

INSPECTION REPORT

TEMPLE SOWERBY CHURCH OF ENGLAND PRIMARY SCHOOL

Temple Sowerby, Penrith.

LEA area: Cumbria

Unique reference number: 112266

Headteacher: Mrs Brenda Nicholls

Reporting inspector: Barrie Cooper
10182

Dates of inspection: 12th – 13th June 2000

Inspection number: 186805

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
School category:	Voluntary controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Temple Sowerby, Penrith, Cumbria.
Postcode:	CA10 1RZ
Telephone number:	017683 61512
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Appropriate authority:	Governing body
Name of chair of governors:	Rev I McLoughlin
Date of previous inspection:	November 24 th 1995

INFORMATION ABOUT THE INSPECTION TEAM

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

The school is a very small voluntary controlled Church of England primary school with 44 pupils on roll. It has two classes, one for reception and Key Stage 1 pupils and one for Key Stage 2 pupils. It is situated in the village of Temple Sowerby about 7 miles east of Penrith in Cumbria. Whilst some pupils live in the catchment area, most come from nearby towns and villages. All pupils are white and English speaking. Seven per cent of pupils are eligible for free school meals, which is well below the national average. Eleven per cent of pupils are on the special educational needs' register and one pupil has a statement of special educational need. This is well below the national average. Pupils' attainment when they join the school is around the national average.

HOW GOOD THE SCHOOL IS

The school is very effective school. There is a real family atmosphere and relationships in the school are very good. Pupils achieve standards at least in line with their abilities. The teachers and support staff are very committed and hard working and teaching is good with some very good elements. The headteacher leads and manages the school well despite a heavy teaching commitment. The school secretary ably supports her in the day to day administration of the school. The school provides good value for money.

What the school does well

- The pupils' speaking and listening skills are very good.
- The school makes very good use of information technology across the curriculum; this is increasing opportunities for pupils to investigate and learn for themselves.
- Pupils achieve higher than expected standards in music.
- The behaviour of the pupils, their attitudes to work and their relationships with one another and adults in the school are all very good. Attendance is well above average.
- The quality of teaching is good with some very good elements.

What could be improved

- Too little time is spent on religious education each week. Pupils do not write down enough about the subject and they have too little knowledge of religions other than Christianity.
- Marking of pupils' work, individual target setting and the reporting of information on progress to parents.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has worked hard to maintain the high quality of education identified in the last inspection. The school is now following national schemes of work in all subjects and a form of the National Literacy and Numeracy Strategies, which have been locally adapted for very small schools. Since the last inspection, facilities have been improved as the school has grown in size. An office has been built and extra space added for the younger pupils. A new school hall, which has only recently been brought into use, enables pupils to eat their lunch in school and to take part in a greater range of physical education activities on site. The school playground has also been extended. From September 2000, the extra space will allow classes to be split up into three age groups each morning.

STANDARDS

The numbers of pupils taking both Key Stage 1 and Key Stage 2 National Curriculum tests over the past three years has always been below ten. It is not possible, therefore, to draw any conclusions either about standards or trends in performance over time. Also it is not possible to make an overall judgement about the standards pupils attain at the age of five or at the end of Key Stage 1 and Key Stage 2, as numbers in each age group are so small.

Individual pupils achieve standards that are at least in line with their abilities in all areas of the curriculum. Pupils with special educational needs make good progress and have realistic and achievable targets written in their individual education plans. Higher attaining pupils also achieve good standards and have good opportunities to work independently often using information technology. Pupils have very well developed speaking and listening skills. They are articulate and express themselves very clearly and confidently. They listen well in class both to their teacher and other pupils.

In music, pupils achieve standards above those expected for their age. They sing well, appreciate different types of music and use their skills in composition. In religious education, pupils have a good knowledge of Christianity but less understanding of other religions.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils really enjoy coming to school and are very keen to learn. They are enthusiastic about the work they do in school.
Behaviour, in and out of classrooms	Very good. The pupils are all very well behaved in classrooms and around the school. They are thoughtful, kind and polite
Personal development and relationships	Very good. Older pupils act in a very responsible way and look after younger ones very well. Pupils have very good relationships with one another and with the adults in the school.
Attendance	Very good. Well above the national average.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
11 Lessons seen overall	Good	Good	Good

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

The quality of teaching is good overall. During the inspection, teaching was very good in 45 per cent of lessons and good in 55 per cent of lessons. Teachers manage the pupils well and expect and achieve high standards of behaviour. The teachers have worked out successful strategies to deal with the large age range in each class and work is well planned to meet the needs of pupils of differing abilities. Teachers make good use of their classroom assistants who are clear about their role in each lesson. They work well with both individuals and small groups as directed by the teacher. Introductory sessions at the beginning of each lesson include some good and often challenging questioning well targeted to individual pupils. In Key

Stage 2, pupils have good opportunities to find things out for themselves using appropriate computer software, the Internet and books. Very good use is made of information technology across the whole curriculum. The quality of music teaching is very good with pupils achieving high standards in all aspects of the subject.

The teaching of literacy and numeracy is good throughout the school. Reception class pupils receive literacy sessions well adapted to their needs. In Key Stage 1 and 2, there is an appropriate emphasis on the teaching of formal skills and these are used when pupils write. The teaching of numeracy is also good with pupils taught to use mental arithmetic and think about the approach they are using.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum, which is well matched to the range of ages and abilities in each class. Most subjects are taught through class topics, which are usually successful in helping pupils to develop skills. Too little time in class is spent on religious education. Good use is made of the local area as a resource for learning. Pupils are offered a good range of extra-curricular activities.
Provision for pupils with special educational needs	There is good provision. These pupils are well supported in class and given appropriate work by their teachers. They make good progress through the school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils are given a very clear understanding of right and wrong. Pupils are encouraged to take responsibility within the school and older pupils are good at looking after the younger ones. Spiritual development is satisfactory with pupils given some opportunities for reflection. Pupils have some opportunities to learn about other cultures but this could be further developed.
How well the school cares for its pupils	All staff know the pupils as individuals. They are well looked after in school.

The school has a good partnership with parents. They have recently helped to raise money towards the improvements in the school accommodation. They are very happy to help their children at home. The school has a true 'open door' policy and parents can see teachers at any reasonable time if they have any concerns.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for the school and has worked successfully with the Governing Body to carry out the recent improvements to the school buildings. She has very little time away from teaching and, therefore, has few opportunities to monitor the work of the school. She makes good use of the local advisory service to assist in this. She is well supported by her two teaching colleagues and other members of staff and they work very well as a team.
How well the governors fulfil their responsibilities	The governors are very supportive of the school and committed to its future development. They have worked hard to enable the recent improvements to accommodation to be completed. Individual governors have established helpful links with curriculum subjects. They monitor the school budget successfully and fulfil all their statutory responsibilities.
The school's evaluation of its performance	The school has identified areas for improvement through its school development plan. The school makes some use of external monitoring to help identify strengths and weaknesses in the school. Pupils' work is not marked in sufficient detail to check the progress of pupils.
The strategic use of resources	The school's resources are used well to support educational development. The principles of best value have been used when buying new resources and when building the extension to the school. The budget is spent carefully and wisely. The school is giving good value for money.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • The teaching is good • The school is well led and managed • Their children enjoy coming to school • Behaviour in the school is good • The school is helping their children become mature and responsible 	<ul style="list-style-type: none"> • The amount of homework given • Information about how their child is getting on. • The range of activities outside lessons.

The inspection team agrees with the positive views of parents. The team feels that the teachers are giving the pupils the right amount of homework and there is a good range of activities provided outside lessons. The team found that parents were not being given specific enough information either about their children's progress or the skills they should be acquiring next.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

The pupils' speaking and listening skills are very good.

1. The teachers successfully encourage pupils to take part in discussions and also to address others about their opinions, knowledge or observations. On a Monday morning, pupils of all ages confidently share their weekend news with the rest of the school. Teachers always value pupils' contributions. In introductory sessions to lessons, pupils are expected to share their views and to answer questions clearly and in detail. Good use is made by teachers of follow-up questioning.
2. The pupils are very articulate and participate well in all classroom discussions. They are confident when speaking publicly. Even the youngest pupils are keen to talk in detail to the rest of the school about their experiences over the weekend. In lessons pupils answer questions in full sentences and are able to explain quite complex ideas. Older pupils have learned how to adapt speech to different situations. They can switch quickly from talking to another pupil in class to expressing strong views on the proposed by-pass of Temple Sowerby. In assembly, Key Stage 1 pupils recall and explain what happened in an earlier assembly. Others clearly and expressively read a story that they have had no opportunity to practise in advance. Pupils perform well in their public concerts such as the 'Victorian Experience', which was recently presented, in the village hall.
3. The pupils are very good at listening to one another. They wait for their turn to come before adding their own comments or opinions. They are sensitive and thoughtful, and older pupils listen well to younger pupils. They also listen well to their teachers and follow instructions accurately and sensibly.
4. Pupils' contributions to class discussion are always valued and this makes them feel confident, and encourages them to ask questions, offer ideas and present their opinions. The pupils' skills in speaking and listening are having a very positive impact not only on the progress they make in school but also on the atmosphere of the whole school.

The school makes very good use of information technology across the curriculum, this is increasing opportunities for pupils to investigate and learn for themselves.

5. The teachers make very good use of information technology throughout the curriculum. In their planning they carefully link the skills to be taught in information technology with well planned opportunities for pupils to use their new expertise in different subjects. There are very good resources for information technology with both laptops and personal computers available for the pupils. The school is also linked to the Internet and this is used well for finding out information, for example, when Key Stage 2 pupils had to find out about micro-organisms in science. Pupils also use e-mail to make contact with other schools and to share experiences with them. The school has a very good range of educational software, which is used as an aid to learning in Key Stage 1 and mainly for finding out information in Key Stage 2.
6. Computers are widely used for word processing and pupils use a good variety of fonts and colours to make their work attractive and enjoyable to read. Computers are also

used to present information on different types of graphs. These show local weather patterns in Key Stage 1 and a database of birds seen in the school grounds in Key Stage 2. In music, a computer programme is used well to aid composition.

7. Pupils are very relaxed in their use of information technology and do not hesitate to ask to use computers to assist with their learning. The use of computers in the school is providing very good opportunities for all pupils to find things out for themselves.

Pupils achieve higher than expected standards in music.

8. Pupils throughout the school achieve high standards in music in response to the very good teaching they receive. There are very high expectations of the pupils and they are challenged by good questioning. The teacher has very good knowledge of the subject. In Key Stage 1, pupils sing enthusiastically and tunefully. They are able to pick out rhythm and to regulate the level of sound they produce. They comment sensitively on the unusual Brazilian music used in the same lesson. In Key Stage 2, the quality of singing is very good with appropriate emphasis on the importance of posture. Pupils compose well using a computer programme and use a range of instruments including recorders, drums and pan pipes. Pupils demonstrate an understanding of terms like texture in music and have detailed knowledge of chords and understand musical vocabulary. All pupils in Key Stage 2, are given the opportunity in school to learn to play an instrument either guitar, recorder, flute or clarinet.

The behaviour of the pupils, their attitudes to work and their relationships with one another and adults in the school are all very good. Attendance is well above average.

9. All staff expect pupils to behave sensibly and well. Pupils' behaviour in and around school is consistently very good and has a positive impact on learning. They are polite and well mannered and show respect for adults and towards one another. They listen attentively to the views and opinions of others. Older pupils are sensitive to the needs of younger ones. Pupils are friendly, kind and considerate.
10. The pupils are very keen to come to school and are enthusiastic about their work. They are well prepared for lessons and settle to their work without fuss. They listen well to their teachers and are eager to extend their knowledge. They take pride over their topic folders and often do extra work at home.
11. Pupils have very good relationships with one another and with adults in the school. Pupils work and play well together in groups. Playtimes are pleasant social occasions. The pupils are proud of their school and feel very much part of a special community. Pupils show great respect for all adults in the school. In return, all staff have very good relationships with the pupils and know them very well.
12. Attendance is well above average and reflects the pupils' enjoyment of school. The headteacher does all she can to discourage parents from taking their children on holiday in term time.

The quality of teaching is good with some very good elements.

13. The good quality of teaching in the school enables pupils of all abilities to achieve the standards of which they are capable. Teachers plan successfully to meet the needs of

pupils of different ages and abilities in the same class. Pupils with special educational needs are given clear objectives and make good progress towards these.

14. In literacy in Key Stage 1, the story of 'Farmer Duck' is used well as a starting point to a literacy session. Good teaching points are made from the book and the teacher has successfully taught the pupils the names of different types of story. Pupils demonstrated that they have been taught phonics well, when making up words with different two letter endings and when playing word games.
15. Key Stage 2 pupils understand the difference between fact and opinion as a result of the teacher's clear explanation. This work is given practical significance by being linked to the local campaign for a Temple Sowerby Bypass. Statistics gathered by the pupils are being sent to the Department of Transport.
16. In numeracy lessons teachers make good use of visual aids to help learning. In Reception and Key Stage 1, the caterpillar 'Lots of Legs' is a helpful tool to the learning of counting in pairs. In Key Stage 1, as a result of good teaching, pupils have a sound understanding of odd and even numbers and can identify numbers that are divisible by three and five. In Key Stage 2, the teacher demonstrates well with a broomstick to help pupils count on and to link percentages to decimals. Pupils have a good knowledge of tables and the four rules of number.
17. In science in Key Stage 1, a recent topic on mini-beasts gave pupils an opportunity to demonstrate skills that had learned in other subjects. They showed that they were able to identify the animals and record their findings on graphs. The teacher had taught them a good range of scientific language. In Key Stage 2, pupils undertake a good range of investigations seeing, for example, what happens to food left in a lunch box for several days and identifying whether rubbish is biodegradable or not.
18. Teachers plan well to deliver much of the curriculum through topics, but planning does not always indicate clearly enough links to the development of skills. Teachers have very good relationships with the pupils and have established a good working atmosphere in their classrooms. This produces a good learning environment where pupils are encouraged and keen to learn.

WHAT COULD BE IMPROVED

Too little time is spent on religious education each week. Pupils do not write down enough about the subject and they have too little knowledge of religions other than Christianity.

19. The school timetables only 3 per cent of each week for religious education which is not enough to cover the whole of the locally agreed syllabus in sufficient detail. Some of the time spent on religious education also occurs during collective worship. Pupils' knowledge of the subject is limited. They have a good understanding of Christianity but only a limited knowledge of other religions. Religious education lessons normally consist of discussion. Pupils do include some aspects of the subject in their topic file and occasionally they write about religious education in their story books. However, they are not able to refer back to work in order to recall what they have learned as they have no specific religious education exercise book or folder.

Marking of pupils' work, individual target setting and the reporting of information on progress to parents.

20. Pupils' work is not marked in sufficient detail. Any comments written on work are very brief and do not give a clear enough indication of how work could be improved. Also some of the work written in books and most worksheets are not dated which makes it difficult to analyse progress over time. The school has a marking policy, which is included in the assessment policy, which was last updated in 1996. This does not give a clear enough guide to teachers about how work should actually be marked so that the approach is consistent in both classes.
21. Work is often not marked in sufficient detail and pupils are not given a clear enough idea about areas that could be improved. For example on the completion of each topic folder, which forms a major part of each term's work, there is no written record of what the pupil has done well and how work could be improved in the future. In addition, teachers do not make sure that all work is dated so that progress over time can be more easily measured.
22. Pupils are not yet given clear enough written individual targets for improvement, which would help them to make progress within classes with a large range of ages and abilities. Parents are kept informed about progress through two consultation evenings, but the lack of targets means that they are not given a clear enough idea about areas which could be improved, and what skills are going to be learned next. This would be helpful for both pupils and parents to assess progress. Whilst school reports give some information about progress and state clearly about what pupils are doing well, they do not include a clear enough reference to what parents should be expecting their children to learn next.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

23. In order to further improve the school, the Governing Body, headteacher and staff should

- 1) Raise the profile of religious education in the school and improve the pupils' subject knowledge by
 - Increasing the time available for the teaching of religious education.
 - Giving pupils more opportunities to write down what they have learnt in the subject so that it provides a record to which they can refer.
 - Placing greater emphasis on the teaching of religions other than Christianity

- 2) Review the approach to marking work and setting individual pupil's targets for improvement by
 - Making sure that all work is dated and filed in the order in which it has been completed
 - Agreeing a whole school approach to marking which includes written comments analysing both strengths and specific areas for improvement
 - Regularly setting clear and achievable targets for individual pupils to enable them to make the best possible progress in their work.
 - Keeping both parents and pupils informed of these targets and when they are completed through regular feedback and the annual report to parents.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	11
Number of discussions with staff, governors, other adults and pupils	6

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	45	55				

The table gives the percentage of teaching observed in each of the seven categories used to make judgements about lessons.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		44
Number of full-time pupils eligible for free school meals		0

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		6

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	6
Pupils who left the school other than at the usual time of leaving	5

Attendance

Authorised absence	%
School data	3.9
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	44
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage		
Black – African heritage		
Black – other		
Indian		
Pakistani		
Bangladeshi		
Chinese		
White		
Other minority ethnic groups		

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	2
Number of pupils per qualified teacher	22
Average class size	22

Education support staff: YR – Y6

Total number of education support staff	2
Total aggregate hours worked per week	17

Financial information

Financial year	1999/2000
	£
Total income	101125
Total expenditure	95082
Expenditure per pupil	2161
Balance brought forward from previous year	6043
Balance carried forward to next year	12968

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	44
Number of questionnaires returned	40

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	40	58	2	0	0
My child is making good progress in school.	48	45	7	0	0
Behaviour in the school is good.	38	60	2	0	0
My child gets the right amount of work to do at home.	29	60	7	4	0
The teaching is good.	55	45	0	0	
I am kept well informed about how my child is getting on.	38	50	12	0	0
I would feel comfortable about approaching the school with questions or a problem.	49	39	5	0	7
The school expects my child to work hard and achieve his or her best.	55	43	2	0	0
The school works closely with parents.	45	53	2	0	0
The school is well led and managed.	53	47	0	0	0
The school is helping my child become mature and responsible.	50	48	2	0	2
The school provides an interesting range of activities outside lessons.	40	49	7	2	2