most of the pupils speak and listen confidently at a level 4 standard or above with the higher attainers reaching level 5. When they were discussing nineteenth century maps of Barrow-in-Furness, to learn about why it grew rapidly between 1843 and 1895, the pupils listened attentively to one another, asked questions to develop their ideas and took account of one another's points of view. The last report said that although the pupils' listening skills were good at both key stages, their speaking and listening skills were less well developed. This is no longer the case. Standards of speaking and listening are equally above average for both 7 and eleven-year olds. Expressing themselves orally in complete sentences is raising standards in writing. The teacher is well aware of those pupils whose speaking skills are not as well developed as their peers and, in group and independent work, encourages the pupils to tell him what they are intending to write. This has a good effect upon their range of written-vocabulary, their grammar and punctuation.
- 118 Reading standards are very high. Most of the Year 6 pupils read competently at a level 4 standard or above with many reading at level 5. Their skilfulness enables them to read fiction to their taste, such as "Little Women", and they are undaunted by the difficulty of non-fiction texts that they are using for research. They refer to textural references in arguments and can summarise themes and identify characteristics. There are many aspects of the school's provision that promote interest in books; such as the Book Club, opportunities to enter competitions, and the school's participation in local initiatives for able children. It is fair to say, however, that there is no through-school strategy to develop the skills and knowledge of able readers, a weakness that was identified at the time of the last inspection.
- 119 Most Year 6 pupils write independently at a level 4 or 5. They write in a range of forms and their writing is lively and thoughtful, for example in their poetry. One boy, writing about his baby brother, successfully creates the impression that he is looking down upon him in his cot in a quiet room while he sleeps and is thinking thoughts that are loving. Most pupils' writing is purposefully structured to communicate ideas effectively. Throughout the school, whole-class shared writing sessions during the Literacy Hour are raising standards of writing; providing ideas for composing different types of texts and constituting the starting point for independent writing. Shared reading and writing are being effectively linked to raise standards in independent writing, including writing skills such as grammar, spelling and composition. Most pupils are well aware of the use of paragraphs and punctuate well, with the more able pupils using sophisticated punctuation marks correctly and confidently. Most pupils can take notes and plan, draft, revise and edit their own writing. The spellings of most pupils are usually accurate. This includes polysyllabic words with regular patterns. Able pupils spell words of complex regular patterns correctly. Work is presented well using information

technology but, although legible, standards in handwriting are barely satisfactory, even for the able pupils. Handwriting skills are taught and although set pieces are well written (for display or practice, for instance), when even the oldest pupils are writing in English and across the curriculum, their writing is a mix of printing and joined letters. Many older pupils are still writing in pencil and work is often untidy. Standards of handwriting are only just satisfactory throughout the school. The last report recorded similar judgements about handwriting.

- 120 By the age of seven, most Year 2 pupils are on line to reaching level 2 or above in English. About ten per cent have already reached level 2 and are already working at level 3. Many listen well and talk confidently, incorporating relevant detail to explain or develop an idea; for instance when they were identifying household items from early in the twentieth century and discussing their ideas about what they might have been for. On such occasions, most listen carefully and make appropriate responses.
- 121 Reading standards are above average for most of the pupils. Most read simple passages accurately and with understanding and can express opinions about the main events or ideas in the fiction or non-fiction that they are reading. They confidently use a range of methods such as phonics or context clues to read unfamiliar words. The pupils use listening-centres independently; when in small groups they listen together to a shared story that they follow in common texts.
- 122 The writing of most pupils communicates their ideas well and apt and interesting vocabulary is used. For instance, an able pupil describing a piglet being chased by a wolf, wrote, "His little trotters were too quick for him and he fell over". The story was aptly entitled, "Suddenly!" and the pupil brought the phrase "...when suddenly" into the story. This independent writing was the outcome of good teaching during a shared writing session. For most pupils, writing is a sequence of sentences, and capital letters and full stops are used correctly. Even the very few lower attaining pupils have an understanding of capital letters and full stops. Monosyllabic words are usually spelt correctly or are phonically justifiable. Handwriting, however, is immature, both in form and size. Even the ablest pupils are still printing.
- 123 Competence in a range of reading and writing, in all areas of the curriculum, is above average throughout the school. Pupils are able to read books and worksheets very well in other subjects. They use subject specific vocabulary correctly and confidently. They are able to select the form and style of writing appropriate to the work in hand; a recounting style in geography, for example. They write in a wide range of forms including mature poetry. They spell competently the words that they require in different subjects and present their work legibly for display. Some Year 4 writing about the Vikings is excellently presented. Although legible, handwriting, however, is often ill formed and frequently still in pencil in the older classes. The pupils undertake research at the appropriate level throughout the school. History topics give them good opportunities for this. Their understanding and use of Standard English are good. They present their writing effectively using information technology.
- 124 In drama, the pupils' ability to create imaginary characters, situations and sequences of actions as well as their skill in adapting, improvising or improving their work, is very good. The school has a tradition of high quality drama. This has a beneficial effect on the standards of speaking and listening, reading and writing.
- 125 The advances or gains in knowledge, understanding and skills in lessons and over time are good. The pupils make good progress throughout the school, in each key stage and in every class. This includes pupils with special educational needs; all of whom by the end of Year 5 had reached level 3 in English. The over-riding reason for this good progress is the consistently good teaching that the pupils receive in every class and the good provision for pupils with special educational needs. In the 1999 National Curriculum tests, the school slightly exceeded the target that it had set for itself for pupils reaching level 4 and above. This target was agreed with the local education authority and was challenging. By the end of Key Stage 2, the pupils have made good progress in speaking and listening and writing, and very good progress in reading. Progress in handwriting is satisfactory. There is little challenge, however, for able readers, which reduces their rate of progress in reading, and no pupils are reaching level 6.
- 126 The pupils' response to the teaching is very good. They are very well behaved. This is because there are clearly understood expectations for very good behaviour in the school that the teachers consistently require of

the pupils and which become the general norm among them. At the meeting with parents, one parent remarked on how immediately after the long summer holiday, the pupils returned to an orderly school routine. The pupils apply intellectual, physical or creative effort in their work; are productive and work at a good pace; show interest in their work; are able to sustain concentration and think and learn for themselves; and understand what they are doing, how well they have done and how they can improve. The school has begun to track individual progress carefully from five to 11 and to set individual progress targets. These along with lesson objectives, when shared with the pupils, contribute well to the good progress that they make.

- 127 The quality of teaching is good in each key stage and class. Only good teaching was observed. This is judged in terms of its impact on pupils' learning. The skills of literacy are taught well. The school meets the needs of all its pupils, taking account of their age, gender, ethnicity, special educational needs (including gifted and talented pupils) and those for whom English is an additional language. This is particularly so in poetry writing. Year 4 lower attaining pupils were observed writing good quality poetry that was sensitive, with apt vocabulary and grammatically correct. However, there is no specific programme to challenge able readers and written work is generally not presented well, which can lead to careless mistakes. While most staff mark work with positive comments they do not always set targets for development such as the improvement of pupils' presentation.
- 128 Teachers show good knowledge and understanding of English in the way they present and discuss this subject. They teach the Programmes of Study and to teach and link together the key skills of oracy and literacy systematically. Teachers make the most of spontaneous opportunities to develop language from children's interests and plan opportunities for a range of speaking and listening skills. For instance, when Year 2 pupils were discussing historical artefacts they develop early communication skills. Teachers are technically competent in teaching phonics and other basic skills. They teach pupils to check the grammar and sense of their writing; they effectively teach spelling, punctuation and grammatical structures; and introduce a range of different forms of writing to their pupils. This was well done in a Year 5 lesson when the teacher systematically taught his pupils how to set out writing that recounted an experience, with appropriate paragraphing; the purpose of which the pupils came to understand.
- 129 Through good day-to-day assessment and use of formal assessment, the teachers recognise pupils' common errors, how they occur and how they can be prevented. They recognise the need for "knowing by heart" and "working things out", and the need to link reading, spelling and writing. They promote the use of a range of strategies, for example phonological awareness and word recognition for reading, spelling and checking unfamiliar words.
- 130 The teachers teach the pupils how to read, prepare and present play scripts. They value the need for repetition and seek opportunities to reinforce and extend skills in subjects across the curriculum. The methods and organisation of the literacy hour are applied effectively throughout the school.
- 131 Teachers challenge and inspire pupils, expecting the most of them, so as to deepen their knowledge and understanding. Shared writing sessions are used particularly effectively by the teachers to raise standards in writing throughout the school. The teachers use time, support staff and other resources, including ICT, effectively to promote good progress. Year 4 pupils, for instance, resort easily to thesauruses. Homework is used effectively to reinforce and/or extend what is learned in school. Use of homework has been a key element in raising standards recently at 11. Parents are involved in the school's Literacy Strategy through homework. For example, they support the reading of younger pupils and help older pupils to learn spellings. The last report recorded that "planning over a whole key stage is not yet established with the result that there is some lack of continuity and progression in children's learning". The implementation of the Literacy Strategy has rectified this issue.
- 132 The subject is well led by the co-ordinator who has a good grasp of standards throughout the school and insight into progress. She promotes the pupils' interest in English through such strategies as a Book Club, opportunities to take part in literary competitions, and the development of the school library where voluntary helpers teach research and library skills to the pupils. She has recently extended the range of books relevant to the Literacy Hour and these new resources are being effectively used throughout the school to promote the good progress that the pupils are making.

- 133 The results of the 1998 National Curriculum tests, by the age of 11, indicate that the percentage of Year 6 pupils reaching the expected Level 4 was close to the national average. The percentage of pupils achieving at the higher Level 5 was below the national average. Pupils' performance was below average in comparison with schools with pupils from similar backgrounds. The results of the 1998 National Curriculum tests and assessments at the end of Key Stage 1 indicate that the percentage of Year 2 pupils reaching the expected Level 2 was close to the national average. The percentage of pupils reaching the higher Level 3 was below the national average. Pupils' performance was well below average in comparison with schools with pupils from similar backgrounds.
- 134 Trends over the past three years for Key Stage 2, from 1998, indicate taking the three years together, that standards are below the national average. At Key Stage 1, standards are close to the national average. Overall the school shows a rise in attainment for Key Stage 2, which has been maintained over the last three years. At Key Stage 1, the attainment of pupils remained close to the national average for two years and has fallen below the national average in 1998. This was mainly due to the number of pupils with special educational needs, which adversely affects the overall attainment percentage of the year group.
- 135 Inspection evidence indicates that in the 1999 test results the proportion of pupils attaining at the required level is above the 1998 national average at both key stages (there are no national comparators available yet for 1999). In the 1999 tests, the pupils, at the end of Key Stage 2 attained significantly above the 1998 comparators with 72 per cent attaining the expected level 4 and 41 per cent attaining the expected level 5. A particularly significant number of pupils attained the higher level 5. At the end of Key Stage 1, the inspection evidence also indicates that pupils' attainment is just above average, with 93 per cent attaining the expected level 2 and 20 per cent attaining the higher level 3. These findings are consistent with the current teacher assessments. This is an improvement from the last report where standards were average at both key stages.
- 136 The attainments in each year group are very varied and do not always provide a consistent pattern of attainment. There are a significant number of pupils in Year 2 and some in Year 6 in 1998 who were on the special educational needs register. It is clear that in a year group this will have an adverse impact upon the overall average attainment of a class at the end of the year. Since January, the school has resolved to put extra resources into raising standards, particularly at the end of Key Stage 2. The quality of teaching has improved as a result and standards are rising; the present Year 6 and Year 2 are on line to achieve similar and better results to those achieved by the pupils taking the 1999 tests. The National Numeracy Strategy is having a positive impact on pupils' mental calculations and a minority of pupils are achieving above average levels in both key stages in this respect. The quality of the teaching has been monitored effectively and the co-ordinator is now in a better position to help and support colleagues. There are no significant differences between the attainments of boys and girls.
- 137 By the age of 11, the majority of pupils are developing their own strategies for problem solving and recording their findings both in working within mathematics, and in applying mathematics to practical contexts. For example the Year 6 pupils work with a range of measurements to construct a scale model of the school. Pupils search for patterns in numbers. For example, they have a sound knowledge of mathematical terms such as prime numbers, square numbers and doubling, and can work out doubles of given numbers. The majority of pupils display an understanding of the place value in numbers over 1000. They apply the four rules of number to hundreds, tens and units accurately, and use number facts up to ten times ten. Their knowledge and understanding of fractions, decimals and percentages are good. They measure length using centimetres, metres and the areas of shapes using the correct units of measurement. They have a good awareness of angles and turns. Pupils construct graphs using appropriate scales on the vertical and horizontal axes. They collect and record data on block-graphs and pie charts, tally charts, and ably access the information they require.
- 138 By the age of seven, the majority of pupils use and apply mathematics in problem-solving situations and are developing an appropriate mathematical vocabulary. They are developing confidence in mental calculation skills. They add and subtract numbers up to 100, count in twos, fives and tens and most are beginning to understand place value to 100. The majority of pupils recognise patterns in a series of numbers and know

their basic shapes. They display data using pictograms and block-graphs. They are able to interpret block-graphs to extract information. Good use is made of information technology to construct graphs of favourite pets. Most can tell the time for hours, half-hours and quarter-hours.

- 139 Pupils have good opportunities to apply their mathematical skills, knowledge and understanding to other subjects, particularly in Key Stage 2. Throughout Key Stage 2, pupils use mathematics for a range of purposes and they use charts and graphs from the computer to find out geographical measurements of weather for different places. In Year 3, pupils solve simple investigations and problems during a practical session. In Year 4, pupils investigate the properties of two and three-dimensional shapes and find out which of them fit together to make a pattern. The use of information technology to gather and process data is used across the curriculum. For example, at Key Stage 1, pupils in Year 2 effectively use a floor robot to investigate the points of the compass. In the reception class, they learn to count, add and subtract, using number rhymes and games activities. They sort order and match numbers in a variety of contexts. As they progress through Key Stage 1, pupils use graphs and charts for a range of purposes, for example to sort odd and even numbers and to find how many pupils stay for a hot meal and how many have sandwiches at lunch-time. The higher attaining pupils take some responsibility for their own investigations, and are now effectively challenged, which is an issue now resolved from the last report.
- 140 During the week of the inspection, progress in lessons was good throughout both key stages. Pupils' progress over time, and through the school, is good in both key stages. There is improved progress in lessons this year, directly as a result of improved teaching, co-ordination and guidance from January. Particularly noticeable is the development of mental strategies to solve number problems and an improvement in the planning and assessment of pupils' work. This is particularly the case at the end of Key Stage 2, where extra resources have improved the quality of the teaching and effectively raised standards. The introduction of the National Numeracy Strategy is beginning to have a positive impact upon the progress that the pupils are making. The increased use of the mental strategies in mathematics is giving pupils confidence in handling numbers to solve problems. The subject is supported well by consistently good teaching and co-ordination and the use of materials from a commercial scheme to ensure that the work is appropriately covered in all areas of mathematics. Pupils with special educational needs make good progress in relation to their prior attainment. These pupils are provided with appropriate work and very good support.
- 141 Pupils' attitudes to mathematics are very good. The pupils listen attentively and respond to questions with enthusiasm. They are very well behaved, co-operate well on joint tasks, and work comfortably on their own when required to do so. They apply themselves very well and persevere when tasks are difficult. Pupils enjoy the challenge of the mental problem solving tasks. Relationships in the classes between the pupils and the staff are very good. Pupils with special educational needs work with a great deal of enthusiasm on their set tasks.
- 142 The quality of teaching is good overall throughout both key stages. A strength of the school is the clear lesson framework recently established to implement the National Numeracy Strategy. The mathematics lessons throughout the school are very carefully planned with clear learning objectives, according to the prescribed guidance. The provision of investigative work is an effective part of the curriculum. Teachers use questioning effectively, and there are high expectations of behaviour and achievement. Teachers provide additional opportunities for pupils to apply their numeracy skills in other subjects, which have a positive impact on their attainment and progress. In lessons, the teachers have good subject knowledge, provide clear explanations and manage the pupils well, achieving a high standard of discipline effectively. Most lessons have a good pace and the pupils are provided with challenging work to extend their knowledge and understanding. On one occasion, when teaching is satisfactory, lessons do not have a brisk enough pace and there is not an insistence by the teachers on accurate and systematic recording by the pupils, limiting their progress and attainment. The development of mathematical vocabulary is good. The quality of marking is variable between classes and is mostly of a good standard, but does not always inform pupils how to improve their work. Homework is used in all classes to support the work of the pupils in the classroom. This is increased, as pupils get older, and has a dramatic effect on pupils' attainment at the end of Key Stage 2. There are good overall procedures for the assessment of pupils' work. The school has effectively analysed the pupils' response to test questions for this year and identified several areas for improvement. The staff use assessment effectively in their lessons to tell pupils informally how to improve but as yet, there are no individual formalised targets set for individual pupils, but this is identified for future development.

143 The school has adopted the National Numeracy Strategy as part of the school scheme of work for this subject. Teachers develop their own materials to support pupils' learning and reinforce the concepts being learned. Mathematics is taught every day and there has been a strong focus on the development of mental strategies and pupils' skills in using and applying mathematics. Statutory assessments are carried out at the end of each key stage. Optional tests and informal assessments are carried out and the school is in the process of computerising the pupils' results from tests in order to track the progress more effectively. Each teacher maintains an assessment file where the progress of each pupil is recorded. The full impact of the overall assessments that have been in place since January are still to be evaluated.

144 The co-ordinator is enthusiastic, and is working hard with the headteacher to develop mathematics further. This role has been developed since January. He has attended numeracy training with the headteacher, and provides advice and support to colleagues. The provision of resources for teaching this subject is satisfactory. The co-ordinator recognises there is a need for further equipment for the effective implementation of the National Numeracy Strategy and the audit of the school's resources and the purchase of new materials are future targets.

#### 144 **Science**

145 Pupils' attainment by the age of eleven is above the national average. The results of the Key Stage 2 National Curriculum tests in 1998 indicated that the percentage of pupils reaching the expected levels and the percentage of pupils reaching the higher levels were above the national average. The performance of the boys and girls in science is close to the national average. The trend in science over the previous years had shown an improvement overall, in 1996 and 1997 the position was static, 1998 showed a slight improvement with this position remaining static in 1999 due to the numbers of special educational needs pupils in the class. Pupils' attainment by the age of seven and eleven are an improving position from the time of the previous inspection where standards were judged to be in line with the national average. The pupils' attainment at the age of seven in science is well above the national average. This reflects the results of the teachers' assessments of seven-year-olds in 1998. The percentage of pupils attaining the expected level was above the national average, and the percentage of pupils achieving higher levels was well above the national average.

146 By the age of eleven, pupils have a good understanding of a fair test when conducting their experiments. The pupils in Year 6 know that sound travels through some materials and not through others. They understand that when a cymbal is struck it vibrates and causes pieces of paper on the cymbal to move. They understand that dropping a hard ball on the hard floor will create a loud noise and that if the floor is covered with a soft material the noise is muffled. Pupils in Year 5 reported how they had viewed the eclipse through their special glasses and what they had observed. They work with a range of woods to construct a test to find out which wood is the hardest. They clearly understand that measuring strength and hardness of the material are not the same. They understand the need to carry out their test carefully and that occasionally their results are not what they would have expected. They use scientific vocabulary well and understand the terms opaque and insulator. In Year 3, pupils know about the solar system, they know the sun gives us light and that the stars are arranged in the sky. The pupils observe which materials are very reflective in the classroom and they think carefully about their results and record their findings accurately.

147 By the age of seven, pupils have an appropriate level of knowledge for their age, and appreciate science as part of a wider range of topics. In Year 1, pupils study the life cycle of birds, they know that hens lay eggs and chicks hatch out. They understand that some birds have webbed feet and that others do not. They learn about orang-utans during their story time and use appropriate scientific vocabulary, for example, protect and exercise when talking about their learning. Pupils in Year 2, have a clear understanding that the same materials can be spongy and squashy and they can classify and sort materials according to different criteria. They sort materials into paper and plastic. They understand that cooking some materials causes a change, for example when they make cheese on toast or instant whips or/and melt chocolate to make crispy cakes. The pupils use a wide range of methods for recording their results.

148 Pupils make good progress in science throughout both key stages. The pupils with special educational needs make good progress as they are well supported in the class by the teachers and support staff. Pupils use a

variety of methods to record their results including graphs, charts and diagrams. Their written recording of their work shows an increasing complexity and accuracy as the pupils progress through the school. During Key Stage 1 pupils develop an understanding of testing ideas, they look at materials and sort them appropriately. Pupils in Key Stage 2 build upon the enquiry skills they have developed earlier and experiment with a variety of substances, as for example, in working out which of a range of papers is the strongest. The pupils record the results of their experiments carefully. The pupils' good progress is significant throughout both key stages and is due, to some extent, through the careful building of skills, knowledge and understanding of science. Another factor in the good progress is due to the expert teaching the pupils receive in Year 3 from a visiting specialist. The pupils are encouraged to take home science experiments and this additional work has a positive impact upon the attainment and progress of the pupils.

- 149 Pupils enjoy the subject and sustain their concentration throughout the lesson. They are excited by the tasks set and are prepared to work carefully together and think about their work, which makes an effective contribution to their spiritual and social development. Pupils in Year 5 explain carefully to the class their experiments and what they are hoping to achieve. They evaluate their work and share their ideas with the other members of the group and class. Pupils of all levels of attainment show pride in their work. The pupils demonstrate a high level of independence, planning, organising and recording their experiments. Pupils are well behaved and listen quietly to the class teachers' instructions. They persevere when they find tasks hard and are prepared to ask for help if they meet problems. Pupils work well together and individually, demonstrating very good relationships with each other and the members of staff.
- 150 The quality of teaching is good at both key stages with a very good lesson observed in Key Stage 2. In lessons with very good features, the teacher allows the pupils to talk about their planned experiments to the class, looking carefully at their own work for omissions and ensuring that their objectives are met. He poses interesting questions, designed to intrigue and ensure the pupils thought around the set task. The teachers have good subject knowledge and always use the correct scientific language. This ensures that the pupils develop a scientific vocabulary and know what the different terms mean. The planning of lessons is good with every lesson having a clear learning objective. Lessons have good pace which ensures that the pupils' interest is maintained and they remain on task. Teachers have high expectations of the pupils and ensure that all tasks are carefully matched to their prior attainment. There is good provision for experimental work with a specialist teacher providing good input. The pupils are given the opportunities to develop their experimental work at home, supervised by their parents. Resources are satisfactory and are readily available on the science trolley. Support staff are used well to support all pupils especially those with special educational needs. Teachers promote literacy through the pupils' report writing, and numeracy by using accurate measurements in their work.
- 151 All requirements of the National Curriculum are met at both key stages. There is a helpful science policy and a detailed scheme of work to guide staff as they plan their lessons. The science investigation club has a significant, positive impact of pupils' attainment in investigational work. The assessment procedures have been in place since the beginning of the year and as yet have not been evaluated by the staff, nor has there been sufficient time to have an impact upon standards. The science co-ordinator monitors teachers' planning, observes lessons and monitors the quality of the pupils' work. Pupils' books are marked supportively but do not point to areas that the pupils might improve. Individual target setting for pupils is currently being developed.

## 151 **OTHER SUBJECTS OR COURSES**

### 151 **Information technology**

152 No direct teaching was observed during the inspection. Judgements, based on observing pupils work on computers and scrutiny of pupils' work, indicate that by the end of both key stages standards of attainment in information technology are in line with national expectations and all pupils, including those with special educational needs, make satisfactory progress. This is a similar picture to that at the time of the previous inspection.

153 By the age of seven, pupils use the keyboard well. They develop a growing understanding of the function of

specific keys on the keyboard, such as the space bar and delete, and use word-processing competently to write stories. In mathematics, they consolidate their knowledge of odd and even numbers and build large cuboids from small cubes. They are able to put the correct weather symbols on a map of the British Isles in support of the geography curriculum. By the end of the key stage, the pupils use a database effectively to collect and store information on favourite pets, sports, football players and favourite foods. They print off the appropriate graphs. Most of the pupils still require assistance to load, save or exit from programs. The pupils are able to control a programmable robotic toy to follow a simple set of instructions under the supervision of an adult.

- 154 By the age of eleven, information technology is used to assemble information to support work across the curriculum. Pupils use the Internet and CD ROMs for researching information on St. George and Mondrian in support of their work in religious education and art. Most pupils use text to create effective stories and reports. They write poems in support of the work about National Poetry Day. The pupils in Year 4 write about their bedrooms, their typing skills being quite well developed. The pupils in Year 5 produce a bordered sheet of paper in which to write their stories on. They are able to change the size and colour of the fonts they use and create different colour borders and styles. The pupils in Year 6 use a mathematics program to plot their way through a maze and they pick up a variety of pieces of equipment as they answer the mathematics questions. They have made a reading book for the younger pupils to use on the computer, the next stage of development being to add sound. A limited amount of control and monitoring work was seen during the inspection as the weather satellite dish and the automatic sensing unit are both in need of repair. The pupils use the digital camera on educational visits and store their photographs on the computer. Pupils with special educational needs use the computers effectively to support the work that they do in their groups in both English and mathematics.
- 155 Progress is satisfactory throughout the school. Sufficient opportunities are provided to give pupils experience and practice in all strands of the National Curriculum, although, at present, control and monitoring do not have a high profile because some of the schools equipment is at present broken. Pupils with special educational needs make satisfactory progress in their lessons as they use the computers well in their carefully structured lessons.
- 156 Pupils' attitudes to information technology are positive at both key stages. They concentrate well and when a problem arises they seek help from their peers and teachers. Boys and girls work well together, and they discuss programs and their properties with interest. Early confidence in using computers, particularly for computers at home, is built upon effectively. They behave well when working on the computers and they are trusted to work without direct supervision from the class teacher. These attitudes make a positive contribution to the spiritual, moral, social and cultural development of the pupils.
- 157 Management of the subject is good and there is the capacity to continue to make further improvement. Staff have already received some training and further training requirements have been prioritised. The co-ordinator is enthusiastic and well informed. Knowledge and skills are shared with staff on a regular basis. There is a helpful policy and the scheme of work includes clear assessment procedures in Key Stage 1. Assessments in Key Stage 2 are less well developed. Staff confidence varies; this is mainly due to the recent acquisition of new computers, which have been allocated to the classrooms, the old computers having been placed in a central computer suite. There are two computer clubs in Key Stage 1 and 2 and the task for the Key Stage 2 pupils is to create a web page for the school. The class teacher has planned to extend their knowledge and understanding further as they work together to create a website.
- 157 **Religious education**
- 158 The attainment of the majority of pupils in religious education by the ages of seven and 11, is above the standards expected in the locally Agreed Syllabus. This is an improvement from the previous inspection where pupils' attainment was in line with the Agreed Syllabus. By the time pupils are 11, they research their work independently and are able to discuss with maturity the difference between legend and fact.
- 159 By the age of eleven pupils' knowledge of Christianity is appropriately extended; they look at a range of symbols that are significant in the Christian faith as they visit the local churches. They research the life of St. George, and gain an awareness of the impact the Christians had upon the people they helped. They study the

bible stories and the important times in the life of Jesus. In assemblies, they reflect on their own attitudes and values when, for example, they give up something to give to a charity such as the shoebox appeal. Pupils in Year 6 make their own books about Buddhism and write about their festivals, meditation and symbols such as the Wheel of Life and the Lotus Flower. Pupils take a keen interest in the well-known Buddhist stories of morality such as “The Monkey King”. They visit a local Buddhist community, which furthers their understanding of the multi-cultural nature of society.

- 160 By the age of 7, the pupils develop a satisfactory understanding of the Christian faith and its beliefs. The pupils learn about autumn fruits and the meaning of Harvest service. They know that many people give thanks to God for the Harvest. They make books of stories from the Bible as they retell such stories as “Noah’s Ark”. They understand the meaning of friendship as they reflect on the story of “The Good Samaritan” and how to take care of animals. They talk about their friends and learn how Jesus was a friend to others. The pupils learn about Judaism in Year 2, which increases their understanding of other traditions and beliefs.
- 161 During both key stages pupils, including those with special educational needs, make good progress in acquiring knowledge and understanding of Christianity, Judaism and Buddhism, which are reflected in the themes of the daily act of worship. Throughout the school, there are clear objectives set for the teaching of Bible stories and the main features of Christian worship. In addition the principal features of other faiths are taught at both key stages as pupils celebrate festivals such as Diwali and Hanukah. Pupils with special educational needs, with effective support, make good progress in relation to the targets set for them. The well-planned visits arranged to the nearby churches, temple and monastery, contribute well to the pupils’ progress as they help the pupils to understand different traditions of Christian worship and their parallels with other faiths.
- 162 Pupils are very interested in religious education. They behave very well in lessons and assemblies and are willing to listen to and value the thoughts and suggestions of others. The youngest pupils clearly demonstrate their understanding by an enthusiastic response to the questions asked and by their role-play of the parable of “The Lost Sheep”. They ask relevant questions and show a willingness to contribute their own personal insights and thoughts in discussions. The older pupils show empathy for others such as St. George and effectively relate their work in lessons to their own lives and experiences.
- 163 The quality of teaching is good overall in both key stages, with one very good lesson and one satisfactory lesson observed in Key Stage 1 during the inspection. The teachers have good subject knowledge and actively try to extend the pupils’ knowledge and understanding. They are sensitive to the needs of the pupils and try to involve the pupils in discussion. They relate the pupils learning to their own feelings and experiences. Pupils are encouraged to express their own ideas and thoughts and value those of others. Relationships in the classes are very good and the teachers have very high expectations of the pupils. Teachers’ planning is consistent throughout the school and shows a clear progression of ideas. The pupils are well managed and homework is used effectively to extend the work covered in the lesson.
- 164 The co-ordinator is enthusiastic and is keen to develop her role. A positive feature of the scheme of work is evident in the links to other subjects such as drama and music in school productions, cultural traditions studied in geography and the growth of Christianity in history. There is a collection of good quality books to support the development of literacy, and teachers’ planning and resources are satisfactory overall. The purchase of religious artefacts to support the curriculum is a future priority. The subject makes a significant contribution to the pupils’ spiritual, moral, social and cultural development.

- 165 Although only one art lesson was observed, the scrutiny of pupils work on display, teachers' planning and discussions with staff and pupils indicate that pupils, including those with special educational needs, make satisfactory progress throughout both key stages and achieve standards appropriate to their age. This is an improved position from the previous inspection when standards were below the levels expected. Art is used not only as a subject in its own right, but also to support other curriculum areas.
- 166 By the age of 11, pupils work to improve their skills developed during Key Stage 1. The pupils in Year 4 use papers prepared with marbling inks and then paint and blow black paint in the shape of trees. The pupils paint Viking boats and make their striped sails appear in a three-dimensional effect. "Vicious Viking" portraits in chalk and charcoal are also a feature of the pupils' work in support of their topic in history, capturing effectively the mood of these ancient people. Year 5 pupils work on their observational skills and draw on a range of design technology tools. In Year 6 the pupils use the computer to design a piece of work in support of their study of the artist Mondrian; they know about his life from their research through the Internet and CD ROM.
- 167 By the age of seven, pupils work confidently with paint to create pictures of their pets. For example, pupils painted guinea pigs, cats, and fish. They learn to control their brushes and use the paint to represent a variety of pets. They painted self-portraits. The older pupils in Year 2 painted a range of houses to create a street for their display in support of the story of "Six Dinner Sid". They draw their own pencil drawings of industrial landscapes after their careful study of the works of L. S. Lowry.
- 168 The pupils enjoy their work and are well behaved in lessons. Pupils talk enthusiastically about what they have learnt and are trying to achieve. They want to improve their skills and encourage each other as they work and share resources. At the end of lesson, pupils efficiently tidy away the materials that they have used. The quality of teaching is satisfactory. The lesson was clearly explained and demonstrated for pupils to develop their skills. The staff have good subject knowledge and demonstrate techniques and monitor pupils' work appropriately to help them improve. The co-ordinator for art is knowledgeable and has a clear view for the development of the subject throughout the school. The school takes part in the annual North Lonsdale Show and submits a wide range of pupils' work. Resources are satisfactory and are well deployed.
- 169 The work on display around the school provides an attractive and stimulating environment. The resources are sufficient and well maintained by the staff. The work that pupils do in other subject areas such as history, has a positive impact on pupils' progress, and attainment. For example, by teaching specific skills and techniques of using and mixing paints and working with a variety of materials as they make their Viking boats. Visits to the community give pupils valuable experience of other artists' work. There is an appropriate scheme of work in place and all the aspects of art are covered. However, there is less three-dimensional work, from the Year 3 class. Here there is no running water and insufficient space for pupils to work on a large scale, which impedes pupils' attainment and progress.
- 169 **Design and technology**
- 170 Although few design and technology lessons were observed, the scrutiny of work on display and in pupils' books indicates that much improvement has been made since the previous inspection where standards were found to be below those expected at seven and 11 years of age. By the time the pupils are 11, pupils achieve a standard of work that is normally expected for pupils of this age.
- 171 By the age of 11, pupils understand the properties of materials through their science lessons and make sensible

choices when constructing their scale model of the school. They work from scale drawings and know that their finished models must be accurate and of a high standard to complete the work satisfactorily. The pupils work together well to begin to assemble parts of their model. They work confidently with a range of tools, handling their equipment safely. Angles for the shape of the walls are carefully measured and fibreboard is cut with saws and Stanley knives accurately and safely. By the end of Key Stage 1, when pupils are seven, they design and make a straw house following the story of the "Three Little Pigs". They work carefully with art straws, choosing a wide range of techniques and joining materials to assemble their houses, evaluating their work sensibly, changing some design features from their original drawings to improve their work as they go along. Some pupils design a town using an information technology program, successfully dragging and dropping types of houses and street furniture to assemble an aerial town view. Others make chocolate cakes from breakfast cereal, which contributes to their scientific knowledge and understanding as they closely observe the changes in the state of the chocolate as it is heated and cooled.

- 172 Pupils make satisfactory progress in both key stages in making and designing products. By the time the pupils are eleven they effectively choose their materials, equipment and work together, learning as they exchange ideas, and have made satisfactory progress overall in the development of their knowledge, understanding and skills.
- 173 The development of literacy and numeracy is encouraged progressively when the pupils describe, measure, make, record and evaluate what they have done in their lessons. The pupils with special educational needs make satisfactory progress throughout both key stages as they are well supported in their design and technology lessons by the class teachers and the experienced support staff. Additional challenges are set for more able pupils as they work together for example to solve problems associated with making scale models. A good feature is the link made to other subjects, which has a positive impact on pupils' learning. For example, in Year 3, pupils make lighthouses and learn about electricity, part of their science curriculum, as they complete a simple circuit to illuminate a bulb at the top. In Year 4, pupils make Viking longboats during their history lesson, and pupils in Year 6 use their mathematical skills to calculate the height of the school buildings to make a scale model. Throughout both key stages, pupils make effective progress in design and making skills, refining and improving their work as they build on their previous learning. There is appropriate coverage of the subject, which is not covered in as much depth as previously as the time for numeracy and literacy has increased.
- 174 Pupils' attitudes to learning are very good. They enjoy their lessons and take pride in their work and rise to the challenge. Pupils with special educational needs are equally as successful in making things, which raises their self-esteem. Pupils willingly share materials and equipment and help one another as they work together by holding materials which need cutting and joining, which contributes positively to their social development.
- 175 Throughout the school the quality of teaching is good and pupils made good progress in the three lessons observed. Teachers plan their lessons well, provide challenging work and clearly outline what is expected of pupils. Good links are made with other subjects allowing additional opportunities for pupils to develop their skills. This, in part, is responsible for a rise in standards since the last inspection. Teachers have also improved their work recently as they now share expertise and work together more effectively as a staff to plan and assess the pupils' work ensuring that they make the progress they should. In the temporary classroom the class teacher is particularly inventive in addressing the curriculum for the pupils as they have insufficient space to move around. Pupils in this class are restricted in choosing their materials, and in working practically in groups, which is unsatisfactory.
- 176 The school has recently invested time and effort to raise standards and the work produced by the pupils has improved accordingly. The curriculum responsibility for the subject has recently changed and the co-ordinator, with the staff, is planning improvements to the scheme of work. Resources are barely adequate, with a scarce range of tools. A new kitchen has been installed for the development of food technology, which is improved from the last inspection.

176 **Geography**

- 177 Three lessons in geography were observed. Scrutiny of pupils' work, discussions with staff and pupils

indicate that the pupils make good progress during both key stages and attain standards above those usually expected.

- 178 By the age of eleven, pupils use six-figure grid references to locate well-known features on their local maps. They identify reasons for communities settling in different locations, and comment on their attractiveness or otherwise. They make use of a variety of sources such as maps, topic books and visits to a nearby residential centre to gain knowledge about the local area. Their understanding of the locality is enhanced as they write accounts of their visits. Their learning is broadened as they choose a European country to study, which they independently research both at home and at school.
- 179 By the age of seven, pupils understand simple maps and describe the main features of different geographical locations and identify mountains and rivers. They make their own simple maps of the locality and know something of the world beyond the British Isles. In their study of homes and houses they make effective comparisons and begin to understand the similarities and differences between their home, people and places they know and those of the children of Africa, India and the North American Indians. As they work with a controlled floor robot, by making right angled turns they find the four points of the compass and begin to relate their understanding to their surroundings as they discuss the facing direction of their school and houses.
- 180 Pupils make good progress overall during both key stages. The work at Key Stage 1 encourages pupils to begin to understand the local features around them and how industry, physical features and settlement are related. During Key Stage 2, Year 3 pupils learn more about direction as they accurately answer questions to locate points on a small, simple map and follow routes describing the direction they have taken. In Years 5 and 6, pupils become more confident in their geographical understanding and vocabulary as they build on their previous learning. By Year 6, they read keys on maps and interpret six-figure grid references. Pupils are able to give sensible explanations of settlement patterns and how they change over time according to economic activity. Pupils with special educational needs make good progress overall in their knowledge and understanding and with help record their work appropriately according to their set targets.
- 181 Pupils enjoy their work and concentrate very well in lessons. They are keen to find things out and consolidate what they already know by using information technology programs and robots and books. Pupils are keen to talk about artefacts brought from home or to research information on CD-ROM. They enjoy their visits to the local area and nearby farms. Pupils' interest and knowledge and understanding of the local features are broadened by their residential visit to Hawes End in the Lake District, which makes a positive contribution to the development of pupils' personal and social skills.
- 182 Of the three observed lessons, the quality of teaching was good in two lessons and excellent in one. The work is well planned and organised. Clear objectives are set and resources are tailored by the teachers to meet the needs of the children. There are high expectations of work and behaviour. Effective questioning and monitoring of pupils' work promote thinking and learning and assist planning for lessons. The outstanding features of the excellent lesson are the skilled questioning to teach pupils the relevance of maps and plans to their everyday lives, and how to extract relevant information effectively to promote learning and understanding about places. For example, pupils in Year 5, record a visit made to the local gas terminal, and use site plans and local maps to track the journey of the gas from the sea rig to the power station at Roosecote. Pupils working in small groups are very effectively challenged to use correct vocabulary and give reasons to explain their chosen route.
- 183 There is a helpful policy and scheme of work for the subject, which allow for the development of skills according to the National Curriculum requirements. Staff work closely together with the co-ordinator to plan the curriculum throughout the school and targets are set for the future. The co-ordinator has given her own time profitably to monitor the subject across the school and work alongside colleagues, offering help and advice. Standards have improved since the last report, even though there is less time spent on the subject than previously. This is mainly due to the recent and effective co-ordination to ensure that skills and knowledge are taught systematically to a good standard across the school and integrated with other subjects where possible. Accommodation for the Year 3 pupils is badly ventilated, restricts pupils' movements and prevents them working with large resources such as local maps. Overall, the resources are satisfactory and accessible, although there is a shortage of ordinance survey maps of the local area. Effective use is made of resources,

such as the specialist expertise of the co-ordinator and visits to places of interest.

183 **History**

184 The pupils make good progress in each key stage. The previous report recorded that Key Stage 2 pupils were insecure in their appreciation of the order of historical periods. This is no longer the case. The standards reached by seven and 11 year-olds are above average. By using historical sources, seven year olds ask and answer questions about the past and 11 year-olds evaluate historical sources, such as nineteenth century maps of Barrow-in-Furness, to select and link information. Use of first hand evidence is a strength of the subject throughout the school.

185 By the age of seven, pupils understand and recognise signs of age, knowing some important differences between old and new buildings. They talk about the recent past, authoritatively, in terms of what their parents and grandparents have told them. They recognise and order artefacts from the past such as irons and kitchen tools and understand the impact that electricity had on people's lives. When discussing the dates on old pennies that they had excavated from the school grounds, they showed skill in determining facts from their observations by looking at the size and colour and information on the coins.

186 The pupils respond well to the teaching; getting involved in the period that they are studying. Very good work is seen when Year 5 pupils are being taught how to set up a research project into the history of a local industry of their choice. The pupils apply themselves with enthusiasm. They show high levels of independence. This work contributes very well to the pupils' progress in developing the literacy skills of independent research. The teacher is well aware of this and effective cross-curricular links are made between history and English skills.

187 Teaching is good in each key stage. This subject is a strength of the school. Teachers have good subject knowledge, particularly of local history which is well taught. They have high expectations of the pupils although the pupils' writing is often untidy. History is integrated effectively into class projects so that during a key stage there is an appropriate balance of the subject in relation to other subjects. Excellent use is made of first hand experience such as a day spent in woods in Bassenthwaite to find out how forests were managed in the first half of the twentieth century. The pupils followed the process of felling a tree through to charcoal burning, basket making and stick dressing. The pupils are managed very well. Research projects are an effective form of homework in this subject and they contribute well to the school's literacy teaching. History contributes very well to the pupils' spiritual, moral, social and cultural development.

188 Other subjects of the curriculum and school events also consolidate and broaden the pupils' understanding of historical periods. An instance of this was when the school decided to renovate the school clock that commemorates the fallen in the Great War. Involvement in this deepened the pupils' awareness of the war and local involvement in it.

189 The subject is very well led and resources are extensive. A very good stock of videos is well used to develop the pupils' grasp of the flavour of an historical period.

189 **Music**

190 By the end of both key stages pupils' attainments in music are similar to those found in other pupils of a similar age. This is a similar picture to that found in the previous inspection. Pupils make satisfactory progress throughout both key stages, the expert tuition provided by the visiting specialist having an impact upon the progress made by the pupils in Key Stage 2.

191 Pupils' singing of hymns and well-known songs throughout the school is satisfactory. They are able to sing a range of songs for Harvest and they put actions to some of their songs. In music lessons the pupils learn to sing a range of songs such as "Ten speckled frogs" and "Once I caught a fish alive". The pupils in Year 2 are able to use a range of percussion instruments to make building sounds. By the end of Key Stage 2, pupils recognise that the shorter the vibrating string the higher the pitch and the longer the string the lower the pitch. They know that if they hit the cymbals with different beaters the sounds produced will alter. Pupils play a

range of percussion instruments to the accompaniment of the piano.

- 192 Pupils' progress, including those with special educational needs, is satisfactory. The minority of pupils who have extra tuition lessons make better progress. During Key Stage 1, pupils build on the awareness of musical elements begun in the reception class in performing, composing, listening and appraising and the indications are that they make satisfactory progress by the end of the key stage. Key Stage 2 pupils continue to make satisfactory progress as they consistently build on these skills. By the end of the key stage they develop an increasing level of understanding of how these elements may be combined to produce their own music.
- 193 Pupils have good attitudes towards music. They become increasingly aware that careful attention to detail will produce a rewarding level of quality in their singing and music making. They sing in lessons and in assemblies with enthusiasm. They easily learn new songs, taking their lead from the expertise of the visiting music specialist. They are keen to answer questions and to take responsibility for playing the different percussion instruments. They work well together when required to do so.
- 194 The teaching of music is satisfactory. The visiting specialist and the class teachers work well together and have appropriate expectations of the pupils. The teachers plan their lessons well, use the appropriate musical vocabulary and manage the pupils well. The class teachers use resources well and try hard to ensure that the pace of the lesson is brisk. Resources are satisfactory and are well organised. Staff lack confidence in the teaching of music; the need for further training has been recognised.
- 194 **Physical education**
- 195 The pupils make good progress in each key stage and seven and 11 year-olds are reaching standards that are above average. As well as statutory requirements, the school provides a wide range of extra-curricular activities that broaden the pupils' experience: table tennis, for instance. A strength of the subject is that these activities are open to both key Stage 1 and key Stage 2 pupils, giving good equal opportunities.
- 196 The pupils play games well throughout the school. They work as teams and have well-established skills of positioning themselves, passing and retrieving and challenging. They control balls skilfully. Older pupils play rugby and five-a-side football; succeeding in local tournaments. Gymnastic skills are above average in both key stages. These contribute well to dance where the pupils control and compose their own movements. Good quality dance was observed when Year 3 pupils composed dance to the theme of the six days of creation. Older pupils swim well, they take part in outdoor and adventurous activities successfully and all the pupils get the opportunity for athletic activities; the school's sports day is well established and gives the pupils the opportunity to take part in a sporting fixture before an audience.
- 197 The pupils are very enthusiastic about physical education. They change quickly for the lesson and are dressed appropriately. They take part keenly in vigorous activity; they co-operate well, adhere to the rules and play fairly in competition.
- 198 Teaching is good throughout the school. All the lessons seen were good. Teachers have good expertise and high expectations. Very good attention is paid to safety and to teaching the pupils rules that promote safety. Discipline is firm. This contributes well to the safety of the pupils. Warming-up and cooling-down activities are well planned and good reference is made to physical changes that the pupils notice in their bodies during brisk activities, for instance sweating. These are discussed with good references being made to biology. Lessons are well planned with clear learning objectives. When these are shared with the pupils their progress becomes even faster; especially when, at the end of the lesson, the pupils evaluate what they have done and the progress that they have made. This was done effectively during a games lesson with Year 4 pupils. Arrangements for day-to-day and more formal assessment are excellent. The pupils are involved in assessing their progress and setting improvement targets. This assessment data is effectively used to promote progress. Time and resources are well used with lessons having a good pace. The subject makes a good contribution to the pupils' moral, social and cultural development.
- 199 The subject is well and imaginatively led. Criticisms in the last report to do with accommodation, the pupils' evaluation of their own and other pupils' work, use of time, and assessment have been fully and

successfully addressed. The co-ordinator has very high aspirations for the pupils. There are very good links through this subject with Members of the community; some come into school to run extra-curricular activities and to extend the expertise that the school can offer. Looking to develop the subject, the co-ordinator is revising planning, developing dance and introducing squash. This subject is a strength of the school.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

200 A team of 4 inspectors, one of whom a lay inspector, inspected the school for an equivalent of 14 inspection days. Before the inspection began the registered inspector met with the governing body, headteacher and staff of the school. A meeting, attended by 38 parents was held and an analysis was made of 70 returned questionnaires from parents.

201 During the inspection:

- fifty eight lessons or parts of lessons were observed in over 35 hours of observation; the total inspection time was over 62 hours.
- a group of pupils from each year group were heard to read;
- discussions were held with pupils about their work in a range of subjects;
- behaviour in the classrooms, playground, dining room and around the school was observed;
- informal discussions took place with pupils at lunch-times, and with parents;
- pupils' work was examined during lessons;
- samples of pupils' past work were examined from each class;
- the register for pupils with special educational needs was examined, plus samples of their work;
- interviews were held with members of the governing body, the headteacher, all teachers, the non-teaching staff, and parents;
- teachers were given feedback on the quality of their work;
- the school's planning documents, information relating to the governing body, lesson plans, assessment records, pupils' reports, financial details, information for parents, attendance records, accident reports, the previous inspection report, and action plan were read;
- the school's arrangements for the health and safety and child protection procedures were examined.

## 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	218	3	28	24

### Teachers and classes

#### Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	7
Number of pupils per qualified teacher	31

#### Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	62.2

### Financial data

Financial year:	98/99
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	£
Total Income	336,627
Total Expenditure	331,360
Expenditure per pupil	1,541
Balance brought forward from previous year	6,943
Balance carried forward to next year	12, 210

**PARENTAL SURVEY**

Number of questionnaires sent out:	132
Number of questionnaires returned:	70

**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	62	38	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	74	26	0	0	0
The school handles complaints from parents well	32	49	15	3	0
The school gives me a clear understanding of what is taught	35	49	9	6	0
The school keeps me well informed about my child(ren)'s progress	38	49	6	6	0
The school enables my child(ren) to achieve a good standard of work	35	59	0	6	0
The school encourages children to get involved in more than just their daily lessons	47	49	4	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	35	50	6	7	1
The school's values and attitudes have a positive effect on my child(ren)	51	46	1	1	0
The school achieves high standards of good behaviour	46	49	6	0	0
My child(ren) like(s) school	54	43	1	0	0