

INSPECTION REPORT

Seascale Primary School
Seascale

LEA area : Cumbria

Unique Reference Number : 112163

Headteacher : Mrs B. Holden

Reporting inspector : Mrs A. Soper
OIN 18148

Dates of inspection : 8th – 11th November 1999

Under OFSTED contract number: 707118

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : County

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Croft Head Road
Seascale
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CA20 1LZ

Telephone number : 01946 728403

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Appropriate authority : Governing Body

Name of chair of governors : Miss P. Marshall

Date of previous inspection : February 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mrs A. Soper, Rgl	English	Attainment and progress
	Design and technology	Teaching
	Geography	The efficiency of the school
	Special educational needs	
Mrs S. Dixon, Lay Inspector		Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Mr H. Figgess, TI	Science	The curriculum and assessment
	Information technology	Leadership and management
	History	
	Music	
Mrs B. Clarke, TI	Mathematics	Pupils' spiritual, moral, social and cultural development
	Religious education	
	Art	
	Physical education	
	Equal opportunities	
	Under fives	

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The Registrar
 The Office for Standards in Education

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MAIN FINDINGS**What the school does well**

- ◆. Standards are good in information technology at the end of Key Stage 2.
- ◆. The recently appointed headteacher has a clear educational vision for the school.
- ◆. There is good provision for children under five.
- ◆. Teachers have good relationships and share a commitment to raising standards.
- ◆. There are very good links with the community.
- ◆. There is good provision for pupils' social development.
- ◆. Pupils with special educational needs are well provided for.
- ◆. Good quality information is provided in the school's brochure, reception handbook and newsletters.
- ◆. There is good financial planning.
- ◆. There is a comprehensive health and safety policy.

Where the school has weaknesses

- I. Standards are unsatisfactory in mathematics and in some aspects of physical education and geography by the end of Key Stage 2.
- II. Planning provides insufficient continuity and progression throughout the school in most foundation subjects.
- III. Assessment is not used effectively to inform planning and teaching.
- IV. The quality of marking varies and homework is used inconsistently to reinforce learning.
- V. The school lacks a management team and co-ordinators' roles in monitoring and evaluating their subjects are not fully established.
- VI. The attitudes and behaviour of some pupils, particularly in Key Stage 2, are unsatisfactory.
- VII. The school library lacks provision for independent research. There are few books to support pupils' learning in some subjects.
- VIII. The governors' annual report does not meet statutory requirements.

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 or guardians of pupils at the school.

How the school has improved since the last inspection

Since the last inspection, a new headteacher has been appointed, there have been many changes in teaching staff and there is now no deputy headteacher. Pupils now come from a wider range of backgrounds than before and a higher than average percentage of pupils have special educational needs, some with behavioural difficulties. Overall, the school has made a satisfactory improvement since the last inspection. Curriculum guidelines have been reviewed for most subjects, to ensure there are clearer objectives, linked to National Curriculum programmes of study. The school has effectively established the literacy hour, where planning ensures that all aspects are taught. Some work still remains to be done in most foundation subjects, to ensure continuity and progression throughout the school. The headteacher and governors have devised appropriate ways to monitor and evaluate the effectiveness of teaching, but this is not yet fully developed to monitor and evaluate continuity and progression

in pupils' learning. The role of co-ordinators in this area has yet to be fully established. The key issue of spreading more widely the good practice of identifying and challenging more able pupils has yet to be fully addressed. Appropriately, this is part of the school's focus of improving the use of assessment to inform planning and teaching for pupils with differing prior attainment. The new headteacher is fully supported by the governing body and staff, who share a commitment to raising standards, but the school lacks a management team to provide effective support in developments. Plans for improvement are good and show a clear focus on providing a good quality of education. The headteacher has a clear vision for the educational development of the school, along with its important role as a community resource for learning. The school is in a good position to make further improvements.

Standards in subjects

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

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

The information shows that standards in English and science at the end of Key Stage 2 in 1999, were below the national average. Standards in mathematics were well below average by the end of Key Stage 2. In comparison with similar schools, pupils' performance in all three subjects was well below average.

Evidence from the inspection shows that by the end of Key Stages 1 and 2, pupils' attainment in English is satisfactory and in line with the national average. Pupils' attainment in mathematics is satisfactory by the end of Key Stage 1, but is unsatisfactory and below average by the end of Key Stage 2, where pupils' abilities in undertaking mental calculations, applying their knowledge to practical tasks and problem solving are below levels expected for their age. Attainment in science is satisfactory and in line with the national average by the end of both key stages.

Attainment in information technology is sound by the end of Key Stage 1 and good by the time pupils are 11, reflecting the good standards seen during the previous inspection. Standards in religious education meet those expected in the locally agreed syllabus by the end of both key stages.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Good
Mathematics	Satisfactory	Satisfactory	Satisfactory
Science	-	Satisfactory	Satisfactory
Information technology	-	Insufficient evidence	Insufficient evidence

Religious education	-	Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Teaching was satisfactory or better in 95 per cent of lessons. It was very good in five per cent, good in 35 per cent and satisfactory in 55 per cent of lessons seen. The remaining small percentage of lessons was unsatisfactory.

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

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Other aspects of the school

Aspect	Comment
Behaviour	Satisfactory overall, but there is some unsatisfactory behaviour in some classes, particularly in Key Stage 2.
Attendance	Satisfactory. A few pupils have low attendance rates.
Ethos*	Satisfactory.
Leadership and management	Satisfactory overall. The headteacher, supported by the governing body, has clear educational vision for the school. The school lacks a management team, along with effective procedures for co-ordinators to monitor and evaluate the progress of their subjects.
Curriculum	Satisfactory overall. Good provision for children under five. Planning insufficiently shows work for pupils with differing prior attainment. Good plans in place for review of procedures and subjects. Assessment is not used effectively to inform planning and teaching.
Pupils with special educational needs	Good provision overall. Individual education plans are well maintained by the headteacher and pupils' progress is carefully monitored. Good use of additional support staff for pupils with Statements of Special Educational Need.
Spiritual, moral, social and cultural development	Satisfactory overall. Good provision for pupils' social development.
Staffing, resources and accommodation	Satisfactory. Good number of teachers, but insufficient non-teaching staff to support pupils in classes. Good accommodation and satisfactory resources overall. Library provides limited opportunities for independent research and lacks books to support some subjects.
Value for money	Satisfactory value for money.

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

standards.

The parents' views of the school

What most parents like about the school	What some parents are not happy about
IX. Approachable staff. X. Good atmosphere. XI. School actively encourages parents to suggest improvements. XII. Most of their children like school.	XIII. Lack of sufficiently challenging XIV. Information about what is being XV. Standards of behaviour. XVI. Homework.

Inspectors' judgements largely support parents' positive views. The need to improve curriculum planning has been recognised and the school plans to publish information about current and future work for parents to help their children. Some behaviour is unsatisfactory. Inspectors agree that the setting of homework is, inappropriately, inconsistent in the school.

KEY ISSUES FOR ACTION

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

XVII. establish a management team to provide support for the headteacher;

(paragraphs 52 and 60)

XVIII. raise standards in mathematics in Key Stage 2, by ensuring pupils have appropriate support in undertaking mental calculations, opportunities for using and applying mathematics and problem solving;

(paragraphs 10, 95 and 96)

XIX. continue to review schemes of work for subjects to ensure there is sufficient guidance for teachers in their planning, especially for geography and gymnastics;

(paragraphs 13, 37, 127, 133, 136, 149 and 154)

XX. improve teaching by:

- *improving the quality of planning, to ensure there is continuity and progression across the school and to provide challenge for pupils with differing prior attainment;*
- *developing the effective use of assessment to inform planning and teaching;*
- *establishing procedures to support, monitor and evaluate teaching and learning;*
- *ensuring that marking is used consistently to give constructive guidance for ways in which pupils might improve their work;*
- *establishing a consistent approach to the setting of homework across the school, to*

reinforce pupils' learning;

- *ensuring standards of presentation are consistently high;*

(paragraphs 7, 11, 26, 31, 40, 44, 48, 55, 83-89, 98-100, 106-108, 119 and 131)

- ◆ address the unsatisfactory behaviour of some pupils by;

- *ensuring there is a consistent use of sanctions and rewards, as detailed in the school's good behaviour policy;*
- *continuing to provide additional guidance in the management of pupils with specific behavioural difficulties.*

(paragraphs 8, 11, 16-20, 27, 28, 41, 46, 51, 81, 86 and 87)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the school's action plan. These are indicated in paragraphs 15, 43, 46, 47, 49, 54, 56, 59, 61-64, 86, 91 and 155:

- ◆ the governors' annual report to meet statutory requirements;
- ◆ library provision and range of fiction for pupils with lower reading attainment;
- ◆ potential hazard of Key Stage 2 play area;
- ◆ additional support staff to support pupils in classes.

INTRODUCTION

Characteristics of the school

1. Seascale County Primary School is situated in West Cumbria. The school is close to Sellafeld, which provides employment to a large number of local households and there is a considerable amount of movement into and out of the area. Children are admitted to the school in the year in which they become five. Most children have pre-school experience in the mobile rural nursery, which meets within the building. An application has been made for a change of status so that the nursery can be run directly by the school. At the time of the inspection, there were 133 pupils on roll, with 18 children under five who are taught in the reception class. Pupils' attainment on entry to the school is below average. The school has identified 36 pupils as having special educational needs, which is above average. Six pupils have Statements of Special Educational Need, which is well above average. All pupils are from white European families. Nine pupils are eligible for free school meals, which is low, compared with the national average.

2. The school's aims are to provide pupils with an environment that will broaden and enrich their experiences and enable them to achieve their potential. It aims to teach pupils to develop a positive self-image and an awareness of others and to acquire self-discipline and moral values. The school aims to encourage creativity, imagination, critical thinking, confidence and independence.

3. Priorities for development include the improvement of literacy teaching and monitoring the development of the numeracy strategy. The school aims to review current policies for art and geography and to establish new schemes of work for these subjects by spring 2000. The

use of assessment to inform teaching and planning is a further priority. The school also intends to improve procedures to reduce some pupils' anti-social behaviour during break. Staff development needs are to be identified. As a Community Development Centre, priorities also include providing new facilities, such as a computer suite, lecture room and resource area, to extend courses available to adults, to play a part in community projects and to determine whether to commit to the Investors in People Award scheme.

Key Indicators

4. Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	13	6	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	10	9	10
	Girls	5	5	4
	Total	15	14	14
Percentage at NC Level 2 or above	School	79 (84)	74 (68)	74 (89)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	10	8	11
	Girls	5	5	5
	Total	15	13	16
Percentage at NC Level 2 or above	School	79 (79)	68 (68)	84 (100)
	National	82 (81)	87 (85)	87 (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	19	10	29

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	9	8	12
	Girls	9	8	9
	Total	18	16	21
Percentage at NC Level 4 or above	School	62 (67)	55 (50)	72 (54)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	11	15	13
	Girls	10	10	10
	Total	21	25	23
Percentage at NC	School	72 (75)	86 (71)	79 (71)

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

Level 4 or above	National	68 (65)	69 (65)	75 (72)
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.. **Attendance**

			%
Percentage of half days (sessions) missed through absence for the latest complete reporting year	Authorised	School	6.7
	Absence	National comparative data	5.7
	Unauthorised	School	0.2
	Absence	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	5
	Permanent	0

Quality of teaching

Percentage of teaching observed which is :		%
	Very good or better	5
	Satisfactory or better	95
	Less than satisfactory	5

.. **PART A: ASPECTS OF THE SCHOOL**

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

5. In the 1999 National Curriculum assessments at the end of Key Stage 1, pupils' attainment in reading was broadly in line with the national average. The proportion who attained higher than expected levels was below the national average. Their attainment in writing was below the national average, with a below average proportion achieving above nationally expected levels. In comparison with similar schools, pupils' attainment was average in reading, but well below average in writing.

6. In the same year, in English, at the end of Key Stage 2, pupils attained below the national average. The proportion achieving higher standards than those expected nationally was below the national average. Compared to the performance of pupils in schools with similar backgrounds, performance was well below average.

7. On entry to the school, pupils' attainment is below average. Pupils make good progress in reading and evidence from the inspection shows that pupils at the end of Key Stage 1 attain satisfactory standards. The recent provision of further good quality reading material is reflected in pupils' growing interest in books and in reading for enjoyment. There has been an improvement in writing standards since 1998, supported by the effective establishment of the literacy hour and the strong emphasis placed on developing the youngest children's literacy skills from the time they begin school. Overall, standards in writing are satisfactory by the end of the key stage, though the quality of work presentation varies. Generally, pupils make good progress in Key Stage 1, in reading for different purposes, using a variety of formats. They make sound progress in writing, being able to write increasingly at length, using appropriate punctuation and making realistic attempts to spell unfamiliar words. However, writing is not always sufficiently well presented, limiting progress in this aspect.

8. Pupils continue to make satisfactory progress overall, in English, at Key Stage 2, with the exception of presentation skills, which remain weak. The high number of pupils with special educational needs has a significant impact on the results attained. Pupils' listening and speaking skills are often good, such as where they follow instructions and contribute well to discussions. Pupils read and write for a variety of purposes, developing appropriate comprehension skills and suitable awareness of how writing is presented by different authors. The rate of progress is usually appropriate, though this sometimes varies in some classes, largely due to the number of pupils with special educational needs that are behaviour related, along with the inappropriate behaviour of some other pupils. Pupils with higher prior attainment are sometimes insufficiently

challenged and their rate of progress is restricted.

9. In mathematics, pupils' performance in the 1999 National Curriculum assessments at the end of Key Stage 1 was well below the national average. A very small proportion of pupils attained standards that were above those expected nationally. By the end of Key Stage 2, in the same year, pupils' results were well below the national average. The proportion of pupils achieving higher than expected standards was well below average. During the inspection, attainment at the end of Key Stage 2 was below average. Attainment at the end of Key Stage 1 was satisfactory and broadly in line with the national average, showing an improvement in standards in Key Stage 1.

10. At Key Stage 1, pupils make sound progress in all aspects of the subject, including number, shape, space and measurement. They develop appropriate skills in the recall of number facts, using mental calculations and applying their knowledge to practical tasks. Some pupils make good progress in their ability to order numbers. At Key Stage 2, whilst progress is satisfactory in shape, space and measures, pupils have limited mental calculation skills and ability to use their mathematical knowledge and understanding, such as in problem solving.

11. Pupils attain satisfactory standards in science by the end of Key Stage 1. They can undertake simple investigations, such as in testing the effects of heat on foods. Pupils can identify and name the main parts of the human body and show sound understanding of basic life processes. In science, at the end of Key Stage 2, results of the 1999 National Curriculum assessments showed that pupils' results were below the national average. An average proportion of pupils achieved levels that were above those expected nationally. Evidence from the inspection shows that attainment is satisfactory overall at the end of both key stages. Pupils have sound understanding of aspects of life processes and living things and materials and their properties. They recognise the need for fair tests and can explain their work appropriately. Pupils generally make satisfactory progress throughout the school, with some exceptions, where those with higher prior attainment are insufficiently challenged and where some pupils' unsatisfactory behaviour limits effective progress in lessons. Some good progress is made where volunteers provide additional support for some Key Stage 2 groups of pupils with higher prior attainment.

12. In information technology, pupils at Key Stage 1 make satisfactory progress overall and their attainment is sound by the end of the key stage. By the end of Key Stage 2, pupils' attainment is good. Many pupils can use spreadsheets to explore patterns and investigate the effects of changing aspects of them. Pupils in Key Stage 2 benefit from the headteacher's direct support and organisation of information technology and they make good progress in their skills and understanding. Throughout the school, pupils' standards in religious education meet the expectations of the locally agreed syllabus. Pupils make sound progress in learning about Christianity and other major faiths and in

understanding religious concepts.

13. Pupils make satisfactory progress in history and music and in most aspects of other subjects. Whilst progress is generally satisfactory in design and technology, by the end of Key Stage 2, pupils have limited opportunities to use disassembly, or to evaluate and assess the use of control. In geography, Key Stage 2 pupils lack knowledge from a systematic development of some skills, such as mapping skills and their progress varies. Though satisfactory in other areas, pupils' progress in physical education, in gymnastics, is unsatisfactory, due to the lack of a clear programme that identifies the use of appropriate apparatus for pupils in different year groups.

14. Children under five make good progress in most areas of learning, including their personal and social development, early writing skills, mathematics, knowledge and understanding of the world and in their physical development. By the time they are five, most children will achieve the desirable learning outcomes for their age.

15. Pupils with special educational needs generally make good progress. Those with Statements of Special Educational Need are well supported by trained, non-teaching staff. Individual education plans are detailed and are regularly reviewed to ensure progress is made. In some instances, the lack of other non-teaching support staff limits the extent to which some pupils can be supported.

16. Overall, progress in both key stages is satisfactory. However, the incidence of inappropriate behaviour is high in some classes and is not always effectively addressed.

Attitudes, behaviour and personal development

17. Overall, pupils have good attitudes to their work. They work hard and usually maintain concentration throughout lessons and the school day. There are occasions, in some lessons,

where a small number of pupils display less positive attitudes, which has a disruptive effect and slows the pace of the lesson. In these instances, this has a detrimental effect on the learning of others. Pupils listen well to their teachers and respond enthusiastically to questions and requests, particularly during whole class discussions. They are able to work well alone or in pairs but some pupils find difficulty in working together as members of a group. Most pupils are developing the skills needed to become independent learners, although some need additional support and constant encouragement. Pupils learn to value others' achievements, for example, as seen in a Year 2 physical education lesson, where pupils applauded the good ball skills of their classmates.

18. Behaviour is generally satisfactory in the school. Behaviour sometimes deteriorates in some classes, particularly in some Key Stage 2 classes. This is particularly evident during collaborative tasks, where some pupils are unwilling to share or to take turns. In some instances, some pupils lack self-control and they disrupt lessons. Some pupils with special educational needs require support in controlling their reactions. When moving around the school and when changing activities, pupils sometimes argue. Recently introduced school rules are well understood by pupils of all ages, but, as yet, are not closely followed. This is particularly evident at lunchtimes and in some older Key Stage 2 lessons. In the past year there have been five exclusions, which have been accompanied by appropriate procedures.

19. Relationships are satisfactory. Adults in the school present good role models and they treat pupils with care and understanding. Relationships amongst pupils, whilst mostly friendly, sometimes include dispute and unpleasantness. This is particularly reflected in one Key Stage 2 class, where pupils have difficulty in working together, in taking turns to answer and in sharing resources. Pupils in this class lack sustained concentration and interest in their work. There are occasions when pupils treat their teachers and other adults with disrespect.

20. The personal and social development of pupils is satisfactory overall. This area is supported by personal and social education within the curriculum and in religious education lessons, though there is no policy, scheme of work or allocation of time to this specific area. Many pupils lack the self-discipline expected of their age and maturity. Recently, older pupils have responded well to increasing opportunities to take responsibility, through the school council and by organising rotas for lunchtime duties. Pupils are given opportunities to gain confidence and social skills through the wide variety of extra-curricular clubs and, for older pupils, the opportunity to undertake a residential trip to London. Pupils learn about other values and beliefs, for example, through the school's link with a city school, where pupils are from different ethnic groups. The needs of the less fortunate are considered and the work of charities is well supported.

Attendance

21. Levels of attendance are slightly below the national average but are satisfactory. For most pupils the level of attendance is good, but there are a small number of pupils who have poor attendance records. Pupils arrive at school on time and registration periods are brief and efficient. Lessons or assembly follow promptly afterwards. At the time of the last inspection, levels of attendance were very good. The decline in attendance rates has largely been due to the small number of pupils with very poor attendance records. There are good procedures for promoting good attendance and the school has good support from the education welfare officer.

QUALITY OF EDUCATION PROVIDED

Teaching

22. The overall quality of teaching is satisfactory. Ninety-five per cent of lessons seen were satisfactory or better, with only a very few lessons being unsatisfactory. Almost 30 per cent of lessons observed were good or better. The quality of teaching seen in English throughout the school was mainly good.

23. The quality of teaching for children under five is often good. Most children in the reception class have yet to reach their fifth birthday. Most have below average reading, writing and speaking skills, which the teacher often imaginatively develops through a stimulating range of experiences. There are suitable expectations of what children might achieve and the organisation of activities is well planned to provide encouragement for all children, including those with special educational needs. Assessment is used effectively to monitor attainment and progress and to plan future work.

24. At Key Stage 1 very good teaching was seen during a Year 1 literacy hour. The teacher clearly explained the objectives for the lesson, demonstrated how to present subsequent work and ensured all pupils remained on task. Good use was made of a puppet to illustrate direct speech and pupils had suitable opportunities to express their own ideas and suggestions. There were very good relationships between pupils and the teacher, reflected by pupils' positive response and very good behaviour.

25. Good teaching was seen in both key stages, in a range of lessons. In the good lessons, teachers managed pupils well, involving them in introductory discussions about their work. This was seen, for example, in a Year 3 and 4 science lesson and in a Year 3 mathematics lesson. Work was carefully matched to pupils' differing prior attainment and all understood what was expected of them. The headteacher's teaching of information technology to groups of pupils was consistently good. For example, in working with a Year 5 group, there was effective management and organisation of pupils and resources to enable good progress. Similarly, pupils in a Year 2 literacy lesson were well managed and worked industriously on their task of writing a poem.

26. In the satisfactory lessons, whilst work was generally appropriate for most pupils, some with lower prior attainment had insufficient support and others with higher prior attainment sometimes completed work quickly, with little effort. At times, the pace of lessons was too slow and some pupils lost interest. In the very few unsatisfactory lessons, expectations were insufficiently high and pupils lacked encouragement to improve the quality of their work. A few lessons lacked

appropriate structure and clear objectives.

27. Methods and organisation and the management of pupils are generally satisfactory. Most teachers introduce lessons clearly and use a range of teaching strategies to maintain pupils' interest. However, some pupils display difficult behaviour and poor attitudes and have difficulty in making good relationships with others. In a few instances, teachers were unable to address these problems and lesson objectives were not met. In some of these cases, the organisation of tasks provided limited opportunity for the teacher to interact with pupils and to maintain a clear overview of pupils' progress.

28. Planning is sound overall and teachers work hard to make detailed plans that follow programmes for different subjects. There is a lack of continuity and progression in some subjects, due to the individualised nature of the medium term planning. Pupils' attainment is appropriately recorded and they have good opportunities to contribute to the evaluation of their progress by the end of each year. The use of assessment to inform planning has not yet been established, though it is a priority for school development. Accordingly, work does not always appropriately match pupils' future learning requirements. Pupils' work is marked, but marking varies in quality. In most classes, it is brief and lacks constructive comments about ways in which pupils might improve. Homework recommendations have been recently established, but the amount of homework provided is inconsistent from class to class. Parents are justified in their concerns about the inconsistent provision of homework.

The curriculum and assessment

29. The school provides a broad and balanced curriculum, which includes all subjects of the National Curriculum and religious education. The requirements of the National Curriculum are met in most respects. Some skills are underdeveloped in mathematics, geography and design and technology. For example, there are insufficient opportunities for the use and application of mathematical skills in Key Stage 2 and for learning about disassembly within design and technology. There is inconsistent development of geographical skills, including mapping skills. The provision for gymnastics within physical education is unsatisfactory. This is due to a lack of detailed planning, which results in some lack of continuity and progression. Religious education is taught in accordance with the local education authority's agreed syllabus and meets statutory requirements. Appropriate provision is made for aspects of personal, social and health education.

30. The curriculum for children under five is good and provides good experiences in the six areas of learning. Children under five are well prepared by the school for future work in the National Curriculum.

31. Policies are in place for all subjects. There are schemes of work for most subjects, with the exception of art and personal and social education. Those schemes of work that are in place provide appropriate long-term plans. The medium term or topic plans are completed individually by teachers and do not always support continuity and progression. The topic plans relate to the programmes of study and include learning objectives, which is a positive development since the previous inspection. There is insufficient information about work for pupils of differing prior attainment, especially to provide challenge for those pupils with higher prior attainment. Teachers also keep weekly plans. These are largely used to provide prompts within individual lessons. All aspects of planning for the implementation of the literacy and numeracy hours are in place.

32. The school has planned effectively for the literacy and numeracy hours, without limiting the range of other subjects provided. The literacy hour is well established and contributes effectively to standards achieved in lessons. The numeracy initiative has been introduced from the start of the term of the inspection and is becoming quickly established.

33. Provision for pupils with special educational needs is good overall. Individual education plans are detailed and pupils' progress is carefully monitored. Good support is provided from the educational psychologist, who makes regular visits to the school.

34. The school provides equality of opportunity within the curriculum through activities that are planned to include girls and boys and pupils of differing prior attainment. This has been effectively introduced to address the identified difference between boys' attainment at the end of Key Stages 1 and 2 and is having a positive impact on addressing this difference.

35. The curriculum is enriched by visits to places of interest, such as local churches and a steam railway. There are many visitors to the school, particularly from the local community, such as the dog warden, the police and representatives from a national children's charity. Local industry supports the curriculum and other aspects of school life by providing competitions and workshops. Emphasis has been placed on the pupils' understanding of environmental issues, such as through the work with external groups to develop the school grounds. Residential visits are arranged for older pupils, directly related to the curriculum, which add breadth and balance. This provision is good and contributes well to pupil's social and personal development. Extra-curricular activities are satisfactory. Pupils have appropriate opportunities to take part in soccer clubs, a chess club and a recorder group.

36. The procedures for the assessment of children under five are good. The results of assessment are used effectively, both to establish and monitor progress and to ensure that curriculum delivery for these children is appropriate.

Baseline assessments are used effectively to establish children's prior attainment and to inform future planning.

37. The school has developed satisfactory procedures for assessment at Key Stages 1 and 2. The assessment policy provides some useful guidance to teachers. Subject policies vary considerably in the detail of advice that they provide for teachers. Pupils are assessed in the core subjects of English, mathematics, science and information technology and the results are passed on to teachers as pupils move through the school. The procedures for assessment in science, using previous National Curriculum assessment tests at the end of each module of work, are very good. The procedures and the recording of results are not consistently applied for other subjects. The use of assessment results to inform future planning for pupils of differing prior attainment is unsatisfactory, particularly to ensure that pupils with higher prior attainment receive appropriate challenge. This situation has not improved significantly since the previous inspection. The marking of pupils' work is brief and there are few written comments to provide pupils with constructive guidance for ways in which they might improve. A homework policy has been recently prepared. Provision for homework is inconsistent across the school.

.. **Pupils' spiritual, moral, social and cultural development**

38. Provision for pupils' spiritual, moral and cultural development is satisfactory. The provision for the pupils' social development is good. There are good opportunities for pupils to learn more about their community and about other areas of their country and this has a positive impact on the progress they make.

39. A framework for collective worship has been devised and themes have been developed. This ensures a consistent approach and ensures continuity and progression in the knowledge, skills and understanding that pupils acquire. Assemblies and worship are supportive contributions to both spiritual and social development. They provide good opportunities for pupils to reflect on day-to-day life, values and concerns. For example, the pupils have thought about other children less fortunate than themselves and have filled shoeboxes with gifts for "Operation Christmas Child". Good links are fostered with local churches and visiting ministers attending collective worship make a significant contribution to pupils' spiritual development.

40. The last inspection report highlighted the need to develop a more planned approach to providing a spiritual dimension across the curriculum. During the current inspection, such examples were seen, as when reception pupils considered the colours of the rainbow in their religious education lesson. Here, they showed awe and wonder as they watched the spectrum of colour in bubbles blown by the teacher. There are too few planned opportunities to develop this sense of awe and wonder across all year groups and this remains an area for

development.

41. The provision for pupils' moral development is satisfactory. Pupils usually listen respectfully to adults and other children and show care for each other. Most pupils know what is expected of them. Overall, the school is an orderly community and pupils are polite and helpful. There is some inappropriate behaviour, which is not always consistently addressed. The adults working in the school all provide good role models for pupils.

42. Provision for pupils' social development is good and is often enhanced through the many visitors who give time to the school. Each term, there is a "grounds day", when children and visitors work together clearing and developing the grounds of the school. Members of the community lead chess and football clubs and there are also suitable opportunities for pupils to take part in extra-curricular recorder playing and in an environmental club. There are opportunities to practise competition, fair play and co-operation in games' lessons and to work in pairs and groups in class activities. Older pupils are encouraged to take on additional responsibilities around the school. For example, they answer the telephone at playtimes, deliver the milk and raise money for charities. Pupils take part in local shows and competitions and entertain the elderly. They have been involved in helping to design and plant the school garden and wildlife area.

43. Provision for pupils' cultural development is satisfactory overall. Pupils experience a good range of opportunities to learn about their own culture. They visit the local library and churches. Their education is enriched by class visits to interesting places such as Carlisle Cathedral, British Nuclear Fuel and a steam railway. The school maintains a positive effort to address its relative geographical isolation by providing a range of cultural experiences. It has organised a Caribbean dance troupe visit, a poetry workshop and all pupils have learned more about their local history by working with an artist in residence. The planning of a multicultural perspective in other subjects of the curriculum such as religious education, music and art, is being satisfactorily developed. The headteacher has successfully addressed the need to provide more books to reflect a multicultural society, by ensuring these are included within the English curriculum. The school library contains few books that promote the beliefs and life styles of others.

Support, guidance and pupils' welfare

44. The procedures for monitoring pupil's academic and personal progress are satisfactory. A range of tests and assessments allows the school to maintain detailed records for English, mathematics and science. These are used well in mathematics and English to place pupils in appropriate sets but this provision is inconsistent in science. At present, the information available is not used consistently to support higher attaining pupils. The monitoring arrangements for

pupils under five are good and information gathered is used well to set individual targets. These benefit from the close involvement of parents.

45. Pupils are well supported by the teachers' good knowledge of them and pupils with special educational needs are well cared for and supported. Pupils are well prepared for life beyond school with suitable health and drugs education and by learning about aspects of personal safety, for example, with talks such as those about railway dangers. Older pupils benefit from participating in the Young Citizens Scheme. A happy start to school life and transfer to the next stage of education are ensured by the good arrangements for new pupils and by close links with secondary schools.

46. There are good procedures for monitoring and promoting good behaviour. There is a clear policy and a good system of rewards and sanctions, though these are not consistently used to best effect and do not provide a sufficient range of strategies to support pupils and staff when behaviour is unusually challenging. Recently introduced rules are well understood and have brought about improvements in behaviour, which is reflected in the views of parents and teachers. The procedures for monitoring and promoting good attendance are satisfactory. Attendance is closely monitored and the school is well supported by the education welfare service. Registration and administrative arrangements are efficient.

47. The procedures for ensuring the health, safety and well being of all in school are good. There is a comprehensive health and safety policy, which is well supported by the governing body. The health and safety issues raised at the last inspection have been resolved but there are currently some concerns over the safety of pupils straying from the playground into the car park at lunchtimes. There are good arrangements for child protection. A detailed policy and appropriate training provides good guidance and a suitable level of awareness amongst all members of staff.

Partnership with parents and the community

48. Parents are supportive of the school and are particularly pleased with the encouragement they receive to take part in the life of the school. They find staff approachable and are happy with recent initiatives and improvements to pupils' behaviour. Parents support their children's learning by helping in school and by assisting in the variety of extra-curricular clubs offered. The provision of homework is inconsistent and parents have expressed a wish to offer better support for their children's learning through homework and by improved information about what is being taught. Invitations to visit the school for concerts and productions are well received and enthusiastically supported.

49. The quality of information provided for parents is good. There is a wealth

of well-written information in the school brochure, reception handbook and newsletters. Additionally, there is a brief, but pleasant, governors' annual report, though this does not fully meet statutory requirements. There are good booklets that explain the literacy and numeracy hours but, at present, parents do not receive details of current topics and work to be undertaken. Reporting on pupils work and progress is made at termly consultations and through written reports in the summer term. These provide a good picture of pupil's strengths and weaknesses in the core subjects and give guidance for improvement. Pupils themselves are involved in completing their own evaluation for inclusion in the reports. Parents are also welcome to discuss concerns on a daily basis or through prearranged appointments.

50. The links with the community are very good and a strength of the school. Pupils take part in the life of the community in various ways, such as by taking part in local shows and competitions and by entertaining the elderly at Christmas. Members of the community support extra-curricular clubs and come in to school to share their skills, for example, with baking and woodwork. Parents and friends of the school have worked together to make considerable improvements to the school environment by establishing a garden and wildlife area. Local businesses and the Forestry Commission also supported this project. Other visitors to the school have included poets, artists and a team in the "technology bus". Pupils make many visits to places of interest to support the curriculum. This has included the Cathedral and museums in Carlisle, the steam railway and the surrounding countryside. The school is very well supported by small and large businesses and in particular by British Nuclear Fuels.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

51. The leadership and management of the school is satisfactory overall. The leadership provided by the recently appointed headteacher is good. She is committed to providing a good quality of education for the school and provides a clear educational direction. The active governing body is supportive of the headteacher and her staff. Appropriate committees are in place and governors have a sound system for monitoring the work of the school. Governors are individually linked to the development of significant curriculum areas. Some members of the governing body are in a position to actively support the daily work of the school, such as by teaching small groups of pupils. The governing body, headteacher and staff work well together and have collaborated to address the weaknesses identified in the previous inspection. The school has yet to fully address the monitoring of the effectiveness of teaching and the continuity and progression of pupils' learning.

52. Co-ordination of the school's curriculum and aspects of school life are

generally suitably delegated, although many responsibilities fall on the headteacher. There is no management team to support the headteacher in her role. Teachers have an additional responsibility for curriculum subjects. Their roles, as co-ordinators, to monitor and evaluate standards and the delivery of subjects and also to assist colleagues with planning, to ensure the continuity and progression of pupils' learning, have not been systematically implemented.

53. The development planning, monitoring and evaluation of the school is satisfactory overall. The priorities identified within the recently implemented school development plan are appropriate, relevant and realistic. The staff and the governing body are fully involved in setting these priorities, which were produced following an effective audit of the school by the headteacher, staff and governing body. There are clear links with the budget and priorities. Members of the governing body are effectively involved in monitoring the implementation of the priorities.

54. The ethos of the school is satisfactory. The implementation of the school's aims, values and policies is satisfactory. These increasingly influence the work of the school and there is a shared sense of purpose. The school promotes a positive learning environment. Relationships between pupils and staff are good. Pupils have satisfactory relationships overall. The attitude of some pupils, particularly within the older age groups, does not make a consistently positive contribution to the ethos of the school. Pupils with special educational needs are supported well. The school meets statutory requirements for the recording and publication of National Curriculum assessments and those for collective acts of worship and sex education. The governors' annual report to parents does not fully meet all the statutory requirements.

Staffing, accommodation and learning resources

55. The school has a good number of suitably qualified and experienced teachers to meet the needs of the curriculum. The provision of a part-time teacher has been effective in reducing class numbers for part of each day. Responsibilities are well distributed between the staff. The role of the co-ordinators was raised as an area for development at the last inspection. Whilst good written information and guidance is in place, the active role of the subject co-ordinators is at a very early stage and has yet to prove effective.

56. The number of teaching staff is complemented by a good number of special educational needs assistants to support pupils with Statements of Special Educational Need, but there is only one non-teaching assistant. The secretary is efficient but the hours worked sometimes limit the smooth running of the school. The support provided from caretaking and lunchtime staff contributes to a pleasant environment.

57. The arrangements for the professional development of the staff are good. Staff are well supported by a good staff handbook and there are appropriate procedures for appraisal. Newly qualified teachers are suitably supported and all have opportunities for further training linked to the needs of the curriculum and the school as a whole.

58. The accommodation is good and effectively supports the needs of the curriculum. Internally, the school is bright and attractive with sufficient classroom and storage space, along with two school halls. There are good plans to develop one hall to improve school and community facilities. Outside, there are extensive grounds that have been much improved by recent work and the provision of a garden and wildlife area. All is in good order and is well maintained.

59. There are satisfactory resources overall to support the requirements of the curriculum. Some subjects, such as English and science, are well resourced, though there is an insufficient range of musical instruments for pupils in Key Stage 2. The school library provision is unsatisfactory, both in its position and in the range of books provided. Other resources are well stored and accessible. Very good use is made of resources beyond the classroom to support learning, through visits made to places of interest, by visitors coming to the school and through links with the business community.

The efficiency of the school

60. The overall efficiency of the school is good. Financial planning is good and the headteacher and governors exercise effective control and oversight of the school budget. The school development plan shows clear priorities that are clearly linked to costs. The budget has been carefully managed to provide management time for the headteacher and additional teaching staff to ensure small numbers of pupils in classes. The management of the budget has had to take account of several staffing changes and has been prudently monitored by the finance committee and the headteacher. The school has yet to address the provision of an effective management team to support the recently appointed headteacher, who has a considerable number of responsibilities over and above her leadership role. Monthly monitoring is undertaken by the headteacher and the finance committee, whilst the school secretary monitors purchases. The governing body regularly evaluates value for money and the effectiveness of major spending. The minor recommendations of the most recent audit have been fully implemented.

61. There is good use of the teaching and support staff. Teachers are deployed effectively. The school has carefully analysed different options for organising classes and has made an effective decision to provide sufficient teachers to teach separate year groups for literacy and numeracy, which are taught in the mornings. This is proving to be an efficient way of helping to raise

standards in English and mathematics in the early parts of Key Stage 2. There is a good number of trained, special educational needs support staff, who are effectively deployed to support pupils with Statements of Special Educational Need. A classroom assistant provides other support for pupils, such as planning outdoor activities and maintaining involvement in environmental work. The school has only one other non-teaching assistant and this limits the amount of support available in classes for other pupils, including those with special educational needs.

62. Good use is made of the resources and accommodation, with the exception of the library, which has limited access for independent research. Classrooms are organised efficiently, are enhanced by the quality of displayed work and provide ample space for a range of activities. Good use is made of the other available space to provide, for example, a music resource area. The headteacher has carefully monitored the use of the building and has good plans for the future development of the second hall, to provide further resources for pupils and the community.

63. Day-to-day administration is smooth and the secretary provides efficient support for the school. On some occasions, the part-time hours worked by the secretary mean that some administrative duties require the headteacher's attention and add to the considerable daily amount of work that she undertakes.

64. Cleaning and lunchtime staff are efficiently deployed, though their working hours limit some aspects, such as the effective cleaning of the hall floor after lunch, before pupils have lessons in physical education. Supervisory staff are suitably deployed, though, during the inspection, lunchtime staff did not always ensure that pupils played in designated safe areas of the Key Stage 2 playground.

65. Taking into account the below average attainment of pupils on entry to the school, the broadly average attainment of pupils by the end of Key Stage 2, the good financial planning, the overall satisfactory quality of teaching and the satisfactory improvements since the last inspection, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

66. Provision for children under five is good. The school operates an admission policy for children to start school in the September of the school year in which they are five. Most children have previously attended a nursery or playgroup. At the time of the inspection, there were 19 pupils in the reception class, 18 of whom were under five years old. A baseline assessment is completed within the first few weeks of the children entering the reception class. Results show that their attainment is below average.

67. In the previous inspection report, standards of achievement were sound in relation to children's age and ability. The findings of this inspection show that these standards of achievement have been maintained. Children make good progress and by the end of the school year, most will have reached the Desirable Learning Outcomes for their age and some will have exceeded them. Children clearly show an enthusiasm to learn and listen attentively to their teacher. They work and play sensibly, share equipment and take turns. They develop confidence and show a good degree of independence when making choices.

68. Children's personal and social development is good. They are happy and secure and adapt quickly to the school's routines and rules for behaviour. The teacher places great emphasis on developing the children's self-esteem and social awareness. This promotes good attitudes to learning, with children beginning each day eager to learn and to explore the day's activities. The good relationships promote an atmosphere in which children can flourish. The teacher and classroom assistants provide good role models for social relationships.

69. The children's overall achievement in language and literacy is satisfactory and they make good progress. The reception class teacher places strong focus on the early acquisition of literacy skills and provides stimulating learning opportunities. For example, she has introduced Edmund the elephant into literacy lessons, as a visitor who also needs to learn. The children are enthralled by their visitor and promise to teach him to read. They take turns to take the elephant home and visit the village library to choose books for him.

70. Children listen attentively in a variety of situations, such as story time and times when the teacher is describing the next activity. Opportunities to develop speaking and listening in other areas of the classroom, such as the in the reading and home corner, are sometimes missed. Children are confident when speaking and answer questions well. They enjoy looking at a range of good quality books in school and at home. They are taught a range of strategies to enable them to read the story. They use picture clues effectively to help them

understand and make good progress in learning letter sounds. Writing skills are developed appropriately, with suitable emphasis placed on letter formation skills.

Most make early marks to communicate their ideas and can illustrate their work with recognisable pictures.

71. Children acquire sound early mathematical skills and make good progress in this area of learning. They enjoy counting games and nursery rhymes such as "Five little ducks". They spend time each day learning numbers to 10, counting a variety of objects and placing numbers in order. Most children can count carefully up to five objects and many can go beyond. Children learn correct mathematical language, such as "one less than", and are developing concepts of time through sequencing days of the week. They have enjoyed tasting a variety of fruits and have constructed a bar graph showing their favourite choices.

72. In knowledge and understanding of the world, children make good progress and achieve the Desirable Learning Outcomes for their age by the time they are five. Children enjoy a very good range of experiences. They have visited the village library, telephoning first to say they were coming and also observed places on the route, including roads where water pipes were being laid. They understand aspects of the past, through observing homes built long ago. They have dyed small pieces of material with colours extracted from fruit and vegetables, helping to make a patchwork quilt for Edmund the elephant. They understand the passage of time by talking about their birthdays, what they did yesterday, or at the weekend. Children have learnt about autumn and falling leaves and have recently planted bulbs. They use the two class computers with obvious enjoyment and skill.

73. Children acquire satisfactory creative skills and make good progress in this area of learning. Children enjoy painting and drawing. They carefully mix primary colours and show appropriate control of brushes and crayons when producing fireworks paintings. They enjoy poems and sing number songs enthusiastically, using clear diction and reasonable pitch. They show increasing ability to use their imagination in role-play and enjoy dressing up activities.

74. In the physical areas of learning, children achieve the Desirable Learning Outcomes for their age by the time they are five. They make good progress. They handle small tools such as spreaders and scissors with confidence and develop good hand-eye co-ordination when using pencils to draw, colour and trace. They confidently use construction toys to build, screw and connect small pieces together. All pupils have time in the hall at least once a week and during the inspection were working on gymnastics. They run, jump, balance and stretch with good co-ordination and are developing good control.

75. Teaching is often good. The teacher has a good knowledge and understanding of the needs of young children. She provides an appropriate range of activities that enables children to make good progress. Good use is

made of baseline assessment to set appropriate learning programmes for the children. Results of baseline assessments are shared with parents and targets are set. This, together with the use of home-school books, makes a major contribution to parental involvement in their children's learning.

76. The teacher's planning is good, ensuring that the children receive continuity and progression from day-to-day. Ongoing assessment ensures that work clearly matches the ability of each child. The effective teamwork between the teacher and other adults in the classroom makes a valuable contribution to the learning environment and to the overall good progress of the children.

ENGLISH, MATHEMATICS AND SCIENCE

English

77. In the 1999 National Curriculum assessments, pupils' attainment in English was below the national average by the end of Key Stage 2. Taking the four years from 1996 to 1999 together, pupils' attainment was close to the national average, though boys' performance was well below the national average. In the 1999 National Curriculum assessments at the end of Key Stage 1, pupils' attainment in reading and writing was just below the national average. Taking the years 1996 to 1999 together, attainment in reading was well above the national average, but well below the national average in writing. Over the years 1996 to 1998, girls performed significantly better than boys in writing, where their attainment was above the national average, whilst boys' performance was well below levels expected nationally.

78. In comparison with schools in similar contexts, pupils' results at the end of Key Stage 1 in reading were average, but were well below average in writing. At the end of Key Stage 2, results in English were broadly in line with those in schools with similar contexts.

79. Evidence gained from the inspection shows that attainment at the end of Key Stage 1 is broadly satisfactory and in line with the national average in reading and writing. The successful introduction of the literacy hour is having a positive effect on raising standards in pupils' writing, whilst attainment in reading remains satisfactory overall. Standards attained reflect those of the previous inspection. At the end of Key Stage 2, pupils' attainment in English is satisfactory, overall and is in line with levels expected nationally. Boys' performance is sometimes significantly less than that of girls and, to a large extent, reflects the high number of boys identified as having special educational needs, in both literacy and behavioural related difficulties.

80. At both key stages, many pupils have good speaking skills. Many are fluent, confident speakers, who have a good range of vocabulary. Those with

less well-developed speaking skills are suitably encouraged to express and contribute their ideas to others. A few of the younger pupils have speech difficulties, but are carefully supported and helped to communicate with adults and other pupils. In the reception class, where most children are aged four, their speaking and listening skills are often stimulated in imaginative ways, such as in using a toy elephant as a focus for discussions. Similarly, children take turns to take the elephant home, to read him a story before bedtime and then take him on their visit to the local library to learn about books. In Year 1, pupils listen attentively to stories, such as “Can’t you sleep, little Bear?” and willingly contribute their ideas. They describe ways in which characters’ behaviour might be dramatised and appreciate others’ suggestions. By the end of Key Stage 1, most pupils listen attentively, such as when sharing their enjoyment of poems in the literacy hour. They offer constructive ideas and suggestions, such as when discussing rhyming words and are generally enthusiastic about their work. Most develop confidence and good speaking skills.

81. Listening skills are often good in Key Stage 2, particularly when pupils listen to instructions and explanations and during whole class shared reading in the literacy hour. For example, pupils in Year 3 listened carefully to the teacher’s explanations about the use of different reading strategies, such as when reading for information about sharks. Similarly, pupils in Year 4 listened intently to the teacher’s explanation of tasks involving the study of newspaper reports. Most pupils listen well, though a few have difficulty in sustaining concentration. In a few instances, some pupils with special educational needs are unable to listen during whole class lessons. For example, three pupils in the Year 5 class were constantly restless during introductions to the study of non-fiction material. Speaking skills are generally good and most pupils take turns to answer and respond. By the end of the key stage, most pupils talk maturely and confidently. Some pupils in the key stage lack appropriate awareness of others, call out and generally disrupt some lessons. A few of these pupils have specific learning difficulties, which are reflected in their behaviour, but others lack self-control and understanding of appropriate social skills.

82. In reading, pupils at Key Stage 1 develop sound understanding of letter patterns. They read from an appropriately wide range of materials, learning how to anticipate and predict unfamiliar words and what might happen next in a story. In a Year 1 lesson which focused on developing skills of anticipation, for example, pupils showed good use of the surrounding writing to predict which words were omitted. Some pupils with lower prior attainment confused the terms, “word” and “sentence” and had less secure understanding. Year 1 pupils who read to the inspector were unsure of the differences between story and information books. They showed appropriate ability to make sensible attempts to read unfamiliar words, but generally lacked sustained interest in what they were reading. By the end of the key stage, pupils show enjoyment of books, particularly those used in the literacy hour. By the end of Year 2, pupils know and use terms such as “author, title and spine” and recognise the written

conventions of punctuation, such as the use of a comma to indicate a pause. Those with higher prior attainment recognise the use of an apostrophe to indicate possession. Attainment in reading is satisfactory for most pupils by the end of the key stage.

83. At Key Stage 2, pupils continue to read from a range of materials for a variety of purposes. Pupils develop good skills in finding information from books and other material, including brochures and newspapers. Younger pupils know and understand the use of contents and index pages in a book and can locate information with growing efficiency. In one very good lesson seen in the Year 4 class, pupils read articles about sport with obvious enjoyment and enthusiastically studied the techniques used by reporters' to interest their readers. The lesson provided clear challenge and attainment was good. Pupils continue to develop an awareness of common spelling patterns and word meanings through their reading. In some lessons seen, there is insufficient challenge for pupils with differing prior attainment. For example, in a Year 5 lesson, most pupils already understood the differences in spelling and meaning between some words, such as too and two and hare and hair. Their attainment did not reflect their capabilities. By the end of the key stage, however, pupils show good understanding of different types of reading material. They know the difference between slang and Standard English and those with higher prior attainment can summarise pieces of writing effectively. A few with higher prior attainment efficiently gather information from different sources, such as when working on tasks related to the study of "tabloid" and "broad sheet" newspapers. From listening to pupils' reading, most read aloud accurately and with appropriate expression. Some pupils are hesitant and have insecure understanding of ways in which they might deduce unfamiliar words, such as in anticipating the most likely word or using their skills of breaking down the word into smaller parts.

84. Writing skills are broadly satisfactory in the early stages of the school. Pupils develop an appropriate control of pencils, with a few exceptions, where some Year 1 pupils have yet to develop these skills. Similarly, whilst most pupils in this class can write several words, a few with lower prior attainment still make early marks to communicate their ideas. In Year 2, pupils with higher prior attainment write sentences, which contain a widening range of conjunctions, using a cursive handwriting style. Most pupils write simple sentences and make realistic attempts to spell unfamiliar words. Some tasks, such as compiling three letter words, provide insufficient challenge for those pupils with higher prior attainment. The presentation of pupils' work varies.

85. At Key Stage 2, pupils continue to write for a range of purposes, across subjects, such as in writing answers to questions about their knowledge of the past, in history. The literacy hour successfully provides good links between reading and writing. For example, in a Year 3 lesson, pupils showed good

comprehension of the main points in an account about insects and ways in which to record their information. The scrutiny of pupils' work shows sound progress in most aspects of writing in most classes at Key Stage 2 except in Year 5 where pupils' writing is below levels expected for their age. Most write simple sentences, their work is inconsistently punctuated and is often poorly presented.

A very few pupils have learned to use more advanced methods of connecting sentences and can use more sophisticated techniques to engage the reader. In

Year 6, pupils write at length, often using a good range of more elaborate vocabulary to interest the reader. By the end of the key stage, most pupils' writing is at least satisfactory, with a few achieving higher standards. The quality of presentation is varied and marked work contains little reference to the ways in which work is presented.

86. Progress in English is sound overall, with the exception of the presentation of written work. The rate of progress is generally satisfactory, though this is not always consistent in lessons, particularly where tasks insufficiently challenge those with higher prior attainment. Similarly, whilst pupils with special educational needs are usually well supported by non-teaching staff, their progress sometimes varies where there is insufficient help provided in some lessons. Speaking skills are generally developed well through the school, supported by the careful focus on encouraging pupils to contribute ideas and to undertake group activities. Some pupils in the school make slow progress in learning to listen and to respond appropriately.

87. Pupils' response in lessons is mostly good. The literacy hour has been well established and provides a good range of activities that are often imaginatively delivered. Pupils show interest and generally sustain concentration. Most have positive attitudes to their work. Many take insufficient care in the presentation of their written work. Pupils whose attitudes and response are unsatisfactory sometimes affect the quality of other pupils' learning.

88. The quality of teaching is sometimes very good. An example of this was seen in the Year 1 class, where the teacher skilfully linked many aspects of work previously undertaken to reinforce new learning. A strong focus was made on the standards of work expected from pupils, whilst all were included in the introductory discussion about using various strategies to gain meaning from writing. Most lessons seen were good. In the good lessons, teachers ensured tasks were well matched to pupils' needs, with effective support being provided for pupils with special educational needs. Good use was made of time at the end of lessons to evaluate the quality of work produced. In the satisfactory lessons, whilst teachers planned appropriately, work was not always sufficiently well matched to pupils' prior attainment and some tasks provided insufficient challenge for those pupils with higher prior attainment. In a few such instances, the teacher rarely interacted with these pupils to ensure they maintained concentration. In a very few instances, the pace of lessons deteriorated during

group work and pupils completed very little of their assigned task.

89. The school has successfully implemented the literacy hour. All staff use a consistent method of planning, which ensures all elements of the literacy hour are taught. Assessment procedures are satisfactory and include the use of standardised tests, as well as optional national assessments. Pupils' work is regularly assessed in relation to national levels and all teachers maintain an assessment folder of examples of pupils' written work. Key objectives are listed and are used to indicate pupils' achievement. Appropriate records of pupils' reading progress are maintained. Pupils' work is marked regularly, though there is no consistent use of constructive comments to help pupils to improve their work and their presentation. Similarly, homework is varied and is inconsistently used to support and reinforce pupils' learning. The setting of homework is a concern of several parents, who are justified in their feelings that there is an inconsistent approach between classes.

90. The subject is co-ordinated by two teachers, who teach classes in both key stages. They discuss and share ideas for the development of English and provide support for colleagues in their planning. They have already evaluated some aspects of the literacy hour, to ensure all teachers are confident in its delivery. Good use has been made of a questionnaire, which provided teachers with the opportunity to state their training needs. Co-ordinators do not have regular opportunities to visit classrooms to observe and monitor the delivery of English. They do not scrutinise pupils' work across the school to monitor standards and progress.

91. Resources for English are good overall. There is a good range of books and textbooks to support reading and writing development. The quality of fiction and non-fiction is good. There are insufficient books for older pupils with lower prior attainment in reading. The library is situated along a corridor and, whilst containing a range of reference and story books, provides limited opportunities for pupils to undertake independent research. The organisation and layout of the library is restrictive, being next to a morning class in one part of the corridor and having very low shelving. The headteacher has good plans for the future development of the building, which will take into account the situation and organisation of the library. Overall, the accommodation is satisfactory for the teaching of English.

Mathematics

92. In the 1999 National Curriculum assessments, pupils' attainment at the end of Key Stage 2 was well below the national average. Taking the last four years together, pupils' performance at the end of Key Stage 2 was close to the national average. In 1999, pupils' attainment at the end of Key Stage 1 was well below the national average. The number of pupils attaining higher levels was

below average at the end of both key stages. Taking the years 1996 to 1999 together, pupils' performance at the end of Key Stage 1 was in line with the national average. When compared with similar schools, pupils' attainment was below average at both key stages.

93. Evidence gained from the inspection shows that, overall, attainment in mathematics at the end of Key Stage 1 is satisfactory. At the end of Key Stage 2, it is unsatisfactory, broadly reflecting the results in the 1999 National Curriculum assessments. The National Numeracy Strategy has been introduced, but some aspects are not sufficiently addressed. By the end of Key Stage 2, a significant number of pupils attain the levels expected of 11 year olds nationally, but overall, attainment is below average. Pupils' mental agility skills and their ability to use and apply mathematics in a range of situations are not developed to the levels expected.

94. Most of the younger pupils in Key Stage 1 can sort, match and recognise numbers to 20 and count to 100. They recognise simple shapes, know the value of coins and make repeating mathematical patterns and simple block graphs. By the end of the key stage, most pupils form numbers correctly, can add and subtract numbers at least to 20 and some can go beyond. Pupils with higher prior attainment can double numbers and can add and take away in tens. Pupils carry out simple mathematical investigations and measure objects using metres.

95. Pupils in Key Stage 2 can use the four rules of number to complete their set tasks and have a sound understanding of place value. At the beginning of the key stage, they measure, using metres and centimetres, order numbers over 100 and solve more challenging problems, such as when they extend the ingredients needed in a recipe from 1 to 12 people. In the first two classes in the key stage, pupils are taught multiplication tables relevant to their age, but few have instant recall of these. By the time pupils reach Year 6, they can add and subtract numbers to 1000, using pen and paper methods, multiply, using a two digit number and find simple equivalencies between fractions, percentages and decimals. Pupils throughout the key stage lack sufficient opportunities to carry out quick mental calculations and few use mental strategies such as doubling and adding to the nearest 10. They lack the skills necessary to verbalise the mathematical processes they have used. Pupils' ability to apply their mathematical skills and carry out mathematical investigations and problem solving activities are also below average for their age.

96. The progress made by most pupils throughout Key Stage 1 is generally sound, with some good progress made particularly in ordering numbers up to and over 100. In Key Stage 2, the progress made by pupils in the first two classes is mainly sound. Pupils in Years 5 and 6 are making satisfactory progress in shape, space and measurement work, but have less secure ability to use a range of mental and written methods when working with number. Pupils' presentation of their work is satisfactory at Key Stage 1, but, by the end of Key

Stage 2, it is below the standard expected. Throughout the key stage, pupils with special educational needs are well supported and provided with well-targeted work that enables them to make good progress in the objectives set for them. Pupils with higher prior attainment are rarely appropriately challenged.

97. Pupils generally show positive attitudes to their learning, are eager to participate in lessons and listen appropriately to instructions. They concentrate well in order to complete tasks, although there are a few pupils at the end of Key Stage 2 who find this difficult. This was most evident when expectations were not made clear and time limits were not set for pupils to complete their work. Most pupils respond well to questions, work well both independently and co-operatively and take good care of resources. Behaviour is satisfactory in lessons and pupils have good relationships with their teachers and each other.

98. Teaching is sound throughout Key Stage 1 and is sound overall at Key Stage 2, with some good teaching seen in Year 3. Lessons in both key stages begin with good introductions and instructions are clear. The learning objectives and activities are clearly identified in planning. Work is appropriately chosen to match the needs and abilities of those with lower prior attainment, but is not always sufficiently challenging for the most able pupils. In the most effective examples, such as in a Year 3 lesson about odd and even numbers, the pace was brisk and there was a good balance between instruction, explanation and questioning. Work clearly distinguished challenge for pupils with differing prior attainment. In the less effective lessons, planning was brief and tasks did not challenge those with higher prior attainment.

99. All the teachers have introduced the numeracy hour and there is a good balance between class, group and individual work. Concluding sessions are used satisfactorily to consolidate what pupils have learnt. Throughout the school, pupils' work is marked and dated by the teacher, but there are insufficient comments to indicate the next stage of learning or target for improvement. Pupils receive a good level of oral feedback in lessons and appropriate praise is given. They are encouraged to learn tables for homework and this is appropriate. The setting of mathematics homework is at the discretion of individual teachers, resulting in a lack of consistency and progression across the school.

100. The proportion of time allocated to mathematics is appropriate. Co-ordination of the subject is satisfactory and the quality and quantity of resources available is good. Monitoring and evaluation of the subject has begun and areas for development have been identified. Further development of the subject in spring 2000 is indicated in the school development plan. The use of assessment to inform planning and teaching is not established. There are no clear procedures in place to ensure accurate teacher assessment or to develop the systematic analysis of data to inform target setting.

Science

101. In the National Curriculum assessments in 1999, pupils' attainment at the end of Key Stage 2 was below the national average. The proportion of pupils attaining higher than average results was below the national average. Taking the years 1996 to 1999 together, pupils' performance in science was close to the national average, showing a steady improvement over the period.

102. At the end of Key Stage 1 in 1999, teacher assessments show that the performance of pupils aged 7 was in line with the national average. Fewer than average numbers were assessed as performing at higher levels. Evidence gained from the inspection shows that attainment is broadly satisfactory and close to the national average at the end of both key stages, broadly reflecting the standards seen at the time of the last inspection.

103. At Key Stage 1, pupils can undertake simple investigations. They make predictions, create tables of results and are able to analyse some findings. For example, pupils can identify that jelly dissolves in warm water and that the temperature determines the speed at which it will dissolve. Pupils undertake experiments about the effect of heat on chocolate and are able to describe the results in terms of changes in shape and texture. By the end of the key stage, pupils can name major parts of the human body and of plants. Those with higher prior attainment can explain similarities and differences between materials and classify materials in various ways, using different criteria. Those with lower prior attainment can distinguish between materials, using terms such as hard and soft.

104. At Key Stage 2, younger pupils recognise and name a large number of parts of the human body, construct working models of the human skull and make comparisons with other similarly jointed parts of the body. Pupils investigate the need for a balanced diet in their work on humans as organisms. They know that white meats, fish, fruit and vegetables provide good nutritional value, but also recognise that diets must provide balance and need to include sugars and fats. Older pupils within Key Stage 2 are familiar with the forces and can provide many illustrations of forces in action. Very few pupils use scientific terms such as "motion" or "gravity" to support their explanations. By the end of Key Stage 2, pupils understand the relationship between the sun and earth. Those with higher prior attainment can explain the rotational cycle of the earth in relation to the sun and can suggest possible reasons for the moon being partially visible during daylight.

105. Progress is generally satisfactory, though opportunities are not always

created to challenge those with higher prior attainment, which results in some slow progress for this group. Younger pupils in Key Stage 2 make sound progress in exploring and investigating. They can make predictions, observe and measure and make appropriate records of their work. Pupils make sound progress in using evidence to draw conclusions and explain their work using appropriate scientific language. However, progress is unsatisfactory for some older pupils in Key Stage 2, where they adopt poor working methods and become easily distracted.

106. Pupils' attitudes towards their work are generally satisfactory, particularly in Key Stage 1 and in the early part of Key Stage 2. In these groups, pupils are actively involved in the task and work effectively both independently and co-operatively. These pupils enjoy science, are mostly enthusiastic and are well motivated by the tasks. Older pupils often work at a slow pace, do not sustain concentration and leave work incomplete. Some older pupils take little pride in the presentation of their work.

107. The quality of teaching is satisfactory overall, at both key stages. Teachers' knowledge and understanding is sound and planning is satisfactory. Teachers' expectations are sound overall in most classes, but are sometimes insufficiently high for some older pupils and for those with higher prior attainment. Teaching methods and the use of time and resources is satisfactory. The management of some pupils is not always effective. The marking of work is limited and lacks consistent use of constructive criticism. Homework is not set regularly or systematically.

108. Leadership and management are satisfactory. At the time of the inspection, the subject was being co-ordinated across the school by the Key Stage 1 co-ordinator, in the absence of the Key Stage 2 teacher who also has responsibility for the subject. There is a suitable policy for science, but the curriculum planning is complex, involving long-term plans, topic plans, weekly plans and daily plans where appropriate. The preparation of topic plans to determine the implementation of the programmes of study is produced independently by each teacher. These plans are not currently monitored to ensure continuity and progression. Whilst the topic plans do not consistently highlight assessment opportunities, pupils are given regular assessments using previous National Curriculum assessment tests. The Key Stage 1 science co-ordinator has led a comprehensive evaluation of provision to identify development areas for the subject, which has had insufficient development during recent years. These represent good developments. One aspect from the review, which has not as yet been fully implemented, is the need to involve the use of information technology in lessons. The range, quality and availability of resources for the teaching of science are good. The school accommodation is also good for the teaching of science.

.. **OTHER SUBJECTS OR COURSES**

.. **Information technology**

109. During the period of the inspection, little use was seen being made of computers in classrooms. The support for the subject using the information technology suite ensures that pupil progress is satisfactory by the end of Key Stage 1 and generally good throughout Key Stage 2. During the period of the inspection, it was not possible to observe any teaching of information technology in Key Stage 1. Some teaching of younger Key Stage 2 pupils was seen. This was undertaken by the headteacher. The scrutiny of pupils' work, displays around the school and discussion with both staff and pupils indicates that attainment is sound by the end of Key Stage 1 and good by the end of Key Stage 2.

110. At Key Stage 1, pupils can use the mouse and the cursor to move around the screen. Pupils are confident in the use of many aspects of the menu and they are able to highlight and change font size. Pupils can write a simple story, using the word processor and are able to use graphics. Many pupils are confident in this subject. By the end of Key Stage 2, many pupils are able to use spreadsheets to explore patterns and investigate the effects of changing aspects of them. Pupils can effectively combine information by cutting and pasting between applications such as a graphics program and a word processor.

111. Pupils show a keen interest in information technology. Their behaviour and attitude towards the subject is good. Many use their initiative to solve problems and are eager to progress. Significant amounts of work are completed and the presentation of work is of a good standard.

112. During the inspection, the headteacher was seen teaching younger Key Stage 2 groups of pupils. No other teaching was observed. The headteacher's teaching was good and aspects of it were very good. Good features included the planning and the effective use of the local authority's recording scheme. Expectations of pupils were high and the management of pupils was good. Very good use was made of support staff, particularly to support the progress of pupils with special education needs.

113. The co-ordination of the subject is being undertaken by the headteacher, during the absence of a member of staff. Her leadership is very good. The subject policy and scheme of work is satisfactory and is enhanced by the use of the recording scheme, the effective monitoring of the subject and support provided for members of staff.

114. The computer hardware is very good. There are clear plans in place to increase the level of software. The computers are used to provide training for members of the local community after the end of the school day. The school has

ambitious plans to further enhance provision by establishing an information technology suite, using external funding.

.. **Religious education**

115. At the end of both key stages, the standard of attainment in religious education is in line with the expectations of the Cumbrian agreed syllabus. Pupils have visited the different places of worship within their community and are able to talk knowledgeably about them. They can take part in moments of reflection and say the school prayer with reverence.

116. Pupils at Key Stage 1 know about Christian and Hindu festivals. They can name the major celebrations in the Christian calendar and retell the relevant bible stories in simple terms. Key Stage 2 pupils talk knowledgeably about Judaism and Hinduism and have visited a synagogue and a Hindu temple. They know and can name the major denominations within the Christian church.

117. Progress made by all pupils, including those with special educational needs, is satisfactory in the school. Pupils are acquiring an increasing understanding about different religions and the cultures associated with them. The attitude of pupils toward religious education is positive. They respond appropriately to questions in lessons and assemblies. Pupils listen carefully to their teachers and each other. They co-operate well when working.

118. The quality of teaching in the three lessons observed, ranged from satisfactory to good. Scrutiny of teachers' planning shows adherence to the long-term subject plan. Teachers used good questioning techniques to assess pupils' understanding. They provided a good range of quality artefacts such as rosary beads and Hindu divas, which were used appropriately to develop pupils' knowledge and to stimulate their thinking.

119. Co-ordination of the subject is good. The co-ordinator is very enthusiastic and is appropriately qualified and experienced to lead in the subject. She has developed a comprehensive, long-term plan, which identifies suitable areas of the agreed syllabus to be covered by each year group. Time has been given to monitoring and evaluation of the subject, with particular emphasis on the quality of teaching and learning in the classroom. There are no procedures in place for the assessment and recording of pupils' attainment and progress. Resources to support religious education are of good quality and range and effective storage arrangements allow for ease of access. There is a good supply of books in the library area to support this subject. The religious education curriculum contributes effectively to the school's general aims and especially to pupils' growing understanding of multicultural education.

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Art

120. Only one lesson was seen during the inspection. Evidence gained from the observation, the scrutiny of pupils' work, planning, displays and discussions with pupils and staff indicates that pupils make satisfactory progress in art throughout the school.

121. At Key Stage 1, pupils develop confidence in using a range of media and techniques. They develop satisfactory skills in paint mixing and drawing. Pupils in Year 1 know how to use a range of pencils to create line and shade. They use this knowledge effectively, producing some good results when making sketches of a torch. Pupils in Year 2 show good attention to detail in their observed work, such as in their pastel drawings of a variety of fruits. By the end of the key stage, they have sound understanding of a range of techniques and materials.

122. Pupils at Key Stage 2 continue to use a range of materials, including clay and textiles. They show developing control when handling media. For example, Year 3 pupils used a variety of pastels, oil and paint to good effect in their close observational work on kiwi fruit. Overall, pupils' drawings show a developing sense of proportion and perspective, but lack quality in tone and fine detail. Pupils sometimes use the skills they have learnt to good effect, when illustrating work in other subjects. For example, Year 5 pupils made good sketches of a Roman Villa in a recent history topic.

123. The progress of pupils, including those with special educational needs, is satisfactory overall. Over time, pupils experience a full range of media and are able to refine their artistic skills. They have enjoyed working with an artist in residence and have all contributed to a very effective mural depicting the history of the area.

124. The quality of displayed work is satisfactory, showing an appropriate selection of all pupils' work in informative ways, sometimes by using captions and appropriate questions. This enhances pupils' learning. Most of the work on display shows a degree of care. A significant minority of Key Stage 2 pupils show a lack of attention to small detail and their work is sometimes of an unsatisfactory quality.

125. In the one lesson observed during the inspection, the quality of teaching was good. Scrutiny of the long-term plan shows provision for a satisfactory range of experiences to develop pupils' knowledge and understanding. Teachers' planning mostly indicates broad learning intentions rather than specific learning objectives and assessment strategies are rarely included.

126. The co-ordinator is newly appointed to this role and is currently evaluating the provision for art. The curriculum guidelines for art are brief. The co-ordinator has appropriately identified the need to develop continuity and progression in the art curriculum, through the identification of skills. The co-ordinator has not been able to monitor the quality of teaching and learning in the classrooms, but is beginning to develop an informative portfolio of pupils' work. There is a good range of resources, including posters of the work of artists and the art of different cultures.

Design and technology

127. Few lessons were seen in design and technology, due to the organisation of the timetable. Evidence from the lessons seen, the scrutiny of pupils' work, displays, discussions with pupils and teachers' plans, show that pupils make sound progress in most aspects of the subject. By the end of Key Stage 2, pupils have made limited progress in disassembling and evaluating simple products and in using control to provide different types of movements.

128. Lessons were seen in Key Stage 2 during the week of the inspection, where pupils' work was related to their topic on the Romans. In Year 6, pupils showed good design and making skills, being able to make effective use of different sources of information to help in their designing. They could select appropriate materials, tools and techniques and evaluate their usefulness. Their knowledge of Roman buildings was enhanced in this activity, where pupils showed good understanding of the Forum, its site and ways in which it was constructed. Pupils also showed good appreciative skills, when discussing their preferences about mosaic designs.

129. In the mixed Year 4 and 5 class, pupils used templates to cut out cardboard parts for a Roman villa. There were limited opportunities provided for them to design or evaluate. Pupils followed instructions for making their products, using scissors and glue appropriately, but many had difficulty in collaborating successfully as members of a group. Pupils' response, overall, was unsatisfactory in this lesson and some safety concerns were noted.

130. No lessons were seen in Key Stage 1, though plans show that pupils have appropriate opportunities in designing and making. Younger pupils, for example, have designed and made vehicles, applying simple finishing techniques, such as painting, to produce some interesting results. Within their topics, pupils in Years 1 and 2 make a range of products, such as musical instruments and learn about food technology. Plans show that pupils have suitable opportunities to learn about structures and to use a range of materials.

131. The quality of teaching in the lessons seen varied. In Year 6, teaching

was effective, with good planning, management and organisation. Tasks appropriately challenged all pupils and the pace was brisk. Clear explanations and effective guidance were provided for all pupils, including those with lower prior attainment. Pupils were given clear responsibility, such as in making decisions about materials to be used, which was reflected in pupils' mature response and good behaviour. The unsatisfactory response in the second lesson observed largely reflected pupils' inability to work successfully together, but also the lack of suitable opportunities for pupils to take responsibility for their own designing, making and evaluating.

132. Design and technology is taught through topic work and teachers generally make good links between tasks provided and pupils' learning in other subjects. A good example of pupils' involvement in designing, making and refining their work was seen in the photographs showing how they contributed to producing the large ceramic murals displayed in the school's corridors. This depicts the past to the present day in Seascale, enhances the building and contributes well to pupils' knowledge and understanding of their location. There is appropriate guidance for the subject, which is used to inform planning. The development of skills for pupils with differing prior attainment across the school is less clearly identified in teachers' plans. Assessment is informal but is not used to inform future planning and teaching. Resources for the subject are good overall. The school has workbenches, tools and a range of construction equipment. The accommodation is good and is used effectively.

.. **Geography**

133. Only one lesson was seen in geography during the week of the inspection, due to the organisation of the timetable. Evidence gained from the scrutiny of pupils' work, discussions with pupils and teachers and from the scrutiny of teachers' plans, shows that pupils' progress in the subject is unsatisfactory overall. Pupils' knowledge and understanding of places, weather and rivers is unsatisfactory by the end of Key Stage 2. Few can locate their country on a map of Europe and the world, or recognise weather conditions in different parts of the world. They lack understanding of rivers and their effects on the landscape. Most pupils understand and use maps with some success, recognising the symbols and keys, but, by the end of Key Stage 2, they have little understanding of the use of co-ordinates and four figure grid references. Pupils with special educational needs make slow progress in their acquisition of appropriate geographical vocabulary.

134. Younger pupils are encouraged to look closely at their local area, such as when making visits to places such as the local library. They discuss their route and particular features seen during their walk and begin to recognise similarities and differences, for example, in their houses. At Key Stage 1, pupils show sound understanding of the use of different sources, such as aerial photographs,

to identify physical and human features. In the lesson observed, pupils in Year 1 could appropriately describe the different areas of the school, using the photograph as a reference. They used suitable language, such as “up, down, left and right” in their discussion. Pupils study their own immediate and a contrasting locality, learn how to make maps and study the environment in Key Stage 1.

135. In the lesson seen, pupils’ response was broadly satisfactory, though the lack of appropriate challenge for some pupils reflected slow progress, with pupils achieving minimum results in their set tasks. Year 6 pupils who discussed their prior learning with the inspector, showed interest in geography, but were uncertain about locations. Those with good understanding had personal interest in the subject and could explain features such as contour lines on maps and find places they had visited with their families. Most lacked secure mapping skills, with some being unable to locate their own country on a map of the world. Most pupils lacked understanding of rivers and their effects on the landscape and none knew terms such as “meanders, erosion and source”. Their knowledge of settlements was more secure, supported by their studies in history, such as where they have studied the reasons why invaders chose particular sites for their settlements. Pupils have a clear understanding of the effects of pollution on the environment by the end of Key Stage 2. The scrutiny of pupils’ work shows a general lack of care in presentation and marking, though regular, lacks constructive guidance for pupils on ways in which they might improve their work.

136. Overall, pupils’ progress is unsatisfactory, largely due to the lack of an appropriate programme. There is an overall plan for geography, which shows topics to be covered during the year. Teachers appropriately follow this guide, but planning does not clearly identify continuity and progression across the school. Suitably, the subject has been identified as a priority for development in the school’s development plan, to address the need for improved planning, which also takes into account pupils’ prior knowledge and understanding.

137. Resources for geography are good, overall. There are sufficient good quality books, maps and other equipment. Pupils have been involved in planning and establishing the school garden and are encouraged to take pride in their school environment.

.. **History**

138. Evidence gained from the scrutiny of work, teachers’ planning, displays of pupils’ work, discussions with staff and pupils and a small number of lesson observations shows that pupils’ progress is satisfactory overall at both key stages.

139. At Key Stage 1, pupils are given opportunities to look at the recent past,

which support the development of a sound sense of chronology. This takes place through the growth of their language and through activities such as identifying whether parents previously attended the school and developing questions to ask them about changes. Pupils also look at old photographs of the school and again identify change. They learn about famous people in history, such as Louis Braille and Guy Fawkes, considering and retelling their life stories, developing a sense of the passage of time. They are given good opportunities to identify different ways that the past is represented, through the use of photographs, meeting people, visiting museums and the use of film.

140. In Key Stage 2, pupils make satisfactory progress over time. Younger pupils within the key stage are able to describe the types of armour worn by a Roman soldier and provide a detailed account of the types of weapons and transport that were used. Older pupils are able to draw a timeline and illustrate the detail of the construction of a Roman road. Pupils with higher prior attainment can demonstrate that different sources provide differing views of the past. Pupils, including those with special educational needs, can gather information containing historical detail. Pupils design and make parts of Roman towns and villas. They undertake research into foods and develop a Roman menu.

141. Pupils, especially those in the younger classes, are interested in history. Pupils contribute with enthusiasm to discussion, though the quality and presentation of some written work is unsatisfactory. Those with higher prior attainment usually complete the work that is set, but the completion of work of some other groups is often unsatisfactory.

142. The quality of teaching in Key Stage 1 is good. It is satisfactory overall in Key Stage 2. Individual lesson planning seen during the inspection is good, but the scrutiny of work identifies that pupils' work is often not sufficiently well matched to pupils' differing prior attainment. Pupils are often given individual effective feedback in Key Stage 1. In Key Stage 2, marking is variable in quality. There is little evidence of evaluative marking to indicate to pupils what they need to do to make greater progress.

143. Subject leadership is satisfactory. There is a sound policy and scheme of work. Opportunities are created for pupils to visit places of interest, relevant to the topic being

undertaken. Teachers undertake topic planning individually, which does not support continuity and progression. The subject co-ordinator is aware of the need to monitor and evaluate the subject and the topic planning in particular, but is currently awaiting the date of the subject's planned review. There are only limited opportunities for pupils to use information technology within the history curriculum. Additional software has recently been purchased. The accommodation and the range and quality of resources is good. Members of the

local community have given many artefacts to the school.

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Music

144. Observation in classrooms, the scrutiny of pupils' work, discussions with staff and the observation of singing in assembly provide evidence that progress in both key stages is at least satisfactory. At Key Stage 1, pupils can control pitch and volume when playing untuned instruments. They are able to describe sounds and to link pitch and rhythm to the rhythm of a poem being read aloud. Pupils are able to select appropriate untuned instruments, relevant to a poem. By the end of Key Stage 1, pupils are able to clap in time and to a rhythm, in response to symbols representing musical notes.

145. Pupils in the early part of Key Stage 2 make good progress in using a range of instruments to create sounds that reflect the mood of a piece of writing. They can work cohesively as a group to compose and perform. By the end of the key stage, pupils are familiar with families of instruments and are able to name a range of individual instruments. They are given opportunities to listen to music being played and are able to identify and name individual instruments. Pupils' singing in assembly is good. However, not all pupils join in. Pupils sing tunefully and have a well-developed sense of pitch and tone. They can sing rounds with confidence.

146. Pupils' attitude towards their work is satisfactory. When motivated and effectively managed, pupils concentrate on the task and apply themselves with confidence and enjoyment. In these instances, they listen carefully to each other and are proud of their own performance. However, some older pupils are inclined to call out during lessons and behave in an immature way.

147. Teaching is always satisfactory and sometimes good. Good features include teachers planning and the use of time and resources. In a lesson observed, there was an effective warm-up session and good conclusion, where pupils listened to a piece of music and identified instruments that had been played during the lesson. Teachers' knowledge and understanding is often good.

148. The subject is effectively led by the co-ordinator. The policy and scheme of work are satisfactory and are to be reviewed later this term. Teachers undertake topic planning individually, which does not support continuity and progression. However, a commercial scheme supports continuity and progression in Key Stage 2. Provision is enhanced by additional music lessons for woodwind, violin and guitar. A recorder group led by a parent and a week's workshop held during the summer term for older pupils provides further experience for pupils. The co-ordinator has identified that there is no effective system for monitoring and recording the progress of pupils as they move through

the school. The accommodation is good. Resources are good in Key Stage 1. The adoption of a commercial scheme is a good development in Key Stage 2, but there is a lack of appropriate instruments.

Physical education

149. The physical education curriculum meets statutory requirements and covers gymnastics, dance, games skills, athletics and swimming. The sound standards attained in the previous inspection have been maintained in most aspects of physical education, except gymnastics, where standards attained are unsatisfactory by the end of Key Stage 2. The use of inappropriate pieces of apparatus for the ages and abilities of pupils results in a lack of progression in the development of skills and presents a health and safety risk for many pupils in Key Stage 1. With the exception of gymnastics, pupils make satisfactory progress. The progress of pupils with special educational needs is satisfactory and in line with their capabilities.

150. At Key Stage 1, younger pupils use space well when moving about the hall and are able to control their movements as they run, jump and balance. They show good interpretation of music, when perfecting their dance movements. Year 2 pupils demonstrate good skills with a ball, which they can successfully throw and catch, when working in pairs. Most of the pieces of large apparatus are set up by adults and are used by more than one year group. This results in reception class pupils using the same apparatus as older pupils in Key Stage 1. Some pieces of apparatus are too high for young children and the present organisation results in a lack of progression overall.

151. At Key Stage 2, pupils develop a satisfactory sequence of movements in a dance lesson and show an appropriate degree of refinement in their work. They show dexterity when using apparatus. The last inspection report stated that pupils should be allowed more time to evaluate their work and to refine their sequence of skills and this remains an area for development.

152. Pupils' attitudes to physical education are good. They participate enthusiastically and most apply themselves well in lessons in the spacious hall. They change appropriately for physical activities. Many pupils understand the importance of exercise as part of a healthy life style.

153. Overall, the teaching of physical education is satisfactory. In the lesson that was judged to be very good, planning included learning objectives, pupils' work was evaluated during the lesson, expectations were high and a brisk pace was maintained.

154. There is a satisfactory policy for the subject. Detailed schemes of work have been devised for games at Key Stage 2, but there is no overall scheme to

show continuity and progression between year groups or across key stages. Physical education is included for review in the school development plan for spring 2000, at which time the newly appointed subject co-ordinator will monitor and evaluate subject provision.

155. Whilst the accommodation and resources are good, the hall floor is sometimes insufficiently well cleaned and is unsatisfactory for pupils undertaking work without gym shoes. There is a satisfactory range of well attended, after school clubs. These activities, together with visits to a residential outdoor centre, effectively extend the range of curricular provision.

Swimming

156. The inspection of this school included a focused view of swimming. There is provision for swimming for pupils in Years 5 and 6, over a period of 18 weeks. Standards of attainment are good. In 1999, 80 per cent of pupils attained the minimum national expectation of swimming a distance of 25 metres by the time they left the school. Pupils make good progress in relation to their prior attainment as they develop and refine their swimming skills. The progress of pupils with special educational needs is good and is in line with their prior attainment.

157. Pupils enjoy swimming lessons. They listen carefully to instructions and adapt their movements to the teacher's requirements. They persevere and behave sensibly. Two qualified swimming instructors teach pupils. There is a competent lifeguard in attendance. The standard of instruction is good. The teachers have a vigilant, energetic approach and no time is wasted. They manage pupils well. They continually assess pupils' swimming techniques and teach ways of developing stroke and style. Pupils travel by bus to the leisure facility in nearby Egremont. The facilities for swimming are good. There is a 25 metre pool, which provides a good depth of water for diving purposes.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

158. Four inspectors carried out the inspection over a period of 14 inspector days. Sixty lessons, assemblies and group lessons were observed. Inspectors examined a representative sample of pupils' work from each year group and listened to pupils reading from their work and from their reading books. Registration periods were observed and school registers were scrutinised. Teachers' plans, policies, schemes of work and other documents, including the school development plan, were seen. Meetings were held with the headteacher, governors and staff. Before the inspection, a questionnaire was sent to all families and a meeting was held with 22 parents. Thirty-six parents responded to the questionnaire.

DATA AND INDICATORS

159. 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	133	6	36	9

Teachers and classes

Qualified teachers (YR – Y6)

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

7.5
17.7 : 1

Education support staff (YR – Y6)

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

5
73

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Primary schools

Average class size:

19

Financial data

Financial year:

1998/99

	£
Total Income	267,560
Total Expenditure	271,655
Expenditure per pupil	1,913
Balance brought forward from previous year	3,528
Balance carried forward to next year	- 567

PARENTAL SURVEY

Number of questionnaires sent out:

130

Number of questionnaires returned:

36

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	25	64	11	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	36	61	3	0	0
The school handles complaints from parents well	11	53	30	6	0
The school gives me a clear understanding of what is taught	17	58	8	17	0
The school keeps me well informed about my child(ren)'s progress	19	54	8	11	8
The school enables my child(ren) to achieve a good standard of work	17	58	14	11	0
The school encourages children to get involved in more than just their daily lessons	17	55	25	3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	17	44	22	11	6
The school's values and attitudes have a positive effect on my child(ren)	19	53	22	6	0

The school achieves high standards of good behaviour

My child(ren) like(s) school

14	44	25	17	0
44	42	8	6	0

Concerns were stated about standards of behaviour in some classes.

Homework provision was seen to be inconsistent across the school.

Parents expressed a desire for more information about what their children were learning and about the progress they were making.