

# INSPECTION REPORT

**Stoneraise Primary School**  
Carlisle

LEA area: Cumbria

Unique Reference Number: 112122  
Inspection Number: 186803

Headteacher: Mr Andrew Mason

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Reporting inspector: Sheila Pemberton  
20810

Dates of inspection: 4 - 6 October 1999

Under OFSTED contract number: 707113

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Durdar Carlisle Cumbria CA5 7AT
Telephone number:	01228 607803
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Appropriate authority:	Governing body
Name of chair of governors:	Roger Holliday
Date of previous inspection:	29 <sup>th</sup> January – 2 <sup>nd</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Sheila Pemberton, Rgl	English Design and technology Art Physical education	Attainment and progress Teaching Leadership and management
Trevor Smith Lay Inspector		Attendance Partnership with parents and the community Staffing, accommodation and learning resources The efficiency of the school Special educational needs Equal opportunities
George Halliday	Science History Geography Religious education	The curriculum and assessment Pupils' spiritual, moral, social and cultural development Attitudes, behaviour and personal development
Ann Sharpe	Mathematics Information technology Music Under-fives	Support, guidance and pupils' welfare

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## **MAIN FINDINGS**

### **What the school does well**

- Pupils' attainment is well above expectations and they make very good progress in English and science at Key Stage 2.
- The attitudes to learning, behaviour, relationships and personal development of most pupils are good.
- Over half of the teaching is good or better.
- The school's provision for social development is very good. It is good for their spiritual, moral and cultural development.
- The quality of information provided for parents and their involvement with their children's learning are good. Links with the local community are very good.
- The headteacher provides good leadership for the work of the school.

### **Where the school has weaknesses**

- I. Most pupils' attainment in information technology is below that expected at both key stages.
- II. The individual education plans of pupils with special educational needs lack the clear guidance needed to ensure that the work provided in class meets their needs.
- III. The school lacks systems to check the quality of teaching and learning.

**The school has more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection will be dealt with. The plan will be sent to all parents or guardians of pupils at the school.**

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

Following the last inspection, the headteacher and governors dealt effectively with most the issues raised at that time. Partnerships with parents have been maintained and strengthened. With the exception of information technology, the school now provides a much broader and more balanced curriculum than in 1996. Attention has been paid to the time allocated to subjects and appropriate emphasis is placed on literacy and numeracy. The presentation of pupils' work shows a marked improvement. Displays of their work and activities now provide an attractive place for learning. The building and grounds undergo continuous development to provide suitable facilities for all aspects of the school's work and daily life. The building is clean and decorated with care. The quality and quantity of books and other resources now meets most requirements for effective teaching and learning. Most importantly is the rise in pupils' attainments in national tests for eleven-year-olds in English and mathematics since 1996.

## Standards in subjects

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

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

The information in this table shows that in 1999, the percentage of pupils in Year 6 reaching the national average and above in English was well above that of all pupils both nationally and in similar schools. The percentage of pupils reaching the expected and higher level in mathematics was below that of 11-year-olds nationally and well below that of pupils in similar schools. When compared with the results of pupils nationally and those in similar schools in 1999, pupils' performance in science was above average. The results of National Curriculum tests at Key Stage 2 in 1999 show a slight improvement of eight per cent in English and an improvement of 40 per cent at a higher level than expected in science. The results of tests in mathematics show an apparent deterioration. This is not however the case. Only 67 per cent of pupils in Year 6 in 1999 took the test for mathematics, while 87 per cent took the tests for English and science. As a result, the school's figures for mathematics were distorted and are not a true reflection of pupils' overall performance. By the time they are in Year 6, pupils reach standards that are below expectations for their age in information technology. Pupils' attainment is in line with the expectations of the locally agreed syllabus for religious education. By time they are in Year 6, pupils' attainment is typical for their age in geography, history, music and physical education. It is above that of most 11-year-olds in art and design and technology.

## Quality of teaching

Teaching in	Under 5	5 – 7 years	7 – 11 years
English	Satisfactory	Satisfactory	Good
Mathematics	Satisfactory	Satisfactory	Good
Science	N / A	Satisfactory	Good
Information technology	Good	N / A	N / A
Religious education	Good	Satisfactory	Good
Other subjects	Good	Good	Good

The overall quality of teaching is mainly good and it has improved since the last inspection. Ten per cent of teaching is very good; 47 per cent is good and 43 per cent is satisfactory. Teaching is satisfactory in geography, history, music and physical education. In art and design and technology it is good.

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

· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Pupils' attitudes to learning, behaviour and relationships are mainly good.
Attendance	Above the national average. Most pupils arrive promptly for lessons.
Ethos*	The school has a strong, positive ethos, which gives good support to pupils' learning and personal development.
Leadership and management	The headteacher, supported by a capable team of teachers and conscientious governors, gives clear educational direction for the work of the school. There are no systems in place to check the quality of teaching and learning.
Curriculum	The planning and content of the curriculum are good with the exception of information technology. The school uses assessment effectively to plan the next stage of pupils' learning.
Children with special educational needs	Programmes of work for pupils with special educational needs lack clear guidance for their learning in class.
Spiritual, moral, social & cultural development	The school makes good provision for pupils' spiritual, moral and cultural development. Provision for their social development is very good.
Staffing, resources and accommodation	There are sufficient teachers and good numbers of support staff. The accommodation and resources for learning are satisfactory.
Value for money	In relation to standards reached, pupils' behaviour and the quality of education it provides the school gives good value for money.

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



## **The parents' views of the school**

### **What most parents like about the school**

- IV. They are pleased that they can play an active part in the life of the school.
- V. They find it easy to approach the school with questions or problems to do with their children.
- VI. They believe that the school achieves high standards of good behaviour.
- VII. They are pleased that their children like school.
- VIII. They are happy that their children are given opportunities to become involved in more than just their daily lessons.
- IX. Parents are satisfied with the standard of work reached by their children.
- X. They have a clear understanding about what their children are taught.

### **What some parents are not happy about**

Inspection findings confirm parents' views that there are many opportunities for them to become involved in the life of the school and that the headteacher and staff are very approachable. Parents are right to believe that much of the behaviour in school is good and that most pupils enjoy their time in school. Good information about what their children are taught and learn is available to parents. Inspectors agree with parents that pupils are provided with a good range of extra curricular activities. By the time that pupils leave the school their parents have good reason to be pleased with the high standards many pupils reach in English, mathematics and science.

· **KEY ISSUES FOR ACTION**

Governors, headteacher and staff should

raise pupils' attainment in information technology in both key stages by

- providing training to improve teachers' knowledge and understanding of the subject
- implementing a clear programme of work to ensure continuity and progression for pupils' learning
- organising the use of resources to ensure that best use is made of computers
- adding new software to the school's resources to support pupils' learning in other subjects through the use of information technology

*(Paragraphs 21, 31, 37 and 119 of the main report.)*

improve provision for pupils with special educational needs by

- producing individual education plans with clear targets and achievable objectives for learning
- linking curriculum planning more securely to pupils' specific needs
- providing additional support for younger pupils with physical disabilities and learning difficulties

*(Paragraphs 33, 39, 50 and 60 of the main report.)*

ensure that all pupils make equally strong progress throughout the school by

- checking the quality of teachers' planning
- examining all pupils' written work, and the level of pupils' reading at Key Stage 1 on a regular basis
- providing co-ordinators of subjects undergoing development to go into the classroom to check the quality of teaching and learning.

*(Paragraphs 61, 97, 109 and 118 of the main report.)*

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## INTRODUCTION

### - Characteristics of the school

1. Stoneraise Primary School is situated in an isolated rural area south of the city of Carlisle. It serves pupils from a range of family backgrounds who come from homes varying from inner city council owned and privately owned property and rural housing. The school is smaller than most primary schools with 102 pupils on roll. The percentage of pupils eligible for free school meals is similar to the national average. There are more pupils eligible, 11.5 per cent than at the time of the previous inspection, when the figure was 9.2 per cent. No pupils speak English as an additional language and all pupils are of white ethnic origin. There are fewer pupils with special educational needs, 17, than at the previous inspection in 1996 and seven have statements of their specific needs. Most pupils, 80 per cent, have experience of nurseries or playgroups before starting school. Children's attainment on entry is typical of most four-year-olds.
2. Governors have adopted the local education authority's policy for admitting children to the school. Sixteen children enter the reception class in the autumn term. Priority is given to children who are directed to the school by the local education authority. Next on the list of priorities are children in the area whose brothers or sisters already attend the school.
3. The year 2000 will see a focus on information technology throughout the school. The governors will maintain their commitment to good levels of staffing, the improvement of staff facilities and the creation of nursery provision.
4. The school aims to provide
  - an educational experience of the highest quality,
  - a solid foundation of skills and preparation for the next stage of education,
  - a challenging, lively and stimulating environment.
5. The school's main curricular targets for 1999 to 2000 are to
  - review current materials and needs for the literacy hour,
  - monitor and evaluate the success of the National Literacy Strategy,
  - introduce and to evaluate the National Numeracy Strategy,
  - provide sufficient resources for numeracy,
  - sponsor a millennium artist in residence,
  - improve provision for information technology,
  - introduce home/school agreements,
  - raise multi-cultural awareness.

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**6.**

## Key indicators

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

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

Year	Boys	Girls	Total
1999- (1998)	12(8)	4(10)	16(18 )

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

- <b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	8(7)	9(7)	12(6)
	Girls	3(9)	4(9)	4(10)
	Total	11(16)	13(16)	16(16)
Percentage at NC Level 2 or above	School	63(89)	81(89)	100(89)
	National	79(80)	83(81)	86(84)

- <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	10(7)	12(7)	12(8)
	Girls	4(9)	4(10)	4(10)
	Total	14(16)	16(17)	16(18)
Percentage at NC Level 2 or above	School	88(89)	100(94)	100(100)
	National	82(81)	86(85)	87(86)

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

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

Year	Boys	Girls	Total
1999- (1998)	12(6)	3(8)	15(14) )

- <b>National Curriculum Test Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10(3)	8(3)	10(4)
	Girls	3(8)	2(6)	3(8)
	Total	13(11)	10(9)	13(12)
Percentage at NC Level 4 or above	School	87(79)	60(64)	87(86)
	National	70(65)	69(59)	78(69)

- <b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5(3)	8(4)	5(6)
	Girls	2(7)	2(7)	2(8)
	Total	7(10)	10(11)	7(14)
Percentage at NC Level 4 or above	School	47(71)	47(79)	47(100)
	National	67(65)	69(65)	75(72)

- 7.

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

## Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised	School	5.9
	Absence	National comparative data	5.7
	Unauthorised	School	0
	Absence	National comparative data	0.5

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## 8. Exclusions

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

## 9. Quality of teaching

Percentage of teaching observed which is:		%
	Very good or better	10
	Satisfactory or better	100
	Less than satisfactory	0

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

### **- EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **- Attainment and progress**

10. On entry into the reception class, many children have experienced the socialising influences of local playgroups and their early attainments in reading, writing and mathematics, and most aspects of personal and social development are typical for their age. Their knowledge and understanding of the world and creative development are similar to those of most four-year-olds. The results of baseline assessments confirm that their attainments in these areas are typical for their age; most children make satisfactory progress towards the outcomes of learning for five-year-olds. They will soon be ready for work in the National Curriculum in some aspects of physical development.
11. The attainment of 11-year-olds in English has improved since the time of the last inspection in 1996. This was maintained in 1998 and 1999 when pupils' performance at the expected and higher levels was well above average. Standards in mathematics have been maintained since 1996 and were above average in 1998. The results of the 1999 tests show an apparent deterioration. This is not, however, the case. Only 67 per cent of pupils in Year 6 took the test for mathematics in 1999, while 87 per cent took the tests for English and science. As a result, the published figures for mathematics in this small school were distorted and are not a true reflection of all pupils' performance. The results of national tests in 1999 show a slight improvement of eight per cent in English and a marked improvement in science with 40 per cent of pupils reaching the higher level 5. When compared with similar schools, pupils' performance in English was well above average in 1999. It was well below average in mathematics and above the national result in science. The small number of pupils taking National Curriculum tests since 1996 makes comparisons about trends in attainment unreliable as illustrated by the results of tests in mathematics in 1999. From the three years 1996 to 1998, girls did better than boys in English, mathematics and science.
12. When the results of national tests for seven-year-olds are compared with all schools in 1999, pupils' performance in reading was well below the national average and below average in writing. Standards in mathematics in 1999 were very high. As at Key Stage 2, the school's overall performance in reading, writing and mathematics was influenced by the percentage of pupils who took the national tests. Only 69 per cent of the 16 pupils in Year 2 were present for the reading test, 81 per cent for writing and 100 per cent for mathematics. The absence of five pupils for reading and three for writing creates uncertainty about the accuracy of the school's overall performance in these subjects when compared with the results of tests for mathematics, which were taken by all pupils. Over the three years 1996 to 1998 together, pupils' performance in reading was below average. It was average in mathematics and above average in writing. In teachers' assessments of science in 1999, attainment at the national average was very high. When compared with the results of similar schools in 1999, results were well below average in reading, below average in writing and very high in mathematics.
13. Trends in attainment over the three years 1996 to 1998 together are as unreliable at Key Stage 1 as at Key Stage 2 when judging the long-term effectiveness of the school. During this period both boys and girls performed below the national average in



reading at the age of seven. Girls performed better than boys in writing and mathematics. In national tests in 1999, attainment in writing deteriorated as no pupils reached level 3 and more pupils than previously attained at level 1. More pupils than in 1998 reached level 3 in reading comprehension. The same percentage as in writing, 19 per cent, reached the lower level 1 in the reading task. Although all pupils reached the level expected for their age in mathematics and most pupils reached level 2 in science in 1999, there was very little attainment at a higher level and this represents a fall in the attainment of more able pupils.

14. Inspection findings confirm that attainment in English at the expected and higher level is well above average in Year 6 and shows a marked improvement since the last inspection. Most pupils throughout the school have high levels of confidence in speaking and listening. Higher and average attaining pupils in Year 6 are confident, fluent readers who read at a level above that expected for their age. Pupils with special educational needs read with reasonable accuracy at a level just below expectations for their age. Higher attaining pupils in Year 2 read accurately and use a range of strategies to make sense of new words. Average attaining pupils read simple texts that provide little challenge for their ability. The very few pupils with special educational needs know most words in very simple texts. They lack strategies to make sense of new words. Both high and average attainers in Year 6 spell and punctuate their writing with good levels of accuracy. The spellings and punctuation of pupils with special educational needs are less accurate and are more dependent on the support of adults. Most pupils' writing in Year 2 is in line to reach the expected level at the end of the key stage. More pupils than in 1999 are working towards a higher level.
15. Most pupils in Year 6 are at the expected level of attainment in mathematics and a significant number are reaching a higher level. This inspection finding represents an improvement since the last inspection when attainment was average. It also gives a more accurate picture of attainment than indicated by the results of national tests in 1999, when a third of the class were absent from school at the time of the test. Most pupils use the language of mathematics confidently and mathematical equipment accurately. They find patterns and add, subtract, multiply and divide larger numbers. Higher attainers convert fractions to decimals and percentages and understand square numbers. Pupils with special educational needs work confidently at a level below expectations for their age. The attainment of most pupils in Year 2 is at the level expected for their age, and has been maintained since the last inspection. Most pupils add and subtract to 20 accurately. Higher attaining pupils understand numbers to at least 100. Most pupils use and record numbers in a variety of ways and use mathematical language with understanding.
16. Most pupils in Year 6 have good knowledge and understanding of science. Average and higher attaining pupils plan fair tests then predict, record and analyse results accurately. They write detailed accounts and use tables, charts and graphs effectively to record their investigations. Most lower attaining pupils achieve less accuracy in predicting and measuring. By the age of seven, pupils have satisfactory knowledge and understanding of scientific facts in all relevant aspects of the subject.
17. Progress in English has improved since 1996 in Key Stage 2, where it is now good in Years 3 and 4, and very good in Years 5 and 6. It remains steady in Key Stage 1. The low level of challenge in the books they read limits the progress of average attaining pupils in Year 2. Parents who read with their children at home support pupils' progress in Key Stage 1. Steady progress in writing is supported by suitable emphasis on spelling and punctuation. The progress of younger pupils with special educational

needs is limited by lack of additional support for their needs. The lack of clear objectives in individual education plans limits the progress of pupils with special educational needs in reading and writing. Continuing emphasis on grammar, spelling and punctuation supports good progress in Years 3 and 4. Very good progress in Years 5 and 6 is a direct result of high quality teaching.

18. Pupils in Key Stage 2 make good progress in mathematics. They work with increasingly larger numbers, and calculate with greater speed and accuracy. Good progress is evident as pupils apply their understanding of numbers to topics ranging from money and shape, to measurement, fractions and decimals. Pupils' use of mathematical language widens at a good pace. The progress of higher attaining pupils and pupils with special educational needs slows when the work fails to meet their needs. The progress of pupils with special educational needs is limited because their individual education plans lack clear details of what they need to do to improve their learning. Progress in mathematics is satisfactory in Key Stage 1 as pupils build on their knowledge of mathematical topics and language and the use of mathematical language. The progress of higher attaining pupils lacks challenge to extend their thinking. Pupils with special educational needs make satisfactory progress with additional support.
19. Pupils in Key Stage 1 make satisfactory progress in acquiring scientific knowledge and carrying out simple tests and making simple observations. By the time they are 11, pupils make very good progress in using investigations to increase their understanding of scientific ideas. They improve their observations through regular practice and record and present information with increasing accuracy. Older pupils learn to select their own equipment and most work without support.
20. The curriculum provides opportunities for pupils to use their learning in literacy and numeracy in other subjects, particularly in Key Stage 2. Older pupils write poems on the computer. Little use is made of information technology in English, mathematics and science. They label maps and use atlases to carry out research in geography and write detailed accounts of scientific investigations. Pupils read about and record aspects of the lives of famous people in history. In art, pupils measure shape with compasses and protractors. In science and design and technology, pupils use measures to produce accurate results. They record their findings in tables, charts and graphs.
21. Attainment in information technology is below that typical of 11-year-olds and many pupils make unsatisfactory progress in learning its different applications. This results from the use, until recently, of outdated equipment, some teachers' lack of knowledge of the subject and of a clear programme to support pupils' learning. Higher attaining pupils gain many of their skills from home. Attainment in religious education is in line with the requirements of the locally Agreed Syllabus and all pupils make satisfactory progress in understanding the similarities and differences between religions and the fundamental beliefs of the Christian tradition.
22. In Year 6, standards in art are typical for pupils' age. Recent work in art shows signs of higher standards than at the time of the last inspection. This results when a teacher with good ability in the subject teaches pupils in different year groups. A strength of the subject lies in the work that pupils of different ability throughout the school produce in different media and dimensions. Progress in art is good at Key Stage 1 and satisfactory at Key Stage 2. Standards in design and technology have risen since the last inspection and most pupils in both key stages produce work above that typical

for their age. Progress in design and technology is good and results from its close links with other subjects and the provision of work that provides opportunities to design and produce realistic working models.

23. By the time they are 11, all pupils, including those with special educational needs, attain standards in geography and history that are typical for their age and their progress is satisfactory. The school has maintained these standards since the time of the last inspection. In geography, pupils demonstrate satisfactory knowledge and understanding of their locality and the places they study. In history, they are aware of the feelings and experiences of people from different eras.

24.

Pupils reach standards in music that are typical for their age and which have been maintained since the last inspection. In Year 6, all pupils perform a suitable range of songs tunefully and have good awareness of one another's performances when playing percussion instruments. Pupils at both key stages make satisfactory progress in music through effective programmes of work. Most pupils reach standards that are typical for their age and make satisfactory progress in physical education. These standards have been maintained since the time of the previous inspection. Pupils make satisfactory progress in physical education, although progress is strong in gymnastics when a teacher with expertise in the subject works with pupils in Key Stage 1. Pupils in Years 5 and 6 make progress in swimming and gymnastics when using the facilities of a local secondary school.

- **Attitudes, behaviour and personal development**

25. As at the time of the last inspection, pupils' attitudes, behaviour and relationships have a good effect on their personal development and the standards they attain. The school is well placed to maintain this positive situation in the future.
26. Children under five who joined the school very recently have already settled into the routines of school life, such as attending assembly, taking part in physical education and eating their dinners at school. Their behaviour is good, and they are on track to attain expectations for their age in personal and social development by the time they are five-years-old. Most pupils in both key stages come to school happily and enjoy their work and play. They usually listen attentively to explanations and instructions from their teachers and try hard to complete the work they are given. Most pupils work with good levels of concentration, persevere with challenging activities and behave well in lessons. A few pupils in Years 3 and 4 get involved in low-level disruptive behaviour that is checked regularly by their teacher.
27. Pupils throughout the school know the school's golden rule about good behaviour and try hard to follow it; the positive views of parents about pupils' behaviour are largely confirmed. Pupils are courteous towards adults in school, visitors and to one another. They take good care of resources, such as books and computers, and of their own equipment. Some pupils take considerable pride in their handwriting and the presentation of their work. All pupils, including those with special educational needs, work well together when this is required, often helping each other with tasks. For example, pupils in Years 5 and 6 who are skilled in the use of computers help others to gain essential skills at break and dinner times. Pupils are happy to take turns with playground equipment and when using the outdoor hard surfaced area to play ball games.
28. Pupils of all ages and ability show respect for the feelings of others, particularly during *circle time*, where they feel secure and confident to express their views and beliefs. Girls and boys work and play together with good levels of co-operation. They enjoy taking responsibility, and accept it in increasing amounts as they grow older. Pupils in Years 5 and 6 share a host of daily responsibilities, such as distributing milk and managing the audio system for assemblies. They have job descriptions that explain their duties. All pupils complete homework of varying kinds and take their reading books home. The oldest pupils complete very regular homework in many subjects. Pupils collect for several charities and take part in a local quiz and an environmental project. In Years 5 and 6, pupils gain confidence from two residential visits, and enjoy taking part in annual musical productions.

- **Attendance**

29. Attendance is slightly above the average for primary schools nationally, and has remained at this level since the last inspection. Unauthorised absence is negligible. Lateness is not a problem. Most pupils arrive on time and settle promptly to work at the start of lessons.

- **QUALITY OF EDUCATION PROVIDED**

- **Teaching**

30. The overall quality of teaching is mainly good and it has improved since the last inspection. Ten per cent of teaching is very good; 47 per cent is good and 43 per cent is satisfactory.
31. Teachers have good knowledge and understanding of most subjects of the curriculum. Some teachers lack skill in information technology. Through recent training for the implementation of the National Literacy Strategy teachers' expertise in English has increased since the last inspection. They use the framework of the literacy hour successfully to teach the basic skills of reading and writing. Teachers are now beginning to implement the National Numeracy Strategy with the intention of achieving improvements to attainment in mathematics. Teachers of children under five place suitable emphasis on personal and social development, language and literacy and mathematics. They provide a secure and caring background for learning to take place and the good relationships necessary for parents to become involved in their children's learning.
32. Teachers' expectations that pupils will do their best are evident at both key stages. They are particularly clear in science, where they build on very good relationships with pupils and incorporate probing questioning that extends their thinking. In religious education, expectations of older pupils' ability to explain their feelings in *circle time* gave them a chance to talk about their experiences during a time set aside for reflection. In some lessons in mathematics at both key stages, parts of the work lack challenge for more able pupils and limit their progress. At the same time, the progress of lower attaining pupils slows when the work is too difficult. The books teachers provide for average attaining readers in Key Stage 1 are too easy for pupils to progress at a suitable pace.
33. Planning at Key Stages 1 and 2 is mostly good. For children under five in the reception class, planning is satisfactory although too few opportunities are provided for children to select their own materials or to take responsibility for their own learning. In information technology, planning is variable. It lacks clear guidance for the teaching of essential skills although it sometimes links information technology to work in other subjects. Teachers' planning extends pupils' learning when it establishes links between different subjects. In Years 5 and 6, for example, dance and drama developed pupils' work in history on the Aztec civilisation. Links between science and design and technology allowed pupils in Year 2 to increase their understanding of electricity. When daily planning contains clear objectives which are shared with pupils, it provides them with a helpful framework for what they are expected to learn. Most planning contains work to meet the needs of pupils of different ability. Planning for

individual pupils with special educational needs is not precise enough to improve their learning.

34.

The organisation of pupils' learning is particularly strong in classes containing pupils of different age and ability. It is good in English, when teachers in Years 2, 3, 4, 5 and 6 share the teaching of pupils at different stages of learning. For example, pupils with special educational needs in Years 3 and 4 benefit from working in small groups to improve their spelling and punctuation. They work with pupils in Year 2 in the literacy hour. A good blend of direct teaching combined with opportunities for pupils to work individually and in groups maintains pupils' interest in the work and provides them with a variety of ways of approaching new learning. Teachers make good use of the skills of able pupils in physical education when they ask pupils to provide examples of their work for the whole class. An example of this was seen in dance, when the performance of several groups and individuals helped other pupils to improve their own performances.

35. Firm control of pupils' behaviour is apparent in teaching throughout the school. From the time that children join the reception class, teachers establish the school's expectations of suitable and sensible behaviour. As a result, a good atmosphere for learning allows pupils to make best use of the time available for lessons. In lessons where unsatisfactory behaviour takes place, teachers deal with it as it arises and continue to maintain control of the lesson. Teachers use the specialist skills of colleagues effectively to raise attainment in subjects such as music, art and physical education. They value the work of parents, governors and other adults who support the quality of teaching and learning both in the classroom and outside school. The equipment available for gymnastics is extended when teachers take advantage of the opportunity provided to use the pool and hall at a local secondary school. Computers are not used frequently enough to raise attainment in information technology. Since the appointment of an additional member of staff, teachers are not always using the time allocated to non-teaching classroom assistants in an organised way, or for the greatest benefit to pupils' learning.
36. Day-to day assessments of pupils' learning are satisfactory at Key Stage 1 and good at Key Stage 2. In Years 5 and 6, observations of attainment, questioning and the marking of written work are used with particular effectiveness to plan the next stage of learning. From their earliest days in school, teachers involve parents in their children's learning. They provide homework in research, reading, spelling, mathematics and other subjects to positive effect on pupils' work in school.

- **The curriculum and assessment**

37. The school provides a broad and balanced curriculum, which effectively promotes pupils' intellectual, physical and moral development in all subjects except information technology. Until recently, no effective scheme of work was in place to satisfy statutory requirements for information technology. Too little time is allocated to raise standards in the subject. Health, drugs and sex education are integrated with the school's programme for personal and social education and science. Religious education is based on the locally Agreed Syllabus. The additional emphasis placed on English results in high standards by the end of Key Stage 2. The curriculum in the reception class takes satisfactory account of the needs of four-year-olds. It is based on a suitable mixture of the subjects of the National Curriculum and the recommended areas of learning for children under five and gives children a secure foundation and satisfactory preparation for work in Key Stage 1. There is no planned outdoor curriculum for the benefit of children under five.
38. By the time they are 11, pupils are well-prepared for the next stage of education. The

school has introduced the National Literacy Strategy effectively and this has already made a positive impact on pupils' attainment. The implementation of the National Numeracy Strategy is presently taking place. Wide ranging visits to places of educational interest, extend the opportunities for pupils to develop their knowledge, understanding and skills in subjects such as art and design and technology. Residential visits provide pupils with experience of fieldwork in geography and history. After-school activities, including coaching and sporting events with other schools, music and training in cycling proficiency effectively broaden the curriculum and contribute to pupils' personal and social development.

39. Through its policies and planning, the school does its best to ensure that pupils have equal opportunities to learn and make progress. However, some aspects of its provision for pupils with special educational needs are unsatisfactory. The school has a suitable range of strategies to identify pupils with special educational needs and systems for assessing their progress. It implements the Code of Practice and meets statutory requirements for pupils who carry statements of their specific needs. The individual education plans of other pupils with special educational needs do not identify specific targets for learning or contain clear direction for teachers' planning. Little additional support is provided for younger pupils with special educational needs. As a result, pupils' progress is satisfactory in subjects such as English and science where other pupils make very good progress.
40. Curricular planning is satisfactory. Long-term planning ensures that all subjects of the curriculum and religious education are covered in suitable depth. As a result of recent national guidance, helpful schemes of work for all subjects are at different stages of modification. A coherent scheme of work for information technology is in place to improve pupils' attainment and progression in what is taught. Short-term planning includes targets for learning and challenging activities for most pupils and details of how the work is organised. The school takes care to ensure that pupils of different age and ability in the same class cover different aspects of the work in all subjects over a period of two years. This allows pupils to make progress by not carrying out identical work for a second time.
41. The school has satisfactory procedures for assessing pupils' attainment. Children are tested on entry to the reception class to find out what they already know and to provide work to meet their needs. The marking of pupils' work has improved since the last inspection. It provides useful information for teachers to ensure that pupils' needs are met and gives pupils a good basis to improve their learning. Collections of the work of individual pupils provide useful evidence of what they have achieved. A wide range of tests is used throughout the school. Information from regular tests in English and mathematics is recorded and used satisfactorily to plan the next step of pupils' learning in Key Stage 1. In Years 5 and 6, the good use of information from assessment contributes to pupils' progress. The results of national tests are analysed with care and used to set new targets for learning and to modify programmes of work in English, mathematics and science.
42. The curriculum has improved since the last inspection and the quality of assessment has been maintained. With the introduction of the National Numeracy Strategy, connection to the National Grid for Learning and the implementation of new schemes of work, the school has good capacity to continue the development of the curriculum and to improve the quality of assessment.



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

43. The school makes good provision for pupils' spiritual, moral and cultural development and very good provision for their social development.
44. Good provision for pupils' spiritual development has been maintained since the last inspection. In some acts of collective worship, time is made for quiet prayer and reflection so that by the time they are in Years 5 and 6 pupils reflect on the personal qualities that make them what they are and *affirm* their friendships. Opportunities are planned for the development of spirituality in the curriculum. This is most strongly evident in religious education where, for example, pupils in Year 5 and Year 6 meditate and reflect upon prayer in Christianity and Buddhism. In poetry and prose they describe their inner feelings; for instance, one older pupil wrote, *Stoneraise children are as happy as the sun shining at night*.
45. The school continues to make good provision for pupils' moral development. Teachers promote a strong moral code. They provide very clear guidelines for acceptable behaviour and caring attitudes. Pupils are taught the difference between right and wrong from the earliest age and are expected to behave well and to respect others. As they progress through the school, pupils have the opportunity to consider wider moral and ethical issues. This takes place through a comprehensive programme for their personal and social development and as they study issues of conservation and pollution. The school provides a welcoming and caring environment in which good relationships are developed and all are respected and valued. Its aim to educate pupils in a caring community is an important part of their education. Parents agree that the school promotes positive attitudes and values.
46. The school's provision for pupils' social development has improved since the last inspection and is now very good. Extra-curricular activities and sport encourage pupils to work and play together. Older pupils take part in residential visits and all pupils take part in visits that support their work in school. Pupils become involved in local projects, such as those offered at the Environmental Agency at Penrith. Good manners and sociability are encouraged in class, in the dining hall and at play. Good relationships are a strong feature of the school. Teachers encourage pupils to work together in groups or pairs to develop their social skills. Pupils listen with care to the views of others. They are taught to understand the difference between rights and responsibilities. For instance, teachers in Year 2 ensure that pupils understand their duties as monitors. This is extended in Years 5 and 6 where pupils are provided with written job descriptions. The school's house system and house captains contribute effectively to social development. Pupils actively support charities such as the local hospice, the NSPCC, Shelter and Children in Crisis and send aid to people in Kosovo. They are encouraged to develop an understanding of citizenship. Recently, the school gained a *Good Citizenship Award* through its contribution to the environment through a *Children's Parliament*. Very good links with the community make a strong contribution to pupils' social development.
47. The school maintains its good approach to pupils' cultural development. Pupils have many opportunities in subjects such as art, history, geography, English, music and religious education to learn of different cultures and civilisations past and present. The school promotes interest in good-quality children's literature and takes part in National Poetry Day and World Book Day. Older pupils make an annual visit to a Shakespearean production, as well as presenting their own musical dramas. Pupils visit museums, churches, history and painting workshops and the school invites an

artist to provide inspiration for work in school. Other faiths are studied in religious education and school arranges occasional visits from, for instance, a Ghanaian cookery expert and a Pakistani headteacher from the Himalayas to demonstrate similarities and differences between cultures.

48. The school has good capacity, through the implementation of its aims and curriculum planning, to maintain and extend aspects of pupils' spiritual, moral, social and cultural development.

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

49. The school's procedures for the support, guidance and welfare of pupils are satisfactory overall. Staff and governors take this area of their work seriously and ensure that this aspect of the school's provision makes a sound contribution to pupils' attainment and progress. Pupils are secure and happy in their work and play, and all adults work well together to provide a safe and caring school. Almost all parents believe that their children like coming to school. They find it easy to approach staff with concerns about their children. The school's good relationships with parents ensure that everyone works together to the advantage of pupils. Arrangements for children under five to start school are sensitive, and ensure that children soon feel comfortable about leaving their parents.
50. Pupils' academic and personal progress are checked with care, so that concerns can be spotted and dealt with. The difficulties experienced by pupils with special educational needs are identified early and action is taken to address these through the school's procedures. This action is not always as effective as it might be, however, because the individual education plans of pupils with special educational needs are not clear enough about what pupils should do to make better progress. The attainment and progress of all pupils are assessed and recorded regularly and in a variety of ways. Teachers know their pupils well, and keep brief records of personal development to report to parents.
51. The school makes good provision to promote positive behaviour. Weekly reward assemblies encourage pupils to take pride in themselves. The school's behaviour policy includes *circle time*, which provides pupils with a secure situation to talk about their ideas and concerns. It also helps teachers to find out more about how their pupils are getting on together both in class and outdoors. The yellow card system and the school's golden rule provide a good basis for pupils to understand how to behave towards each other. The behaviour policy includes guidance about dealing with bullying, and pupils are taught that this is not acceptable. Provision for outdoor play is good; the play equipment, playground markings, seating and tree-shaded areas all help pupils to learn to play together safely and amicably.
52. The school takes effective measures to improve pupils' attendance and punctuality. Teachers make regular checks and when concerns arise, parents are consulted. If problems persist, an educational social worker provides support to families. The headteacher is keen to encourage parents not to take their children out of school needlessly, and notifies them well in advance of the dates of events such as national tests to avoid absence for family holidays during school time. Contact is made with parents who fail to supply reasons for their children's absence from school. Teachers ensure that registration is completed quickly and that lessons begin on time. Overall, provision has a good effect on pupils' attainment and progress.

53. The school's arrangements ensure that teachers understand their responsibilities for child protection. A designated teacher has been appointed and trained, and teachers know what to do if they have any concerns. The school has adopted the local education authority's procedures, but although an outline policy for child protection is available, staff and governors have not yet agreed it. Issues relating to first aid and health and safety are dealt with appropriately, for example, all electrical equipment has been tested recently for safety.
54. All of the issues reported at the time of the last inspection, including essential improvements to the school's arrangements for visitors, toilet facilities for girls and standards of cleanliness and decoration to the building have been addressed successfully. Judging from the effective way in which these issues have been tackled, the school is in a good position to continue to improve its provision for pupils' welfare and its procedures for their support and guidance.

- **Partnership with parents and the community**

55. Good links have been maintained with parents since the last inspection. They feel welcome in school and a significant number of them help regularly in class, where they are well-organised and their skills are used effectively. Many parents accompany pupils on educational visits, and often make their own transport available for these occasions. They willingly provide help in school whenever any minor repair work is required. Parents actively support their children's learning at home, and indicate that they appreciate the amount and balance of homework set. The school has produced a clear home-school agreement and sent it to parents. The Friends' Association remains active and gives very generous support to the school in a number of ways. Recently, for example, it has paid for an artist in residence to work with pupils making ceramic tiles to celebrate the Millennium.
56. Communications with parents are good. They are kept well-informed about life in the school through newsletters and other correspondence, and also receive some information from teachers about the work done in class. Parents are satisfied with the information they receive about their children's progress. Written annual reports are good. They indicate the progress pupils make, set realistic targets for improvement and provide opportunities for pupils and parents to make their own comments. At other times, parents find teachers very approachable if they have any worries or concerns, and consider that matters raised are handled well. The prospectus is satisfactory. Parents of pupils with special educational needs are kept informed about issues concerning their children and are invited to review meetings.
57. Very good links with the local community continue to have a beneficial impact on pupils' learning. Educational visits to places of interest and visitors to the school, such as ethnic storytellers and theatre groups, support pupils' work and provide them with first-hand experiences. An annual residential visit to the Eden Valley, performances in the parish, and involvement with senior citizens make significant contributions to pupils' personal development. Contacts with the Road Safety Department produce valuable tuition in cycling proficiency and pupils enjoy taking part in a police football tournament. Generous support for charity and close links with a local hospice greatly enhance pupils' awareness of the needs of others. Business links are good. Recently, pupils designed a display case and outdoor benches through links with a local training board. Several local firms have added to the school's resources by providing help with

the purchase of computers and other electrical equipment. Pupils gain knowledge of the world of work when they visit farms and businesses, such as a local textile company. Arrangements for transferring pupils to the secondary school are strengthened through regular use of its sporting facilities.

- **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

- **Leadership and management**

58. Since the last inspection, the headteacher has continued to provide good leadership and clear educational direction for the work of the school. Apart from a few hours each week, the headteacher teaches full-time. This allows little opportunity for him to carry out his managerial role and has defined his approach to leadership. As a result of the headteacher's classroom responsibilities he initiates and shares responsibility for curriculum development with colleagues. He tackles his heavy workload in a calm and organised way and spends many hours outside school time working for the benefit of the school. Although teachers have individual responsibilities for the curriculum, there are too few teachers in the school to provide effective leadership for all subjects at the same time. As a result, all developments are subject to corporate decision-making and all members of staff are involved closely in improving educational standards and the quality of provision. A particular strength of leadership in this small school lies in the high quality of teaching in Years 5 and 6 for which the headteacher is responsible and which has a marked effect on pupils' progress. In his role as a teacher, the headteacher gains first-hand experience of all new educational initiatives which places him in a strong position to support colleagues in their work and to set realistic targets for future development.
59. The school benefits from the interest and work of a conscientious and well-informed body of governors. The governing body has undergone recent significant changes to its membership. Governors are involved closely with the formation of a new management plan. This plan replaces the school development plan and involves both governors and staff in its implementation. The management plan takes the same wide-ranging brief as the development plan in identifying and prioritising areas for development. It is linked more clearly to the school's budget and provides a good mechanism for securing change. The management plan is a much more considered document than the development plan. From the details it contains of clear programmes and targets to implement national and school-based priorities and methods to evaluate their effectiveness, it places the school in a good position to strengthen its provision.
60. The headteacher, co-ordinator and governor with responsibility for special educational needs ensure that the requirements of the Code of Practice are met. While the school is implementing new national programmes for pupils with difficulties in reading and writing, the objectives of pupils' individual education plans lack sufficient clarity to improve the learning of all pupils with special educational needs.
61. Support for teaching lies mainly in the training teachers undertake to increase their understanding of National Literacy and Numeracy Strategies. This is discussed and shared by staff for the benefit of pupils' learning in English and mathematics. No systems exist to check the effectiveness of curricular initiatives, or of teaching and its impact on learning in the classroom. As a result, although the headteacher and governors know that the pace of pupils' progress is uneven throughout the school, they are unsure of the precise cause of variations to the rate at which pupils learn.
62. Following the last inspection, the headteacher and governors produced a brief but thorough action plan, which dealt effectively with the seven issues raised at that time. Effective partnerships with parents have been maintained and strengthened through their appreciation of the school's aims, values and policies. With the exception of

information technology, the school now provides a much broader and more balanced curriculum than in 1996 and the time allocated to subjects places appropriate emphasis on literacy and numeracy. The display of pupils' work now provides an attractive background for learning. Pupils' work in their exercise books shows a marked improvement from the drafted work evident in their jotters. The school's accommodation undergoes continuous modification and development to provide suitable facilities for all aspects of its work and daily life. The building is clean and decorated with care. The quality and quantity of books and other resources now meets requirements for effective teaching and learning.

63. The school's agreed aims, values and policies provide an effective framework for high attainment. Parents believe that the school's aims, values and policies have a marked effect on their children's learning and personal development. The very good progress made by the time many pupils are 11, and very good provision for social development, are reflected in the school's positive ethos for learning. Similarly, pupils' good attitudes to learning, which are founded on good relationships, add strength to the school's ethos, as does the school's commitment to equality of opportunity. The governing body fulfils its statutory responsibilities.

- **Staffing, accommodation and learning resources**

64. The school is well-staffed to meet the needs of the planned curriculum. Teachers are suitably qualified and there is a good balance of experience and expertise in all subjects with the exception of information technology. Non-teaching support assistants are generous in number, appropriately qualified and make a satisfactory contribution to the work of the school. The school secretary, who also provides support for pupils with special educational needs, the cleaner-in-charge, midday supervisors and cleaners all make a valuable contribution to the quality of education provided.
65. Appraisal has been suspended until new national guidelines are introduced. Staff development is linked mainly to priorities in the school's management plan. Suitable arrangements are in place for the induction of new staff and are used effectively. Job descriptions are brief but to the point and are reviewed at regular intervals.
66. Accommodation, which was raised as an issue at the last inspection, has improved. It is now satisfactory. Internally, the buildings are well maintained, clean and attractively decorated. All classrooms are of sufficient size, and are suitably furnished. The reception class is now located in a spacious room, although there are no secure areas for children under five in the playground. Displays have improved, but some contain only small quantities of pupils' work. Outside, the grounds are well-tended and playground surfaces contain a range of recreational markings. A large adventure play area is very popular amongst pupils.
67. The quality and quantity of resources, which were also raised as an issue at the last inspection, have improved and are now satisfactory. There are sufficient computers to teach information technology, and plans are in hand to increase the software available for pupils' learning in different subjects. The provision of books in the library is satisfactory and enhanced by additional non-fiction material stored with topic boxes. Resources are well-managed and easily accessible to both pupils and staff.

- **The efficiency of the school**

68. The school is well run and continues to make efficient use of its resources to help meet its aims and objectives.
69. Financial planning is sound. The annual budget is allocated with care to meet priorities identified in the management plan by the headteacher and the finance committee of the governing body. Governors maintain a firm grasp on how finances should be used to achieve educational targets. Attention is paid to seeking value for money as, for example, in the purchase of computers. Regular monitoring of the budget ensures that spending remains within agreed limits. Funds available for special educational needs, staff development and donations are spent wisely. In recent years, a broadly balanced budget has been maintained and the school maintains a modest reserve for contingencies.
70. Financial control and school administration are good. The general office is well-equipped and day-to-day transactions are properly managed and documented. The most recent auditor's report confirms that financial management is sound and the points raised have been acted upon successfully. Although the hours available for clerical support are well below the national average for a school of this size and the headteacher has very little time for administrative work, both staff and pupils know and follow the school's routines well. As a result, the school operates smoothly and this allows teachers to concentrate on working with pupils.
71. The school makes effective use of the skills of teachers. In particular, good use is made of the expertise of a teacher with expertise in music to work with pupils throughout the school. The time available to support pupils with special educational needs is mostly used effectively. However, insufficient support is available to improve the progress of younger pupils with special educational needs. The responsibilities allocated to non-teaching staff are not defined clearly enough for some of them to be sure about the extent of their duties in the classroom.
72. Accommodation and resources are used well. An exception to this lies in the use of computers, which are switched on, but unused in many lessons. The balance of time amongst curriculum subjects, an issue raised at the last inspection, has improved. It is now reasonably well-balanced, although the time allocated for information technology is still well below the national average for this subject. Lessons start and finish on time.
73. In relation to pupils' progress, their behaviour and levels of attainment, and the overall quality of education provided, the school continues to provide good value for money.

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

- **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

74. Children start school at the beginning of the school year in which they are five, and are taught in a class with pupils in Year 1. At the time of the inspection, only one child was five and although children had attended school on a part-time basis since the beginning of term, this was their first week in school full-time. Although assessments of children's attainments on starting school are not yet complete, they indicate that although attainment varies it is similar to that of most four-year-olds in language and literacy, mathematics and knowledge and understanding of the world.
75. Most children are on course to attain the standards expected by the age of five in personal and social development. In the very short time they have been in school, they have made satisfactory progress. Their progress is good in settling into the life and routines of the school. They play outdoors happily and confidently, take part in physical education and eat their meals with others in the dining hall. Children leave their parents without tears, relate well to several adults and are making new friends. They show growing levels of independence when changing and looking after their clothes. Children do particularly well when taking part in physical education where they show high degrees of confidence and co-operation. They often behave more sensibly than older pupils. They share a sense of occasion when taking part in worship at assemblies with the whole school. Children's behaviour is good and they listen attentively to explanations about new learning. Their progress in selecting their own tasks and in initiating different kinds of play is limited. This is because too few opportunities are provided for them to direct their own work.
76. Children make satisfactory progress with language and literacy, and are likely to attain the level expected by the age of five. Their progress in enjoying books and learning that print has meaning is good. This results from regular support from parents who share books with their children at home, and the school's strong commitment to teach the early skills of reading. Most children make a positive start to reading from a good-quality range of books. In lessons, children listen to their teachers' questions and answer them appropriately. They join in and try to read a large book with pupils in Year 1 and often anticipate what happens next in a story. Children talk confidently about their drawings to adults and other children when they play in a pretend library area. Their progress in writing is sometimes hindered when they have too few opportunities to use their own symbols and letters to communicate their ideas, or to explain their work to adults in different areas of learning.
77. In mathematics, children make satisfactory progress and are likely reach the level expected for their age by the time that they are five. They extend their understanding of mathematical ideas, such as heavy and light, by identifying objects of different weight in the sand. Most children count correctly to ten. Higher attaining children count beyond ten and record their work by drawing the correct number of objects. Lower attaining children count the dots on a dice and on ladybirds when playing a game. All children make steady progress in understanding and using mathematical vocabulary and equipment. There are few opportunities for children to have their thinking challenged through regular talk with adults.
78. Children's knowledge and understanding of the world grows at a satisfactory pace, and they are likely to attain the level expected by the time they are five. They make good progress when using a computer to create a picture. In design and technology,



children make attractive working models of musical instruments and make good progress by learning to do this themselves. Children gain good awareness of the features of the school, playground and surrounding countryside. Following a discussion about the setting of a well-known story about a bear hunt, children walked round the playground. They made close observations of its main features and the area outside its boundaries and explained what they saw to adults. Children take part in an imaginary baptism to help them to learn more about events in the lives of people in the community. Children have restricted opportunities to explore and select materials, and to question how and why things happen in a wide variety of situations.

79. Children make satisfactory progress in creative development and are likely to attain the level expected by the time they are five. They use pastels effectively to create shade and movement in drawings of a tree in autumn. The rich variety of images they produce reveals an increasing ability to express their own ideas and experiences. Children paint bright, attractive pictures and decorate their musical instruments in bold colours. With help from an adult, they use percussion instruments effectively to accompany the telling of a popular story.
80. Progress in physical development is satisfactory overall and most pupils are on course to meet the recommended outcomes of learning by the time they are five. They move around the school and playground safely and confidently, showing good awareness of space and one another. They learn to handle tools and equipment, such as scissors, paintbrushes and percussion instruments correctly. In gymnastics, many children are ready for work in the National Curriculum. They make very good progress by improving their balance and co-ordination when moving in response to a tambourine and travelling in different shapes and ways such as hopping, jumping, turning and twisting. Children listen to stories, but are not given enough time to use their own imaginations through imaginative play.
81. The quality of teaching is mainly satisfactory. Teachers are caring, supportive and keen for children to do well. They give proper priority to personal and social development, language and literacy and mathematics. In a very short time, teachers enable children to settle into school and establish routines and expectations, which children follow with ease. Insufficient time and opportunities are provided for the development of language, writing and creativity in role-play. In mathematics, teachers take care to provide activities that meet the needs of children of different ability. Too few opportunities are provided to enhance pupils' personal and creative development by allowing them to select their own materials or to plan their own work. Teaching in information technology is good. This is because the use of a mouse is demonstrated to small groups of children and each of them is given the chance to draw and colour a picture.
82. Teachers make good use of the skills of a teacher with expertise in the subject to develop children's physical skills in gymnastics. Children do not benefit from a planned outdoor curriculum in different areas of learning. Opportunities for children to carry out investigations are still lacking. Issues about a lack of supervision have been tackled successfully by providing additional support in the classroom. Teachers manage children well to achieve good standards of behaviour. A particular strength of teaching is the work undertaken with parents to establish children's positive attitudes towards reading. The curriculum for children under five has improved steadily since the last inspection and teachers have the expertise and enthusiasm needed to improve its provision.

83. Children under five have equal access to a curriculum which takes account of what they are expected to be able to do by the time they are five. Although teachers' planning is organised around the subjects of the National Curriculum, the programme of work provided ensures that sufficient priority is given to personal and social development and to language, literacy and mathematical development. It leads successfully into work in the National Curriculum. Teachers have made a positive start to assessing children's early learning to allow them to build more accurately on what children can do as they enter school. The work they plan in the recommended curriculum for the under-fives sometimes lacks the clear objectives needed to ensure that children make good progress. Assessment information is shared well with parents since the appointment of an additional teacher, there are times when the additional support provided for teaching and learning is not used to best advantage for children's learning.
84. Since the last inspection, the accommodation for children under five has improved considerably although the playground lacks a secure contained area for outdoor activities.

- **ENGLISH, MATHEMATICS AND SCIENCE**

- **English**

85. When compared with all schools, the results of national tests in English at Key Stage 2 in 1999 indicate that the percentage of pupils reaching the expected level 4 and above was well above the national average. Similarly, when compared with similar schools, pupils' performance was also well above average. Taking the three years 1996 to 1998 together, the performance of pupils was above the national average in English and girls did better than boys. There was a sharp rise in pupils' performance in 1997, which was maintained in 1998. There was a small improvement of eight per cent in the results of national tests in 1999.
86. In Key Stage 1 in 1999, when the results of national tests in English are compared with all schools, pupils' performance in reading was well below the national average and below average in writing. When compared with similar schools, pupils' results were well below average in reading and below average in writing. In this small school, pupils' overall performance in reading and writing was affected by the absence of 31 per cent of pupils at the time of national tests in reading and 19 per cent in writing. Trends in attainment over the previous three years 1996 to 1998 together are also subject to distortion through several pupils' absence. During this period the results of both boys and girls in reading were below the national average. Boys' performance in writing was above average, while girls' results were well above average. A dip in attainment in reading and writing occurred in 1997. In 1998, although results improved, they did not reach the higher levels attained in 1996. In the results of national tests in 1999, attainment in writing appeared to deteriorate as no pupils reached the higher level 3 and more pupils than previously, 19 per cent, attained at a level below the national average. More pupils than previously, 19 per cent, reached the higher level 3 in reading comprehension, while 19 per cent of pupils attained level 1 in the reading task.
87. At the beginning of the school year, more pupils than usual in Year 6 are working at the expected level and several are above. This represents a marked improvement in

attainment since the last inspection. Most pupils' attainment in writing in Year 2 is in line to reach the expected level at the end of the key stage. More pupils than in 1999 are working towards a higher level. From the level of books most pupils are reading at present, there are few signs of higher attainment in reading, and many pupils read books intended for younger pupils.

88. Most pupils in Year 6 have high levels of confidence in speaking and listening. Similarly in Year 2, many pupils reach standards above those expected for their age. Pupils in Year 6 demonstrate a high quality of clear, fluent language when discussing the plot, setting and characters of Shakespeare's *Macbeth*. As pupils give their carefully expressed opinions and ideas about the motivation of the main players, others listen intently and take up the discussion adding to the views of others and extending their understanding of events in the play. Pupils in Year 2 listened so attentively to the story of the *Owl in the Dark* that they were able to summarise the events of the story and to answer questions sensibly with a good choice of vocabulary.
89. Both higher and average attaining pupils in Year 6 read at a level above that expected for their age. They are confident, fluent readers of a wide range of books who identify and use the key points of texts to explain their understanding about meaning and style. Higher attaining pupils explain their views in depth and with considerable precision. Pupils with special educational needs in Year 6 work at a level just below expectations for their age. They read with reasonable confidence and accuracy, share the emotions of the main characters, predict future events and enjoy humorous stories. Although older pupils use the school's system for locating information books competently, they are less confident when describing the classification system used in most libraries.
90. Higher attaining pupils in Year 2 read challenging stories with considerable accuracy. When they encounter difficult new words they use a range of strategies to make sense of them. Average attaining pupils read simple texts that are well within the ability of younger average attainers. Although they talk confidently about the plots of stories and use illustrations to check if their reading makes sense, they encounter little challenge in extending a range of words that are easily identifiable. The very few pupils with special educational needs in reading recognise many words in a very simple text. They have few strategies to make sense of new words without help from adults.
91. Pupils in Year 6 write in a wide range of forms for a variety of different audiences. The writing of higher attaining pupils is enlivened by a choice of interesting and apt vocabulary that captures the attention of the reader. Both high and average attaining pupils use a range of spellings and punctuation with good levels of accuracy. The accuracy of the spellings and punctuation of pupils with special educational needs is more variable, although they use the same forms of punctuation as other pupils. Older pupils adapt their handwriting to suit the purpose of their work. The handwriting they produce in their jotters lacks the clear legible style they use for work published in their exercise books. The writing of most pupils in Year 2 shows good understanding of the use of punctuation. Many pupils use their knowledge of the sounds of letters to spell in a mixture of accurate and understandable spellings. Pupils with special educational needs who have little initial experience of producing their own writing have difficulty creating independent work. Handwriting is clear, readable and well formed.
92. Progress in English remains steady at Key Stage 1. It has improved since the last

inspection at Key Stage 2, where it is now good in Years 3 and 4 and very good in Years 5 and 6. Although most pupils in Key Stage 1 reach the expected level 2 in reading, the progress of average attaining pupils is limited by a lack of challenge in the books they read. A strong input into early progress in reading lies in the good support many parents provide for their children's reading at home. Suitable emphasis on developing the skills of punctuation and spelling ensures pupils' progress in writing. The progress made by pupils with special educational needs is limited by lack of additional support for their needs at Key Stage 1 and of clear individual education plans at both key stages. Increasing emphasis on grammar, spelling and punctuation accelerates pupils' progress in Years 3 and 4 with the successful implementation of the National Literacy Strategy. Very good teaching in English in Years 5 and 6 raises standards and accelerates pupils' progress.

93. Most pupils have good attitudes to learning. Behaviour is usually good, although small groups of pupils in Key Stage 2 take advantage of the freedom offered in drama to misbehave. Pupils in Key Stage 1 show enjoyment and interest when involved in games and activities that bring the work to life for them. All pupils show considerable enjoyment in reading, which adds to their interests at home. Pupils with special educational needs are keen to read and do their best to improve. In Years 5 and 6, pupils are confident when reading aloud. Many volunteer to read for others even though the text is challenging and contains unusual words and phrases. Most pupils take a very active part in discussions and by listening carefully to the ideas of others increase their own understanding of the work.
94. The curriculum provides many planned opportunities for pupils to read and write in other subjects, particularly in Key Stage 2. Insufficient use is made of information technology in English. Older pupils use a word processing package to produce a selection of poems about Cumbria, while pupils in Year 2 use the computer to write their names in different colours and styles. In Key Stage 2, pupils write detailed accounts of scientific investigations. They draw and label maps in geography and use the vocabulary related to the subject with accuracy. When researching the physical features of the world, pupils use atlases competently. They read and discuss the lives of famous people in history and record the feelings experienced by ordinary people in different eras.
95. Overall, the quality of teaching at Key Stage 1 is satisfactory. It is good at Key Stage 2. Teachers' knowledge and understanding of the National Literacy Strategy strengthens in Years 2, 3 and 4 where it is put to good use to raise attainment in reading and writing. It is satisfactory in the early part of Key Stage 1. Very good understanding and enthusiasm for the subject impacts strongly on pupils' progress in Years 5 and 6. Teachers' planning is based appropriately on the National Literacy Strategy, which provides a strong framework for work to meet the needs of most pupils. Planning for pupils with special educational needs in reading and writing is unsatisfactory. It lacks clear instructions about the activities needed to improve their learning. No additional support is available to improve the progress of pupils with special educational needs in Year 2. The support provided in the reception class, Years 1, 3 and 4 is not always used efficiently enough to secure pupils' progress.
96. Expectations of good behaviour and high attainment are at their strongest at the end of Key Stage 2 and are met by pupils' positive attitudes to learning and high standards of attainment. High-level organisational skills are evident in classes with pupils from different age groups and allow most pupils the opportunity to work at their own levels. Good story-telling skills and interesting strategies gain pupils' attention and interest. In

Year 2, for example, the teacher encouraged pupils to take part in games, which maintained their interest and extended their understanding of the work. Although teachers use a variety of methods to assess learning, the use of assessment to plan the next step of pupils' learning is very effective at Key Stage 2. Assessment in Key Stage 1 is used less effectively when average attaining readers are provided with unchallenging texts. Good use is made of regular homework in reading and spelling to extend pupils' learning and interest in reading. Homework is used effectively in Key Stage 2 when pupils prepare presentations about their particular interests to good effect on speaking confidently before an audience.

97. The main thrust of the work of the co-ordinator for literacy has been the successful implementation of the literacy hour. Lack of opportunities to check teaching and learning in the classroom, or to examine pupils' work, leaves the teacher responsible for the subject without essential information to improve the school's provision. To ensure continuity and progression of pupils' learning, teachers spend time at the end of each school year improving the quality of their long-term planning. Staff use regular tests to assess progress and maintain standards in reading and spelling. The school makes good provision to improve the quality of speaking and listening through circle time and drama. It heightens pupils' appreciation of Shakespeare's work through an annual theatre visit for older pupils. All pupils at Key Stage 2 have the opportunity to increase their confidence in speaking and listening through an annual presentation of a musical drama. The provision and storage of books throughout the school has improved since the last inspection and is now satisfactory.
98. Attainment, progress and the quality of teaching in English have improved since 1996. With the framework of the National Literacy Hour to guide teachers' planning and the high quality of teaching at Key Stage 2, the school is in a good position to maintain and improve its provision in the subject.

## - **Mathematics**

99. The results of the 1999 national tests for pupils at the end of Key Stage 2 indicate that the percentage of pupils reaching the expected and higher level in mathematics was below the national average and well below the average scores attained by pupils with similar backgrounds. Standards in tests were maintained from 1996 to 1998. The results of the 1999 tests show an apparent deterioration. As only 67 per cent of pupils in a small class of 15 in Year 6 took the national test in 1999, the school's overall results were distorted and are not an accurate reflection of standards in mathematics. In two out of the years 1996 to 1998, girls in the school performed better than boys, while nationally, boys performed better than girls. In the 1999 tests, however, no girls attained at a level higher than expected, and most of the pupils attaining at a lower level than expected were boys.
100. The results of the 1999 national tests for pupils at the end of Key Stage 1 were very high in comparison with the national average and with the standards attained by pupils with similar backgrounds. When considering test results for the three years 1996 to 1998 together, girls performed considerably better than boys, and boys performed at levels below those of other boys nationally. In the 1999 tests, all pupils attained the level expected for their age, and this exceeded the governors' target. There was very little attainment at a higher level and this represents a fall in the attainment of more able pupils.

101. Inspection findings indicate that most pupils in Year 6 are reaching the expected level of attainment and that a significant number are achieving at a higher level. This represents an improvement since the last inspection in 1996, which found that most pupils' attainment was average. Towards the end of Key Stage 2, most pupils use mathematical equipment such as rulers, compasses and protractors with confidence. They name complex geometrical shapes and use the specialist language of shapes, such as *circumference* and *diameter* when recording their work. Pupils measure angles accurately and calculate the perimeter of shapes by measuring in centimetres. In a lesson about fractions, they search for patterns and explain them. They calculate mentally and in their exercise books, when adding, subtracting, multiplying and dividing four-figure numbers. Higher attaining pupils convert fractions to decimals and percentages and understand the idea of square numbers. Lower attaining pupils round up or down to the nearest pound in their work on money. Pupils with special educational needs complete similar work to other pupils, but at a lower level.
102. The attainment of most pupils in Year 2 is at the level expected for their age, and standards have been maintained since the last inspection. Towards the end of Key Stage 1, most pupils add and subtract accurately using numbers at least to 20, and higher attaining pupils understand numbers to at least 100. Most pupils use numbers in a variety of ways, for example, by doubling them and by finding the sum of a number of coins. They order objects according to their weight, and use the words associated with weight such as *heavier* and *lighter* with understanding. They record their work in different ways, using symbols and diagrams, and use simple mathematical equipment as a routine part of their everyday work.
103. Pupils in Key Stage 2 make good progress across the key stage. They work with increasingly larger numbers, and their ability to calculate mentally becomes more accurate and speedier. As they progress through the key stage, pupils apply their knowledge and understanding of numbers to an increasing range of mathematical topics, such as money, shape, measurement, fractions and decimals. Pupils' use of mathematical language widens at a good pace. During the inspection, pupils in Years 3 and 4 made satisfactory progress in estimating answers to problems and checking their own results. Pupils in Years 5 and 6 made steady progress in extending their knowledge and understanding of the equivalence of fractions. Their progress in increasing and decreasing the size of shapes was good. The progress of higher attainers and pupils with special educational needs slowed when the work was either too easy or too hard. The individual education plans of pupils with special educational needs limit their progress by giving insufficient detail of the smaller steps pupils need to take with their learning.
104. Pupils in Key Stage 1 make satisfactory progress in mathematics. They begin to use correct mathematical language to answer questions and to discuss their work. Pupils learn to count objects, to recognise shapes and to calculate by retaining smaller numbers in their heads, as well as by using mathematical equipment. In Year 1, pupils build on their existing understanding of time and produce pictorial records to sequence events. The progress of higher attaining pupils slows down in the parts of lessons where the work lacks challenge for their ability. Pupils with special educational needs make steady progress when they have additional help from an adult.
105. Throughout the school, pupils use the skills of numeracy and mathematical vocabulary in other subjects. They use their knowledge and understanding of how shapes are measured and formed to create illustrations for their calendars. In science, pupils measure parts of their bodies and the rate of their pulses. They record their findings in

tables, charts and graphs, and compare their results. Information technology is not used widely enough to support pupils' learning in mathematics.

106. Pupils' response to lessons is usually good in both key stages, although a few pupils in Years 3 and 4 find it difficult to listen to their teacher and to concentrate on their work. Pupils remember their previous work and many are keen to answer questions about it. Most older pupils enjoy the mental challenges offered by the subject and work hard to achieve success. They also complete their homework without prompting. Pupils think carefully about their progress and are involved in setting their own targets for improvement. Not all pupils take sufficient care with the presentation of their work.
107. Overall, teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Teachers give sufficient priority to numeracy, and understand their responsibilities towards ensuring that pupils become numerate. All teachers have good knowledge of mathematics, but at this early stage in its implementation, their knowledge and understanding of the National Numeracy Strategy is not yet secure. This is because their training is not completed and they have been teaching the strategy for only a few weeks. Teachers are still finding out how best to organise and plan lessons for mixed age classes, to ensure that all pupils have suitable work. There are parts of lessons in both key stages when higher attaining pupils mark time and lower attaining pupils struggle to keep up. Nevertheless, teachers have made a positive start with numeracy, and their lesson planning is often good.
108. Teachers incorporate a small amount of investigative and experimental mathematics in their planning for other subjects. This helps pupils to understand the relevance of mathematics in real life. The use that teachers make of information technology in mathematics is very limited. Teachers often set high expectations for behaviour and attainment, which is a particular strength of teaching in Years 5 and 6. Where additional adult support is available, it is not always used efficiently to improve pupils' learning. Teachers appreciate the willingness of parents to aid their children's learning at home and provide homework that extends pupils' progress in school. In Years 3 and 4, for example, pupils were asked to measure objects at home to support their work in estimating and measuring in the classroom.
109. The school's policy for mathematics is due for review and plans are in hand to complete training in the National Numeracy Strategy. Resources for the strategy are being extended continuously. They are of good quality and used effectively to support teaching and learning, particularly in Key Stage 2. A numeracy governor has been appointed and is keen to support staff in their work. No time is allocated to allow the subject leader to check the quality of teaching or learning in classes other than his own. This makes it difficult to identify the strengths and weaknesses of teaching and the school's provision, in order to plan what needs to be done next. The rate of improvement since the last inspection has been more notably good in Key Stage 2 than in Key Stage 1. With the support provided by the implementation of the National Numeracy Strategy, the school is well placed to continue to improve.

-       **Science**

110. In national tests at the end of Key Stage 2 in 1999, the percentage of pupils reaching the expected level and above was above the national average. The percentage of pupils reaching the higher level 5 showed a marked improvement of 40 per cent. This result is also reflected in a comparison with the standards of pupils in similar schools.

Their performance over the three years 1996 to 1998 combined was well above average for their age. Girls did better than boys in science. Boys' performance was above the national average. Between 1996 and 1998 attainment in science shows a steady dip. However, the results of the 1999 tests show a significant improvement in attainment at higher levels. In teachers' assessments of the attainments of seven-year-olds in 1999, the percentage of pupils reaching the expected level 2 was very high compared with the national average, but low at the higher level 3. This differs from the standards reached at the higher level in 1998 when the percentage of pupils reaching level 3 was similar to the national average.

111. At an early point in their first term in Year 6, most pupils' attainments have already reached or are above expectations. The school is maintaining the standards reached at the time of the last inspection. Most pupils in Year 6 have good knowledge and understanding of scientific facts and ideas. Pupils of average and above average attainment know how to plan investigations so that tests are fair. They predict, test, record and then analyse results. A strong feature of their work lies in the detailed written accounts they produce of their investigations. They use tables, charts and sometimes graphs effectively to represent their findings. Most pupils have good understanding of forces acting in a particular direction and know the difference between balanced and unbalanced forces. They know that veins and arteries carry blood around the body. All know that when springs and elastic are stretched they exert a force on whatever is stretching them. Average and higher attaining pupils measure accurately and adjust their predictions for further investigation. They use line graphs accurately to present results. Most lower attaining pupils respond to suggestions, but their accuracy in predicting and measuring is not always satisfactory.
112. Inspection findings show that pupils' attainment in science in Year 2 is in line with standards expected for their age, as it was in the last inspection. Pupils have secure knowledge and understanding of scientific facts. They sort materials into groups according to their properties and construct simple circuits knowing they will not work if there is a break. Pupils understand that pushes and pulls are examples of forces. They know that light comes from a variety of sources, including the sun, and that shadows form when the source is blocked. Pupils appreciate that darkness is the absence of light.
113. Science makes a good contribution to pupils' work in literacy and numeracy. They develop the skills of speaking and listening when absorbing information and explaining their findings. Although all pupils record investigations through written accounts, charts, tables and graphs, this is much more effective in Key Stage 2 than in Key Stage 1. When pupils carry out scientific investigations, their work is often supported by their ability to predict and to make accurate measurements. Information technology is not used adequately to support and extend scientific learning in either key stage.
114. Pupils in Key Stage 1 make satisfactory progress in building up a body of scientific knowledge. The youngest pupils make simple observations of sources of light such as torches and electric bulbs. By the age of seven they progress to making shadows by blocking the light from the sun and an overhead projector and drawing them. As they get older, pupils build on their early knowledge and begin to apply their understanding when they increasingly devise their own experiments. Pupils improve their observations through regular practice and record and present information systematically, with increasing accuracy. When they test materials for conductivity in an electric circuit, pupils select their own equipment and most work without support.



115. By the time they are 11, pupils make very good progress in gaining a solid foundation to future work in science. Through an increasing amount of investigative work, they understand that in mixing, heating or cooling materials, some changes can be reversed and some cannot. Pupils' knowledge of electricity advances to knowing that varying the current in a circuit makes bulbs dimmer or brighter. From carrying out simple tests and observations, they progress to devising their own tests to show how exercise affects the heart and the rate of the pulse.
116. Pupils' attitudes to learning are generally good or very good. They become thoroughly engaged in making careful and accurate observations and are willing to share their learning and to work collaboratively in investigations. A few pupils in Years 3 and 4 sometimes show less commitment and have difficulty working with others. Almost all pupils behave well. They listen attentively and contribute good ideas in discussions. Pupils use and treat equipment and materials with care.
117. The quality of teaching ranges equally from good to satisfactory. Teachers plan their work thoroughly and provide challenging activities to stimulate pupils' interest. They give pupils clear direction for their learning. Good teaching is exemplified by the high level of knowledge of the subject and high expectations of what pupils can achieve. This was very evident in a lesson about forces; very good relationships helped to create a pleasant, busy atmosphere for work. Direct teaching combined with probing questions encouraged pupils to think deeply and they went on to make good progress. Where the behaviour of a few pupils interrupts the orderly running of a lesson, they make unsatisfactory progress and limit the progress of others.
118. A new scheme of work enables teachers to plan challenging activities that strengthen pupils' progress throughout the school. Sufficient resources exist for pupils to work on a growing body of investigations and experiments. There are no opportunities for the quality of teaching and learning to be checked in the classroom to ensure that more pupils in Key Stage 1 reach higher levels of attainment. Recent improvements to the results of national tests indicate that the new scheme of work provides the school with good capacity to continue to raise standards.

- **OTHER SUBJECTS OR COURSES**

- **Information technology**

119. Pupils attain standards in information technology that are below those typical for their age at the end of both key stages. Because too little time is allocated to the subject and too few resources have been available for teaching and learning, only higher attaining pupils are on track to reach typical standards by the end of Key Stage 2.
120. At both key stages, pupils who have computers at home gain much of their knowledge about information technology outside school. Pupils in Year 6 are confident in their understanding of the facilities of computers. They appreciate the value of information technology in the outside world and give good examples of its use in their parents' jobs. They operate the school's photocopier, fax machine and audio system competently. Some pupils talk fairly confidently about the range of software used for modelling and controlling, and combine text with pictures to produce labels and attractive invitations. Few pupils in Year 2 attain standards that are typical for their age. They use a computer to write their names in different colours and styles of print and a painting program to create patterns with lines and colours.

121. Pupils in Key Stage 2 make limited use of computers to support their work in other subjects of the curriculum. Nevertheless, they write poems and letters using a word processing program. Higher attaining pupils talk about the advantages of using a word processing package for writing and talk about it providing *a more professional style of presentation*. In science, pupils record their investigations with spreadsheets, while in mathematics, they use a program to practise giving change after shopping at a supermarket.
122. Most pupils in both key stages, including those with special educational needs, make unsatisfactory progress in information technology. Although teachers have prepared an outline plan of the programs pupils will use in each class, this provides insufficient information about how knowledge, skills and understanding will be taught to support pupils' progress. While higher attaining pupils often bring their skills from home, lower attaining pupils do not benefit from sufficient direct teaching. Pupils who are confident in the use of computers often help others. This help is not organised enough to ensure that all pupils progress at a suitable pace.
123. When pupils have the chance to use computers, their response and interest in the subject are good. Older pupils work sensibly without adult supervision, and can be trusted to operate equipment with care. Most talk with enthusiasm and interest about their activities and make good use of information technology to support their learning when opportunities arise. Pupils in Years 3 and 4, for example, used a program to improve their understanding of mapping as part of a lesson in geography. They enjoyed the activity, completed the program and were eager to talk about their achievements.
124. The quality of teaching for pupils in the reception class and Year 1 is good. It is strengthened by the knowledge of a recently appointed teacher. Although teachers are improving their knowledge of information technology, some lack sufficient expertise to teach all its applications in sufficient depth. Teachers' planning is variable and often lacks the clear guidance needed to develop essential skills. Although teachers' planning contains some opportunities for pupils to use information technology in different subjects, insufficient use is made of computers to extend pupils' learning and they stand unused during many lessons. The time and opportunities teachers provide for pupils to use computers are often limited to playtimes and dinner times. Teachers in Key Stage 1 have introduced a new system to record pupils' learning. This has not been in place long enough to judge its effectiveness.
125. The last inspection found that by the end of Key Stage 2 pupils were beginning to attain the standards expected for their age. Recent changes to the requirements for information technology, plus some lack of expertise and resources, combined to produce the present unsatisfactory position. No opportunities are available for the co-ordinator to check the quality of teaching and learning in the classroom or to check planning throughout the school. Plans are in hand to improve provision for the subject early next year. A nationally recommended programme of work is under consideration to raise attainment and a new member of staff with expertise in the subject will take over its management in the spring term. Good links with local businesses resulted in the school gaining additional hardware. The school now has sufficient resources for learning in the form of new hardware and software. These initiatives place the school in a good position to improve standards.

## Religious education

126. By the end of Key Stage 2, pupils' attainment in religious education is in line with the requirements of the locally Agreed Syllabus. Pupils understand the purpose of prayer, religious symbolism and the importance of special places for worship. They are aware of similarities and differences between religions and respect the beliefs of others. They express their thoughts and feelings following a period of meditation and know that this is a form of Buddhist prayer.
127. All pupils, including those with special educational needs, make satisfactory progress through the year groups. The recent implementation of a new scheme of work, together with strong teaching, is resulting in good progress in many lessons. Through Bible stories and discussion, pupils develop a clear understanding of right and wrong. They build a broad moral foundation for their actions based mainly on the Christian tradition, but also develop an understanding and respect for faiths such as Judaism and Buddhism. The youngest pupils make progress in their understanding of people and places that are special to them. By the time they are seven, they develop an ability to appreciate and talk about the awe and wonder of creation. Older pupils gain an understanding of the meaning of the signs and symbols related to Christianity and Judaism.
128. Pupils' attitudes to learning are good. They discuss aspects of religious and moral issues that have personal implications and listen to one another with interest and respect. Young pupils behave well, show an interest in the subject and work hard. The oldest pupils show common sense and maturity when they disapprove of any misbehaviour that might interfere with their concentration.
129. The quality of teaching ranges from satisfactory to good. It is mainly good. Teachers are confident in their knowledge of the subject and use it effectively to arouse and maintain pupils' interest and to encourage respect for different faiths and beliefs. They have high expectations of pupils' learning and behaviour and provide them with challenging work. The marking of pupils' work in Years 5 and 6 provides them with helpful guidance to improve their learning. Strong and sensitive teaching in one lesson enabled the oldest pupils to gain insights into the value of meditation through an effective practical activity. The use of *circle time* allows teachers to introduce pupils to a range of moral and personal issues and encourages them to express their views in discussion with others. Good relationships with pupils help teachers to create an atmosphere conducive to reflective discussion. This leads pupils to adopt sensible attitudes and helps them to make good progress.
130. By adopting the new locally agreed syllabus for religious education, the school has improved its provision for the subject since the last inspection and is placed in a good position to continue to improve its teaching. There is no underachievement and pupils attain appropriate standards. In addition to lessons and *circle time*, the themes of assemblies provide pupils with a religious view of life and encourage them to respect one another's strengths in a calm reflective atmosphere. No opportunities are provided for the co-ordinator to check the quality of teaching and pupils' work in the classroom. Good use is made of the skills of the local vicar to link pupils' own experiences to those related in stories from the Bible. The subject makes a good contribution to the spiritual, moral, social and cultural development of pupils.

131. Although most pupils' work in art is typical for their age by the end of Key Stage 2, their recent work shows marked signs of improvement and is above that typical for their age. This results from specialist teaching and an increase in teachers' expertise since the last inspection and places the school in a good position for future extensions to its provision. A strength of art in Years 5 and 6 results from the use teachers make of art to improve pupils' skills in other subjects. An unusual range of equipment is used to produce attractive layered patterns of different size, shape and colour that are used to add dimension to calendars for the New Year. Knowledge of Picasso's blue and rose periods results in reasonably effective self-portraits in cubist style. Throughout the school, pupils produce attractive work in different media and dimensions. Following detailed discussions about line, colour, texture and technique pupils in Year 2 produced particularly effective collage of owls.
132. Progress in art is good for pupils of different ability at Key Stage 1 and satisfactory for all pupils at Key Stage 2. Pupils' observational skills progress from the creation of lively representations of autumnal trees in Year 1 to sketching realistic drawings of owls in their sketchpads in Year 2. A direct effect of drafting observational work and selecting the most effective drawings for further work ensures that pupils' collage results from a process that adds to their skills. It also increases their understanding of artistic techniques. Progress in Key Stage 2 becomes more marked when the expertise of an artist in residence supports pupils' knowledge of work with ceramics. Attractive, three-dimensional self-portraits on glazed tiles, which will eventually form a millennium plaque, were produced after a series of workshops.
133. Pupils' attitudes to learning in art are very good at Key Stage 1 and good at Key Stage 2. In Year 2, pupils show considerable interest in tasks. They listen carefully to instructions from their teacher and as a result, manage their activities with confidence and independence. Younger pupils work patiently and carefully to complete their work and remind each other of the safe use of tools and materials as they work. Most pupils at Key Stage 2 work steadily with good levels of concentration. They show good awareness of safe practice when using compasses, protractors, scissors and glue sticks.
134. The quality of teaching in art is mainly good. It is sometimes very good in Year 2. Good use is made of the skills of a teacher with clear understanding of the subject to work with pupils at both key stages. Some of the work that teachers provide lacks sufficient challenge. Self-portraits of pupils in different year groups show little clear progress in the development of skills. Teachers make effective use of resources such as posters of famous portraits to add to pupils' knowledge of a wide range of artists from different eras and cultures. By inviting pupils to take part in a competition, teachers provide opportunities for them to become familiar with the work of artists as varied as Modigliani, Augustus John and Holbein.
135. The programme of work for art ensures satisfactory progression for pupils' learning. Resources are satisfactory and are increased by workshops both inside the school and at local centres. Good use is made of visits to a local textile mill to add to the range of materials available for collage. Considerable improvements to the accommodation since the last inspection now mean that there is sufficient space for a variety of activities to take place.

136. There has been considerable improvement in standards in design and technology since the last inspection and pupils throughout the school produce work above that typical for their age. A strength of attainment by the time they reach the age of 11 is that some of pupils' work results from realistic tasks that incorporate the designing and making of objects of practical use to the school. Similarly, the quality of pupils' designs is strengthened at both key stages by close links with other subjects. This results in thorough planning of designs that produce attractive working models.
137. Progress in design and technology is good for all pupils, including those with special educational needs. Pupils in Year 1 begin designing through simple drawings of the musical instruments they produce and finish to a high standard. Strong progress is made in Year 2 when links established between design and technology, science and English result in effective recorded planning from a clear design brief. For example, pupils used electrical circuits to produce working models of lighthouses to accompany a series of popular stories in English. At this stage, pupils begin to evaluate their work on a formal basis. Progress in Key Stage 2 is supported by the use of a wider range of tools and materials. Links between design and technology and science continue to add further strength to pupils' progress. Following work on forces in science, pupils in Years 5 and 6 learned to power simple models by using elastic and the force of wind power.
138. Pupils' attitudes to learning are good and are reflected in the quality of their finished models. Throughout the school, pupils make sure they complete their work with care and add a good finish to their final products. From the time they are in Year 1, pupils use materials and tools with attention to detail. The youngest pupils are keen to point out that their musical instruments match the drawings in their original designs.
139. The quality of teaching is good overall and is particularly strong at Key Stage 1. This represents an improvement in teaching since the last inspection. Teachers have good knowledge of the whole design process, which they use to positive effect on pupils' progress. The links that teachers create between design and technology and other subjects extends pupils' learning and improves their experience of investigative science. Teachers use a good range of resources to support the production of useful models. Planning is good. It contains ideas that interest pupils and ensures a clear progression in their acquisition of skills.
140. An effective scheme of work provides a good basis for high standards of attainment in design and technology. Resources are generally satisfactory, and a particularly good range of tools is available at Key Stage 2. A recent joint project with a local secondary school provided pupils with the opportunity to improve their skills by working with older pupils to design and make a board game based on work in geography on the rainforest. Contacts with a local training board added to the variety of resources, skills and tasks for older pupils. The expertise which staff have gained in the subject since the previous inspection places the school in a good position to further improve standards.

- **Geography and history**

141. By the end of Key Stage 2, pupils of different ability attain standards in geography and history that are typical for their age. The school has maintained these standards since the time of the last inspection.

142. In geography, by the time they are 11, pupils demonstrate satisfactory knowledge and understanding of their locality and the places they study. They know from their local studies that rivers have sources, channels, tributaries and mouths from which they flow into the sea or a lake. Most write satisfactory accounts and accurately use specific vocabulary such as *weather*, *climate* and *environment*. They understand variations in the weather systems of the British Isles. Pupils are aware of a range of world climates and of their effect on the environment. They know how to use atlases competently and name the continents, oceans and some of the world's main rivers. Most pupils draw and label maps to a satisfactory standard. A strength in pupils' knowledge of history lies in their awareness of some of the feelings and emotions of people in different eras. In their study of world exploration in history, pupils learn of the drive to find new lands and to create wealth. They read and discuss the life of Christopher Columbus and empathise with the conditions experienced by ordinary sailors on voyages of discovery. In Years 3 and 4, pupils create pen portraits of events in the life of evacuees during the Second World War.
143. All pupils, including those with special educational needs, make satisfactory progress in the development of knowledge, understanding and skills in geography. The youngest pupils draw maps of their routes to school, identifying their homes and features of the journey. Later they show clear progress by drawing labelled pictorial maps. At the age of seven, pupils draw pictorial maps of imaginary places and talk about their features. Most know that Antarctica and the North Pole are cold places. When they are in Years 3 and Year 4, pupils add to their knowledge of mapping by using symbols to identify landmarks. A small group of pupils identify the countries of the United Kingdom. By the age of 11, pupils extend their knowledge of maps to an understanding of the main physical features of the British Isles. Their learning about climate advances to cover awareness of the uses of the Beaufort scale and of climates in different parts of the world. In history, pupils' previous work shows satisfactory progress throughout the school. This is also evident in teachers' planning for future lessons. Pupils' understanding of the passage of time grows systematically from when they chart their own birthdays, to knowledge of events during the Second World War and the Victorian era in the more distant past.
144. Most pupils show good attitudes to learning. They listen attentively to their teachers and to one another and behave well. Pupils in Year 2 show good levels of concentration and work hard to complete their maps on time. While most pupils in Years 3 and 4 can be trusted to work without supervision, others show less maturity and have to be checked before effective learning can take place.
145. The quality of teaching in geography and history is mainly satisfactory with some that is good. Teachers have sufficient understanding of both subjects to develop pupils' skills as well as their knowledge. In geography, they give clear explanations and promote appropriate vocabulary such as *landmarks*. There is no evidence of the use of information technology to extend pupils' understanding of geography or history. By making the aims of lessons very clear, teachers enable pupils to focus on exactly what they have to do. Teachers' control of behaviour and good relationships with pupils set a busy working atmosphere, where effective learning can take place. They plan interesting work and make good use of the time allocated to direct teaching. Careful planning and organisation in a lesson in geography in Years 3 and 4 overcame the negative effects of a few pupils' misbehaviour. As a result, most pupils learned to use the symbols and keys of maps.

146. The school is in a good position to maintain and raise standards in geography and history. This results directly from the new schemes of work available to ensure continuity and progression to pupils' learning. There are sufficient resources for effective teaching in both subjects. All staff have completed training for aspects of the work in history. Although there are no opportunities to check the quality of teaching and learning in the classroom, teachers share their ideas for improvements at staff meetings. The school makes good use of local facilities for fieldwork to extend pupils' understanding of both subjects. In history, visits are made to the Tully House Museum, Carlisle Castle, Hadrian's Wall and an old textile mill. An annual residential visit to the Eden Valley provides opportunities for the study of a river in geography. Similarly, pupils' progress is supported effectively through links with the environmental agency, visits to a local farm, a neighbouring school and the quarries at Shap. Pupils benefit from the reminiscences of local farmers about farming in the past and adults who share their experiences of the Second World War.

## Music

147. Pupils reach standards in music that are typical for their age. In Year 6, they practise and perform a suitable range of songs tunefully and with enthusiasm. Some use microphones when performing solo to larger audiences. Pupils maintain a steady rhythm to accompany their singing of two-part songs. They have good awareness of the performances of others when playing a range of tuned and un-tuned percussion instruments. They listen with care to recorded music and have no difficulties with the technical language of the subject when explaining their ideas and opinions. They use technical language such as *ostinato* and *crescendo* accurately when explaining their ideas. A few pupils extend their attainment and enjoyment of music through additional instrumental tuition in school. Their performances are better than expected for their age.
148. By the age of seven, pupils join in with older pupils when singing in assembly, and sing unaccompanied to a standard typical for their age. They add simple accompaniments to a story using percussion instruments, and know the names of some of these. They listen attentively to musical performances and talk about them in simple terms.
149. Effective programmes of work allow pupils in both key stages to make satisfactory progress in music. Most pupils in Key Stage 2 make good progress in learning to understand and to use musical terminology and percussion instruments to represent their ideas as, for example, in their work about a frozen planet. In Key Stage 1, pupils make steady progress when learning to explore musical sounds in response to the ideas in stories and in identifying musical instruments. Pupils with special educational needs who take part in all musical activities progress at the same pace as other pupils.
150. Pupils' response to lessons is at least satisfactory, and for many pupils in Key Stage 2 it is good. Pupils in Key Stage 1 remember songs from previous lessons and show appreciation of one another's performances by clapping. A few pupils in Key Stage 1 grow restless and disinterested when parts of a lesson provide too few opportunities for them to become involved in musical activities. Pupils in Key Stage 2 gain great enjoyment and confidence by performing before large audiences during the school's annual presentation of a musical drama. They memorise many songs successfully and take pleasure in working together for the entertainment of family and friends.

Pupils put away their instruments with care. They behave well and move in response to their own performances without inhibition.

151. The quality of teaching is mainly satisfactory. The school uses the expertise of a teacher who is enthusiastic and confident about music to teach the subject to classes throughout the school. Planning is thorough and provides a range of work that enables pupils to experience each aspect of music. In addition, the work makes a good contribution to pupils' spiritual, social and cultural development. Teaching in Key Stage 1 was not as successful as in Key Stage 2 because the pace of the lesson was not brisk enough to allow pupils to make sufficient progress. This applied particularly to higher attaining pupils. Opportunities are missed for pupils to use information technology in music. The sound quality of provision found at the time of the last inspection has been maintained, and there is sufficient expertise in the subject to continue to maintain this level of provision to a satisfactory standard.

### **Physical education**

152. By the time they are in Year 6, most pupils reach standards that are typical for their age in physical education. These standards have been maintained since the time of the previous inspection. Older pupils experience a full range of activities in all aspects of the subject. Most of them swim competently and safely for a distance of at least 25 metres. In dance, they compose and control their own movements effectively through practise and sustained effort. They express their own ideas and feelings imaginatively when performing an Aztec circle dance. In gymnastics, pupils use their whole bodies to roll, slither and slide along the floor with satisfactory co-ordination and balance. They know the rules and acquire the skills of a variety of games, which include football and netball. Younger pupils in Key Stage 1 show good control and co-ordination when moving to the beat of a tambourine. They show very good awareness of space and travel round the hall demonstrating a wide range of shapes and turns, and hopping and jumping movements.
153. Pupils make satisfactory progress in physical education, although progress is strong in gymnastics when the expertise of a skilled teacher is used to teach younger pupils in Key Stage 1. The progress of pupils in Years 5 and 6 is supported by opportunities to improve their skills by using the swimming pool and apparatus available for gymnastics in a nearby secondary school. During lessons, pupils' progress is increased through the time allocated to practise and improve their skills and the examples of exemplary work provided by teachers and other pupils.
154. Pupils in Key Stage 1 show high levels of enjoyment and confidence when taking part in gymnastics. Pupils in Year 1 work very hard to complete all activities and are happy to extend the performance of younger pupils by partnering them and providing models for their work. Most pupils in Key Stage 2 work hard when thinking of different ways to perform specific tasks. Throughout the key stage, small groups of boys with special educational needs for their behavioural problems show less interest in the subject and are unreliable when asked to follow instructions.
155. The quality of teaching is satisfactory overall. Some very good teaching in Key Stage 1 results from using the skills of a part-time teacher to work with different classes in the key stage. Features of very good teaching include very clear planning to ensure progression in pupils' learning and an interesting range of activities to meet their different needs. Good use is made of exemplary work to assess the learning of



younger pupils and to improve their skills. Satisfactory understanding of the subject allows teachers in Key Stage 2 plan a series of activities that provide pupils with increasing levels of challenge and interest. Teachers maintain firm control of behaviour especially when older pupils are unable to exercise self-control. Good links are formed in Year 5 and 6 between history and dance that add to pupils' understanding of both subjects.

156. The co-ordinator has spent considerable time ensuring that all aspects of physical education are covered. A good commercial scheme of work is in place to ensure progression in pupils' learning and to support continued improvements to the subject. No opportunities are provided for the co-ordinator to check the quality of teaching and learning. To incorporate aspects of health education with physical education, the school plans a biennial health week. This gives pupils opportunities to take part in activities such as daily aerobics and dance workshops and to benefit from the advice of a rugby coach, doctor and nurse and a catering expert about nutrition. Extra-curricular sporting activities, residential outdoor activities, tournaments and competitions with other schools add to pupils' social development and experiences in lessons. Considerable improvements to the accommodation for physical education have taken place since the last inspection. The hall is now in full use and is equipped with large apparatus for gymnastics.

- **PART C: INSPECTION DATA**

- **SUMMARY OF INSPECTION EVIDENCE**

157. A team of four inspectors inspected the school over a three-day period for a combined total of 10 days. Before the inspection, the registered inspector held a meeting that was attended by 7 parents. An analysis was made of 77 questionnaires completed by parents. During the inspection, 30 lessons were observed, together with other activities such as daily assemblies, registration periods and extra-curricular clubs.
158. All classes were observed during literacy and numeracy. A sample of pupils from each year group was heard reading aloud, and discussions were held with pupils about their work in subjects across the curriculum. Behaviour in the classroom, playground, around and outside the school was observed, and informal discussions with pupils took place at lunchtime. Pupils' work was examined during lessons and in addition, the work of pupils of different ability in each year group was scrutinised.
159. Discussions were held with members of the governing body, the headteacher, all teachers, some of the non-teaching staff and parents. All teachers were given feedback about the quality of their teaching during the inspection. The school's policies and planning documents, information relating to the governing body, lesson plans, individual education plans, assessment information, financial details, information for parents and attendance records were read. Arrangements for child protection and health and safety were examined.

- **DATA AND INDICATORS**

- **160. 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	102	3	14	15

- **161. Teachers and classes**

- **Qualified teachers (YR - Y6)**

Total number of qualified teachers (full-time equivalent):	5.1
Number of pupils per qualified teacher:	20

- **Education support staff (YR - Y6)**

Total number of education support staff:	4
Total aggregate hours worked each week:	41

Average class size:	20.4
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- **162. Financial data**

Financial year:	1998/99
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	£
Total Income	188541
Total Expenditure	192130
Expenditure per pupil	1779
Balance brought forward from previous year	(3589)
Balance carried forward to next year	(1878)

- **163.**  
**SURVEY**

**PARENTAL**

Number of questionnaires sent out:

77

Number of questionnaires returned:

33

(42.9%)

**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	67	33	0	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	61	33	3	3	0
The school handles complaints from parents well	27	50	17	3	3
The school gives me a clear understanding of what is taught	33	58	9	0	0
The school keeps me well informed about my child(ren)'s progress	45	48	6	0	0
The school enables my child(ren) to achieve a good standard of work	39	52	6	0	3
The school encourages children to get involved in more than just their daily lessons	37	56	6	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	28	59	9	3	0
The school's values and attitudes have a positive effect on my child(ren)	47	41	9	0	3
The school achieves high standards of good behaviour	47	47	3	0	3
My child(ren) like(s) school	47	47	3	0	3

NB: Percentages are rounded to nearest integer; sum may not = 100%. Figures exclude nil responses.

**5 (15%) parents made additional comments**

**Strongest points in order:**

- The school is welcoming and friendly.

### **Pointers from the meeting for parents**

- Parents are generally satisfied with the attainment and progress of their children.
- Parents are satisfied with the attitudes and values promoted by the school.
- Parents are satisfied with the information, which the school provides about school events and the work done by their children; some parents do not like the computerised reports.
- In the main, parents believe the school provides appropriate help and guidance to individual children.
- Parents appreciate the amount and balance of homework which teachers set.
- Parents are happy with the standards of behaviour on which the school insists. They report that their children like going to school.
- Parents feel welcome to assist the school in many ways.
- Parents feel that the school listens to their suggestions.