

**Silloth Primary School**  
Silloth

LEA area: Cumbria

Unique Reference Number: 112235

Inspection Number: 186894

Headteacher : Mr. S. Monaghan

Reporting inspector: Mrs. G. Peet  
18842

Dates of inspection: 8<sup>th</sup> - 12<sup>th</sup> November 1999

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Community Infant and Junior School
Type of control:	County
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Liddel Street Silloth Carlisle CA5 4DR
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Appropriate authority:	The governing body
Name of chair of governors:	Mr. D. Thompson
Date of previous inspection:	12 <sup>th</sup> February 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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Mr. A. Anderson, Lay Inspector		Attitudes, behaviour and personal development Attendance Spiritual, moral, social and cultural development Support, guidance and pupils' welfare Links with parents and the community
Mrs. J. O'Hare	Under fives English Religious education	Curriculum and assessment
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## MAIN FINDINGS

### What the school does well

- Teaching in both the early years and at Key Stage 1 is good, and 13 per cent of all teaching is very good.
- The school's partnership with parents and the community is very good.
  - The school promotes and achieves good attitudes and relationships.
  - Pupils' attendance is good.
  - The provision for the under fives is a strength of the school.
  - The spiritual, moral and social development of the pupils is good.
  - The school is well staffed with both teachers and support assistants.

### Where the school has weaknesses

- The school has made insufficient progress since the last inspection.
- I. Attainment in information technology is below average at Key Stage 2.
  - II. Assessment at Key Stage 2 is unsatisfactory. .
  - III. Progress is unsatisfactory in design and technology, geography and music at Key Stage 2.
  - IV. The progress of higher attaining pupils is unsatisfactory.
  - V. The headteacher, the senior management team and the governors do not monitor and evaluate the curriculum and whole school development effectively.
  - VI. A minority of pupils have behaviour that is unsatisfactory.
  - VII. Provision for pupils' cultural development is unsatisfactory.

These weaknesses are outweighed by what the school does well. They will form the basis of the governors' action plan which will be sent to all parents and guardians of pupils at the school.

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

The school has overcome some of the weaknesses pointed out in the previous inspection of 1996 but overall has made unsatisfactory progress in dealing with the key issues, some of which remain unfinished. The school development plan now is a useful tool for school development. The school has made progress in improving whole school curriculum planning, but some subjects still do not have clear and agreed schemes of work and there is no agreed format for medium and short term planning. There is not yet a whole school curriculum 'map' which sets out clearly the expectations for each year of the school. There are now job descriptions for the headteacher, the deputy headteacher and the curriculum coordinators but these do not yet involve the senior management team and the curriculum coordinators in monitoring and evaluating the curriculum and whole school development. The school has not yet put into place systems to monitor and review the effects of financial decisions, the use of resources or the use of accommodation and curriculum provision on the achievements of the pupils. There is still no scheme for financial delegation. There is now an effective staff development policy which matches training to the priorities in the school development plan. Effective staff development has raised the standard of teaching in the school, especially in literacy and numeracy, and the national Literacy and Numeracy Strategies have been successfully introduced into the school. The standard of teaching has improved significantly since the last inspection.

The improvement in provision of information technology has already started with the development of the new computing resources. The school targets are focused on building a quality team to improve standards. Given the change of the headteacher three years ago, a very supportive and hardworking governing body and the appointment of new members of staff there is satisfactory capacity in the school for further improvement.

• **Standards in subjects**

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

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

The school has successfully introduced the literacy hour and this is raising standards, particularly in writing. Additional literacy support staff have been appointed and they are making a significant contribution to the rise in standards.

Although standards dropped significantly in both mathematics and science last year, this may be explained by a higher than normal proportion of pupils on the register of special educational needs. Some higher attaining pupils that were present for the English tests were absent for the mathematics and science tests. The present Year 6 are making satisfactory progress in both mathematics and science. The introduction of the numeracy strategy has resulted in pupils making sound progress in the recall of number facts and their knowledge and use of mathematical vocabulary. Good science teaching at Key Stage 2 is contributing to a rise in standards in that subject.

Standards in information technology are still below national expectations at the end of Key Stage 2 but the school is well placed to remedy this situation. The recent provision of a new computer suite should enable pupils to have more opportunities to learn and practise computer skills.

Pupils in the reception classes make good progress and by the age of five attain the standards expected in all areas of learning.

• **Quality of teaching**

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Satisfactory
Science	-	Satisfactory	Good
Information technology	-	Good	Satisfactory
Religious education	-	Satisfactory	Satisfactory
Other subjects	Good	Satisfactory	Satisfactory

The quality of teaching is overall good and 13 per cent of all teaching is very good. Eighty seven and a half per cent of teaching in the under fives, 60 per cent of Key Stage 1 teaching and 38 per cent of Key Stage 2 teaching is good or better. Only three per cent of teaching was unsatisfactory.

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

· **Other aspects of the school**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Although the behaviour of the majority of pupils is satisfactory and often good, there is significant evidence of unacceptable behaviour from a small minority of pupils.
Attendance	Pupils' attendance at the school is good.
Ethos*	Supportive and positive. Pupils' attitudes to work are good and relationships throughout the school are good.
Leadership and management	· The leadership and management of the school is satisfactory overall but there are a number of weaknesses in significant areas.
Curriculum	The curriculum for the early years is good. It is satisfactory overall at Key Stages 1 and 2 although there are weaknesses in planning at Key Stage 2.
Pupils with special educational needs	The management of the provision for pupils with special educational needs is good and their progress is satisfactory.
Spiritual, moral, social & cultural development	The spiritual, moral and social development of pupils at the school is good and cultural development is unsatisfactory.
Staffing, resources and accommodation	The provision of teachers and classroom assistants is good. The accommodation is satisfactory overall although some classrooms are too small and conditions are cramped. Learning resources are satisfactory.
Value for money	Satisfactory.

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

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

<b>What most parents like about the school</b>	<b>What some parents are not happy about</b>
VIII. Most parents were very satisfied with every aspect of school life.	IX. A minority of parents were concerned about pupils.

The findings of the inspection support the views of parents on the issue of disruptive behaviour. The school proposes to tighten up monitoring procedures in order to more clearly identify these pupils and more effectively deal with them.



## **KEY ISSUES FOR ACTION**

In order to develop the school the governors, headteacher and staff should:

### **1. Raise standards in information technology at Key Stage 2 by**

- improving staff expertise where it is weak,
- organising the maximum use of the new computer suite and the computers in the classrooms,
- teaching computer skills that can then be used to support teaching and learning across the curriculum,
- rigorously monitoring the implementation of the action plan for information technology.

(paragraphs 12, 30, 40, 107, 115, 129, 130 - 138)

### **1. Improve the effectiveness of the management strategies and roles developed since the last inspection by:**

- reviewing the roles of the deputy headteacher and Key Stage 1 coordinator to establish a more effective support for the headteacher in managing and leading the school,
- further developing the effectiveness of the role of the coordinators in developing their subject areas,
- introducing effective procedures to enable the governing body to monitor and evaluate the work of the school.

(paragraphs 61, 62, 63, 64, 65, 74, 75, 145, 150, 156, 162)

### **1. Ensure that pupils' skills, knowledge and understanding are developed within a structure that builds on previous learning by:**

- developing a whole school approach to curriculum planning,
- setting up effective and consistent procedures for the assessment of pupils' progress,
- using those procedures to plan a curriculum that meets the needs of individual pupils, in particular higher attaining pupils.

(paragraphs 6, 7, 8, 9, 10, 11, 19, 30, 31, 37, 38, 40, 42, 96, 105, 108, 109, 121, 128, 133, 139, 156, 162, 167, 172)

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in paragraphs (22, 34, 52, 68, 160, 165) monitoring incidents of inappropriate behaviour, and paragraph (49) improving the provision for the cultural development of pupils.

## INTRODUCTION

### Characteristics of the school

- 1 Silloth Primary School is situated on the north west coast of Cumbria. Silloth is a small town with a strong community spirit. The nearest primary school is about 6 miles away. There are 233 boys and girls on roll aged between 4 and 11. The school is above average in size for Cumbria. At the time of the inspection 31 children were under the age of 5.
- 2 Pupils come from a range of backgrounds. Many come from families that have always lived in the area but a significant number have moved from other parts of the country into the recently developed low cost rented housing. The school is in the Silloth ward. There are 18 per cent of children eligible for free school meals, which is slightly below the national average. The percentage of pupils on the register of special educational needs is 25.3 per cent, which is above the national average. At the time of the inspection five pupils had a statement of special educational need. There are no pupils who speak English as an additional language. Assessment of pupils' attainment on entry to the school shows that the majority start school with levels of attainment slightly below what is expected for children of their age. Since the present headteacher came to the school almost three years ago there have been significant staff changes.
- 3 The main aims of the school focus on the intention to provide a happy working environment where pupils can achieve their potential academically, physically, socially, morally and creatively. The current priority is to open and establish a nursery unit and to build a quality team that works to raise the standards in the school.

### 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	18	16	34

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12	13	13
	Girls	15	16	16
	Total	27	29	29
Percentage at NC Level 2 or above	School	79 (76)	85 (71)	85 (92)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	14	16
	Girls	16	15	15
	Total	28	29	31
Percentage at NC Level 2 or above	School	82 (76)	85 (89)	91 (92)
	National	82 (80)	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	21	23	44

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	13	9	13
	Girls	17	11	12
	Total	30	20	25
Percentage at NC Level 4 or above	School	68 (63)	45 (71)	57 (77)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	17	13	14
	Girls	16	14	19
	Total	33	27	33
Percentage at NC Level 4 or above	School	75 (51)	61 (57)	75 (57)
	National	68 (65)	69 (65)	75 (71)

## Attendance

Percentage of half days (sessions)

%

missed through absence for the latest complete reporting year

Authorised Absence	School	5.95
	National comparative data	5.7
Unauthorised Absence	School	0.01
	National comparative data	0.5

## Exclusions

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

Number

Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

%

Very good or better	13%
Satisfactory or better	97%
Less than satisfactory	3%

3

## PART A: ASPECTS OF THE SCHOOL

### 3 Educational standards achieved by pupils at the school

#### 3 Attainment and progress

- 4 At the time of the last inspection attainment at both key stages was judged to be average in English, mathematics and science. Attainment in these subjects has fluctuated since then. Attainment in English, mathematics and science is now judged to be in line with the national average at both key stages although the 1999 end of key stage test results were below the national average in all subjects at both key stages.
- 5 Children enter the reception classes with levels of attainment which are below national expectations. They make good progress in all areas of learning and by the time they begin work on the national curriculum most pupils have achieved the standards expected for pupils of their age. This maintains the standards achieved at the time of the last inspection. Children develop skills in literacy and use appropriate language and enjoy looking at books. In numeracy they can arrange their numbers from zero to ten and recognise and read numbers one to five.
- 6 In the 1999 Key Stage 2 national tests, the percentage of pupils achieving national expectations in English was below the national average and well below that of pupils from similar schools. Trends over time indicate that although pupils' performance rose between 1997 and 1999 standards are failing to increase at the national rate. Pupils' performance in the 1998 tests was in line with the national average but the results in 1999 although slightly better than in 1998 were, overall, below average. This is because the number of pupils attaining at a higher than expected level is well below both the national average and that of pupils from similar schools. Taking the three years 1996 to 1998 together, the performance of boys in English was well below the national average, but girls' performance was close to the national average. Inspection findings indicate that progress is satisfactory. The rise in standards is due to the introduction of the literacy hour.
- 7 In the 1999 Key Stage 1 national tests, the percentage of pupils attaining the level expected for pupils aged seven was below the national average in reading and close to the national average in writing. The percentage of pupils achieving the higher Level 3 was close to the national average in reading but below the national average in writing. When these results are compared to those of pupils from similar schools, the percentage of pupils attaining the expected level in reading is well below average and in writing is below. In both reading and writing the number of pupils attaining higher than the expected level is below that of pupils from similar schools. By the end of Key Stage 1 levels of attainment in speaking and listening are broadly average. The trend over the three years to 1998 show that standards declined in 1998. The 1999 results indicated a rise in standards in both reading and writing although in reading they failed to keep pace with the national rise in standards. In writing standards are now nearer to the national average. The judgement made during the inspection is that attainment in both reading and writing at the end of the key stage is in line with the national average. Progress in English is satisfactory. The rise in standards is due to the introduction of the literacy hour. While the higher attaining pupils generally make satisfactory progress, they are not always provided with consistently challenging work to meet their specific needs. As a result, they do not attain the standards of which they are capable.
- 8 In the 1999 Key Stage 2 national tests in mathematics, the number of pupils achieving national expectations was well below the national average and when compared to the performance of pupils from similar schools. The number of pupils attaining at a higher level than expected was also well below the national average and that of similar schools. Results show a fluctuation in standards from being well above average in 1996 to average in 1997 and above again in 1998. The drop in standards in 1999 may be explained by a higher than normal proportion of pupils on the special needs register, including those with statements and some disruption to teaching due to staff sickness. Some higher attaining pupils that took the English tests were absent for the mathematics tests. The findings of the inspection indicate that the current group of 11 year olds are making satisfactory progress. The introduction of the numeracy project is having a positive effect on the development of pupils' numeracy skills in both key stages and is a significant factor in the improved standards.
- 9 In the 1999 Key Stage 1 national tests in mathematics, the percentage of pupils attaining the level expected for pupils aged seven, was below the national average and the number of pupils attaining beyond expectations was well below average. When these results are compared, the number of pupils achieving the expected Level 2 and above in mathematics is well below that of pupils from similar schools. Standards in mathematics have stayed at much the same level over the three years to 1998 when they were in line with national averages. A slight drop in standards in 1999 and a rise in the national average means that the results for 1999 are below national average. During the present inspection, progress at Key Stage 1 is judged to be satisfactory. The rise in standards is due to the introduction of the numeracy strategy.

- 10 In the 1999 Key Stage 2 national assessment tasks for science, pupils achieved standards well below the national average and well below those of pupils from similar schools. Few pupils attained beyond expectations. Standards have been in line with the national average in the last three years but dropped sharply in 1999. This is likely to be because, as with the mathematics tests, there were more than the usual number of pupils with special educational needs and some higher attaining pupils were absent from the tests. The inspection judgement is that pupils at Key Stage 2 make satisfactory progress.
- 11 In the 1999 Key Stage 1 teacher assessment for science, results were in line with the national average and with pupils from similar schools although no pupils achieved beyond expectations. Standards were above those expected nationally in 1998 and were maintained in 1999 but because standards nationally improved, the school attainment was only in line with the national average. The judgement made during the inspection is that pupils are attaining standards in line with those expected nationally and are making satisfactory progress.
- 12 In information technology, attainment at the end of Key Stage 1 is in line with national expectations and progress is satisfactory. At Key Stage 2 attainment is below national expectations and progress is unsatisfactory. At Key Stage 2 teachers plan an insufficient range of experiences to teach pupils the skills necessary to achieve in line with expectations.
- 13 In religious education, standards achieved by pupils in both key stages are in line with the expectations of the locally agreed syllabus and they make satisfactory progress in developing their knowledge of religious facts, characters and events.
- 14 In art, pupils make satisfactory progress in both key stages. Pupils have experiences using a wide range of media such as charcoal, pencil, clay and paint. They learn to use a wide range of techniques such as modelling from papier-mâché, observational drawing, collage and producing three dimensional models from clay. Progress in design and technology at Key Stage 1 is satisfactory, and is unsatisfactory at Key Stage 2. Pupils at Key Stage 1 experience both designing and making. Progress through Key Stage 2 is unsatisfactory because there is no agreed scheme of work which helps teachers to plan work that systematically develops pupils' skills and builds on previous learning.
- 15 In geography the progress pupils make at Key Stage 1 is satisfactory. Pupils at the end of the key stage recognise the United Kingdom on a map of Europe and can identify important cities such as Paris accurately. At Key Stage 2, progress is unsatisfactory and pupils generally have an insecure knowledge of the location of some major towns and cities in the United Kingdom and Europe. Pupils' knowledge of localities other than their own is limited.
- 16 In history, pupils make satisfactory progress throughout the school. Pupils at Key Stage 1 learn about famous people such as Florence Nightingale. At Key Stage 2 they learn both about ancient civilisations and important times in the history of their own country. Throughout Key Stage 2 pupils' skills of historical enquiry are underdeveloped.
- 17 In music pupils at Key Stage 1 make satisfactory progress but pupils at Key Stage 2 make unsatisfactory progress. At Key Stage 2 pupils have had insufficient experience of performing and composing and listening and appraising music.
- 18 In physical education, pupils at both key stages make satisfactory progress. Pupils show good basic control, and through practice, improve their performance. There are some strengths and some good standards were observed. The situation has remained similar to that at the time of the last inspection when overall standards were judged to be good. At Key Stage 1 pupils show good control of their movements and can link them together confidently. At Key Stage 2, pupils reach appropriate standards in their games skills when practising rugby, football and netball.
- 19 Progress of pupils with special educational needs is generally satisfactory. When progress is unsatisfactory this is in line with the progress of other pupils. They mostly achieve the targets set for them in their individual education plans within appropriate time scales and satisfactorily move on to more difficult targets. Those pupils with statements of special needs make good progress when they receive one to one support from their learning support assistants or the special needs coordinator. Progress of higher attaining pupils is unsatisfactory.
- 19 **Attitudes, behaviour and personal development**
- 20 The attitudes and relationships of pupils at the school are good and their behaviour and personal development is satisfactory. This maintains the standards observed at the time of the last inspection. Children under five settle quickly into school and respond well to the routines and structures of the day. They quickly begin to gain increasing independence. They respond well to the teachers' expectations of good behaviour and work independently and productively in groups, for example during literacy or numeracy lessons.

- 21 Pupils generally demonstrate positive attitudes to their work in the classroom particularly when lessons are well planned. They show interest in their work and most pupils sustain good levels of concentration. Pupils willingly answer questions and join in discussions, for example in history and religious education when they are asked to share ideas. A smaller number of pupils, mainly in Year 5, have poor attitudes to learning and easily lose concentration.
- 22 Although the behaviour of the majority of pupils is satisfactory and in many cases good, there is some unacceptable behaviour from a minority of pupils. This is sometimes seen in the playground. There have not been any recent exclusions.
- 23 The relationships between pupils and between pupils and teachers in the school are good most of the time and pupils are at ease with visitors to the school. In most classrooms, the majority of pupils show appreciation and understanding for their fellow pupils. A good example of this occurred in a mathematics lesson when a pupil accidentally caught his foot under another pupils' chair and was comforted by other pupils around the same table. Pupils collaborate effectively on various projects, for example in mathematics and science lessons. Relationships in the playground are usually good although there is some evidence of bullying on the part of a minority of pupils. On one day during the inspection, one girl, after an incident in the playground, was unable to recover in time for the start of the afternoon teaching session. Incidents such as this have a negative impact on the progress pupils can make that day. In response to the last inspection report the school has produced an anti bullying policy and parents feel that the school quickly deals with any incidents.
- 24 Pupils undertake delegated tasks around the school such as holding open doors for others, tidying classrooms and, for more senior pupils, helping to clean down tables in the dining room. There are plans to introduce a school council but at present the number of opportunities presented to pupils to demonstrate their independence in this way are limited. As a consequence, pupils' personal development is no better than satisfactory.

#### 24 **Attendance**

- 1 Pupils' attendance at the school is good.
- 2 The school has consistently high levels of attendance, which are slightly above the national average. There is some evidence of occasional pupil lateness but the vast majority of pupils are punctual both in terms of arrival at school and at the start of lessons. School registers are correctly marked both morning and afternoon.

#### 26 **Quality of education provided**

##### 26 **Teaching**

- 3 Across the school as a whole, the satisfactory quality of teaching makes a positive impact on pupils' attainment and on their rate of progress. Teaching of the under fives is good overall and good or very good in seven out of eight lessons. Teaching at Key Stage 1 is good overall, with teaching in three fifths of the lessons being good or very good. At Key Stage 2 teaching is satisfactory overall with almost two fifths of the lessons being good or very good. There is a very small proportion of unsatisfactory lessons at Key Stage 2. At both key stages teaching in English, mathematics and science is satisfactory overall and is often good or better. It is generally satisfactory in information technology and all other subjects.
- 4 Teachers provide a stimulating environment that is secure and caring. There is a commitment to good teaching throughout the curriculum, which is well supported by ongoing professional development.
- 5 The quality of teaching of the under fives in the reception years is good. The areas of learning are all addressed appropriately in teachers' planning and a balance of each area is ensured throughout the week with targets set for work to be covered. Teachers have good knowledge and understanding of how children learn. Expectations are high and good methods, organisation and management of pupils have a direct impact upon the progress the pupils make. Time and resources are used well and teachers successfully sustain the pace of lessons by varying activities, thus ensuring that pupils remain interested and learn what is intended.
- 6 In general, teachers throughout the school have good subject knowledge, although there is less security with information technology and in music where a part time teacher teaches the subject through school. Teachers' subject

knowledge is used effectively, as for example in history where pupils are taught the importance of portraits and why they depict the queen in a certain way. Teachers generally have high expectations of pupils both in their work and in their behaviour. Teachers give clear explanations and, by good questioning, effectively establish and extend pupils' knowledge and understanding. Often teachers draw upon pupils' existing knowledge to facilitate new learning. In the best lessons teachers involve pupils whenever possible in explaining their thinking and this helps them to make better progress with their understanding. Teachers have good knowledge of their pupils and the learning needs of the age group, which is used well to ensure that lessons offer appropriate challenges for pupils of differing abilities. However, high attainers are not always suitably extended, particularly at Key Stage 2. Pupils are given opportunities to work together in groups, but few teachers structure small group discussions in a way that would help develop learning skills.

- 7 Lesson planning is sufficiently detailed and focuses on what pupils are expected to learn, both individually and in groups, and on what type of help needs to be provided. Care is taken to try to ensure that pupils are provided with equal opportunities. A good feature of many lesson plans is the clear identification of the related vocabulary that pupils need to know, as for example when learning about shape in mathematics. Pupils are acquiring good specific subject language, which they generally use well. There is some inconsistency among teachers in the process of evaluating lessons, and this impacts upon subsequent planning and pupils' progress. Since the last inspection the school has been successful in further developing curriculum planning for the short and medium terms. A weakness remains in the whole school approach to curriculum planning and assessment. Not all subjects yet have a scheme of work to ensure that pupils make the required progress.
- 8 Teachers have worked hard to introduce this term the National Numeracy Strategy and are using it effectively as a framework for much of their teaching in mathematics. Previous good work to introduce the National Literacy Strategy now means that this is now firmly established throughout both key stages.
- 9 The methods and organisation used by teachers are varied and effective. Lessons have clear structure with an introduction, a main activity and time to share and check on what pupils have learnt. Pupils have come to expect a common structure to lessons, and this is helping them to learn. In the best lessons teachers plan how much time is to be spent on each part of the lesson and usefully set time targets for their pupils. Pupils work well to complete the tasks in the time available, and often produce work of better quality because they have maintained effort and concentration over the time set. The experience and skills of classroom support assistants are used well and they work to good effect with pupils, particularly those who find learning difficult and the small minority who are potentially disruptive. Teachers carefully follow the individual education plans of pupils with special educational needs and plan appropriately for them with the good support of the school special educational needs coordinator. The teachers make appropriate reference to the targets within pupils' individual education plans, and provision in lessons is satisfactory. Teachers' organisation of classes is good throughout the school. They use the educational resources at their disposal well and sometimes imaginatively, as for example skipping ropes used in a Key Stage 2 science lesson to help pupils to an understanding of the way molecules move in solids, liquids and gases.
- 10 Teachers generally manage pupils effectively and achieve good standards of class discipline. Many effective strategies are used for dealing with inappropriate behaviour and encouraging effort with work. For example, sometimes with an older age group, good use is made of quiet background music during the activity part of the lesson. Pupils enjoy this so much that they encourage each other to be well behaved so that the teacher might be persuaded to put on the tape to listen to as they work. Praise is generally used constructively and teachers try to create a pleasant and purposeful atmosphere in their classrooms. Occasionally pupils carry on speaking when they should be listening but usually teachers quickly assume control and find ways of gaining pupils' attention. Teachers generally have good control of pupils although in one lesson observed the progress of pupils was unsatisfactory because the behaviour of a minority of pupils was distracting for the majority.
- 11 Teachers' day to day assessment of pupils is generally satisfactory at Key Stage 2 and good in reception and at Key Stage 1. Teachers are thorough in checking on pupils' understanding by use of good questioning in class and by moving round the classroom looking at individual work and assessing the extent of learning. In the best lessons teachers regularly use the information gained to adjust their planning for subsequent lessons. However, few teachers record their observations on lesson plans or elsewhere to ensure that future objectives are accurately targeted. Marking of pupils' work is generally up to date, but the quality varies. Some teachers provide plenty of comments to encourage and include rewards such as stamps and stickers. Better examples of marking provide further challenges to pupils by drawing attention to ways of improving on, or extending, the work in their books. Marking is often more effective when carried out with the individual pupils. In some classes, marking consists of ticks only. Pupils throughout the school use homework to advantage to extend their learning at home, often well supported by parents and other members of the family.

12 There are no major weaknesses in teaching and many strengths. Teachers and support staff work hard and are generally successful at building good relationships between themselves and pupils in their charge so that they are happy to come to school and enjoy learning.

### 36 **The curriculum and assessment**

13 The overall quality of the school curriculum is satisfactory. However, since the first inspection, the school has not moved forward in planning as advocated in the report. All schemes of work are not yet in place. For example, in religious education, there is neither a policy nor scheme of work. As a result, there is little guidance in place to give teachers assistance when planning for progression in pupils' learning. Consequently, step by step development of pupils' skills, knowledge, and understanding cannot be assured. While the curriculum meets the requirements of the National Curriculum and is generally broad, not enough time and attention are given to music. This has a detrimental effect on the standards in that subject. The curriculum is relevant to the needs of the pupils and promotes the aims of the school. The school promotes pupils' intellectual, physical and personal development well and prepares pupils effectively for the next stage of their education. Close liaison with the local secondary school further helps to prepare pupils for the next stage of their learning. Through day to day support, teachers make satisfactory provision for pupils' personal and social education. This is particularly good in the two reception classes. There is suitable provision for sex and health education, and pupils are taught about the dangers of drug misuse.

14 All pupils have equal access to the curriculum. However, the school does not, as yet, plan rigorously for pupils of differing abilities. For example, higher attaining pupils are not provided with sufficiently challenging work to meet their specific needs. As a result, these pupils do not achieve the levels of which they are capable. This is evident at both key stages. Pupils with special educational needs have full and equal access to all areas of the curriculum. Procedures for the identification of these pupils and assessment of them are good. Each pupil with special educational needs has a specific individual education plan that contains targets that are appropriate to his or her individual needs. Targets contained in these plans are short term, their progress is measurable and achievable and they are reviewed at least once each term. Due attention is paid to these when planning work.

15 The curriculum for children under five is well planned and enables them to make good progress. Planning is effective and covers all the required areas of learning. By the age of five, a large majority of children are well prepared to start the National Curriculum. There is good continuity in planning. Effective assessment procedures are in place and the information gained is used well to plan work.

16 The school has not yet responded effectively to the need to provide consistency and clarity of planning across the whole school as identified in the first inspection report. Policies and complete schemes of work are not yet in place for subjects other than English and mathematics. Some subject documentation is out of date and in need of complete revision. Some classes use aspects of the new nationally agreed schemes of work but this practice is inconsistent across the school, especially at Key Stage 2. Overall arrangements for planning the curriculum are good in both reception classes, with strengths at Key Stage 1, but are unsatisfactory at Key Stage 2. The situation is exacerbated by the fact that there is no overall curriculum plan for the whole school. Therefore, there is no shared understanding of the curriculum. There is no structure within which skills, knowledge and understanding can be progressively developed. As a result, teachers are not well placed to plan for pupils' progress. During the inspection, there were instances when this was evident. For example, in religious education, pupils in both Years 3 and 6 pupils studied Moses and the Exodus; these inconsistencies in planning were also observed in mathematics, geography and science. This lack of coherent planning does not make the best use of teachers' time and their expertise. Planning for the development and use of literacy, numeracy and information technology is often incidental, rather than being carefully planned.

17 The National Literacy and Numeracy Strategies have been satisfactorily implemented; the literacy and numeracy hours are taught on a daily basis in all classes. Subjects are satisfactorily supported through a programme of well planned educational visits. These include visits to local places and further afield, such as Sellafield, Muncaster Castle, Tullie House and Birdoswald Roman Army Museum. Year 5 have a residential course at Fellside and Year 6 participate in fieldwork at Llandudno. There is a good range of sporting extra curricular activities including cross country, soccer, rugby and netball. Pupils at Key Stage 1, benefit from a well organised after school gymnastics session which gives them opportunities to extend their interests and to mix socially. A chess club run by a school governor enhances this provision further. Homework makes a valuable contribution to pupils' learning in English; parental involvement in children's learning is very good.

18 The previous report judged that the school had a sound policy for assessment, recording and reporting. There were inconsistencies found in some subjects, notably in art and physical education, where there was little evidence of systematic recording of progress. Inspection evidence indicates that procedures for assessing attainment are good for



children under five, satisfactory for pupils at Key Stage 1, but unsatisfactory at Key Stage 2. Staff have worked hard at Key Stage 1 to develop procedures and to make use of the information gathered. Some teachers at Key Stage 2 have developed their own systems for assessing pupils' progress, which they use effectively for planning the next steps in teaching and learning. Consequently, in these classes, pupils make better progress. This lack of consistency throughout the school is detrimental to pupils' overall progress.

- 19 A strength of Key Stage 1 assessment arrangements is teachers' use of information for target setting for individual pupils. These are undertaken in conjunction with pupils and their parents. Attention is subsequently given to comparing pupils' performance against the targets that have been set for them. This information is carefully recorded and used to set new targets. This results in improved progress for these pupils.
- 20 While there are satisfactory procedures for assessment at Key Stage 1, throughout the school, too little regard is paid by teachers to detailed information from assessments when planning the next steps in pupils' or groups of pupils' work. Consequently, there are pupils in most classes for whom the work is too easy or too hard, hindering their progress.

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

- 21 The school's provision for the spiritual, moral and social development of pupils at the school is good, but the provision for their cultural development is unsatisfactory. This is an improvement on the findings of the last inspection when spiritual, moral and social development was judged to be satisfactory. Cultural development was at that time also judged to be satisfactory but with some weaknesses. These weaknesses, in particular insufficient cultural reference to anywhere outside Europe, have not been addressed and provision in this area is now unsatisfactory.
- 22 The spiritual development of pupils is promoted through the daily acts of collective worship, which are broadly Christian in nature. Pupils are given opportunities for prayer and reflection. On the Thursday of inspection week, Armistice Day, all pupils in the school were taken into the hall at 11am and two minutes silence was strictly observed. The reasons for this were explained to pupils and this act of remembrance had a significant impact on pupils understanding of the wider world in which we live. Spiritual development is further promoted through studies of art and through stories from the bible but there are weaknesses in subjects such as music. A spiritual moment was observed in a Key Stage 1 class when pupils sat around a lighted candle in a moment of quiet reflection. Pupils are encouraged to be thankful for all they have when they say a prayer before eating their lunch.
- 23 Provision for moral development is good and the majority of pupils know the difference between right and wrong. One of the themes featured in an assembly during inspection week was on the subject of bullying and this had a positive impact on pupils' moral development. Most teachers and staff present good role models to the pupils and consistently deliver a positive moral message to pupils. 'Circle times' are also used to good effect to promote moral messages in the classroom.
- 24 Pupils are provided with a good range of opportunities to practice and develop their social skills. Pupils hold open doors for other pupils and help teachers to tidy up classrooms at the end of lessons. In the dining room, pupils conduct themselves well and senior pupils help to clean the dining room tables. In the classroom, pupils develop their social skills through speaking and listening. Some pupils take advantage of the extra curricular clubs, and the residential visits that Years 5 and 6 make offer them good opportunities to develop a sense of team spirit and good relationships with their peers.
- 25 The provision for pupils' cultural development is unsatisfactory particularly in terms of the pupils' knowledge, understanding and appreciation of the diversity and richness of cultures other than their own. Pupils explore some of the traditions of their own culture through visits to places such as Tuillie House and Carlisle Cathedral and through curriculum subjects such as literacy, geography, history and dance. Pupils learn some of the traditions of other cultures through subjects such as religious education and art, but opportunities in many other areas of the curriculum are missed.

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

- 26 The provision for support guidance and pupils' welfare at the school is satisfactory. This maintains the standard of provision judged to be satisfactory at the last inspection. The youngest children are well prepared when they enter school and the transfer arrangements into the secondary school are also good. The school is supportive of pupils with special educational needs and the monitoring of their progress is good.

- 27 Procedures for monitoring pupils' progress and personal development are satisfactory. Teachers have both formal and informal systems of monitoring academic and personal progress and the individual teacher's knowledge of their pupils can clearly be seen, for example in the wording of annual reports to parents. The procedures for encouraging good attendance are good and are promoted in newsletters, parents meetings and in school assemblies.
- 28 The procedures for promoting pupils' discipline and good behaviour are satisfactory but the procedures for reporting and monitoring pupils' behaviour are unsatisfactory and inconsistent. For example, when a boy used inappropriate language to a girl in the same class the teacher did not report the incident to the designated teacher. The lack of a record of incidents of unacceptable behaviour means that patterns are not easily identified and dealt with.
- 29 The procedures for child protection and promoting pupils' well being are good. Teachers are well supported in the promotion of pupils well being by a range of specialist visitors, parents and classroom assistants. The school carries out regular risk assessments and the governing body has a committee responsible for health and safety. However, the procedures for dealing with matters arising are underdeveloped. For example, there is not always clear identification of who is responsible for taking action. The school does not keep formal records of fire drills and, although it is not doubted that they have actually taken place, the school is not well placed to assess whether the evacuation procedures are successful or whether changes to the procedure are necessary. The school is aware of further health and safety issues raised during the inspection and are taking steps to review procedures with immediate effect.

### **53 Partnership with parents and the community**

- 30 Partnership with parents and the community is very good and is a strength of the school. This was judged to be good overall at the last inspection, but has since improved further.
- 31 The quality of information supplied to parents is good and newsletters are well designed and well presented. A recent newsletter includes references to the fact that parents are always welcome in the school and there is also a section on the proposed home/school agreement which includes the involvement of the Solway Community School to which most pupils will eventually transfer. School reports are well designed and informative both in academic terms and in providing parents with the school's view of their child's personal development. The school has two parents meeting each year and although these are well attended and informative, some parents feel that an additional meeting in the spring term would be beneficial. Recent workshops have been held to inform parents of the details of the literacy strategy and further workshops are planned to discuss the implementation of the numeracy strategy.
- 32 The parental involvement in pupils' learning is very good and a significant number of parents, ex teachers, governors and friends are regular visitors to the classroom. Homework is well used by the school to keep parents involved in pupils' progress and in Year 6 there is a formal homework timetable, which is effectively used to prepare pupils for the move to senior school and at the end of the academic year. Some teachers use 'target setting' during homework projects. Parents and friends are also involved in a wide range of extra curricular activities. These include transporting pupils to sports matches, organising cross country running and promoting the regular lunch time chess club. The majority of parents who attended the Ofsted parents' meeting and returned the preinspection questionnaire are very supportive of the school. The Friends of Silloth also play a very valuable role in fund raising and supporting the school by their presence at many events during the school year.
- 33 Parents of pupils with special educational needs are kept fully informed of the progress of their children. They are invited to reviews and the setting of targets in their children's individual education plans at all stages of the Code of Practice. Parents are incidentally contacted at appropriate times as the occasion arises.
- 34 The school has very good links with the local community. A good example of this is the very close relationship with Solway Community School. There is good liaison with the on site nursery. Pupils are regular visitors to the local community and recent trips have included Maryport Aquarium, Old Trafford, Manchester, a visit to the local police station and a day trip to Blackpool. The school choir performs in the community at Christmas and senior pupils are invited on an annual residential visit with a Victorian theme. The school has several sports teams, which play against other schools, and all pupils take part in the annual sports day. The school also encourages many visitors to the school to enhance pupils' curricular access. Recent visitors include the 'Magic Carpet Theatre Company' and a representative from the local toy Museum who demonstrated a wide range of children's toys from the earlier part of this century.
- 35 The school's partnership with parents and the community has a significant and positive impact and pupils attainment and progress at the school.

## 59 The management and efficiency of the school

### 59 Leadership and management

- 60 The leadership and management of the school is satisfactory overall but there are a number of weaknesses in significant areas.
- 36 The headteacher has been in post for about three years. He is dedicated to the work of the school and provides caring and sensitive leadership. He is committed to raising standards in the school and has a clear view of the future educational direction for the school. However the systems to put this vision into place are still underdeveloped. Since the last inspection the school has attempted to address all the key issues and shows a willingness to move forward. Although there has been some improvement in the work of the school progress in addressing the key issues of the last report is unsatisfactory. New staff have been appointed since the headteacher arrived at the school and more established staff show a willingness to improve. The school has a satisfactory capacity to make that improvement.
- 37 The school has responded to one of the key issues of the last report by producing job descriptions for the senior management team and the subject coordinators. They now have clearly defined roles and responsibilities. However, the role of the coordinators is still too limited to be effective and the school's understanding of the role of the deputy in sharing responsibility with the headteacher is unclear. The curriculum coordinators do not yet have financial control of the budget for their subjects, nor do all subjects have a place in the longer term school development plan. This means that coordinators are not empowered to do any strategic planning for their subjects. Where coordinators have started, for example in science, they have difficulty setting a time scale for their plans. The senior management team and the coordinators are not sufficiently involved in the monitoring of the teaching and learning.
- 38 The school development plan provides a broad picture for continued development and improvement, but sets few targets that can be monitored in terms of their impact on the curriculum and attainment of pupils. This process clearly has the potential to involve all members of the staff in the decision making processes of the school, but there is a need for more closely focused monitoring of the practical impact of decisions in terms of checking on, and raising standards across the school.
- 39 Monitoring of teaching has occurred, but there is no system in place to record these observations and the agreed developmental points for staff. The system is not yet rigorous enough in the identification of good practice for it to be shared across the whole school and of those areas of weaknesses that need to be remedied. These deficiencies in the internal structures have yet to be fully addressed before the school can realise the true potential it has for raising the standards of all pupils across the school.
- 40 The governing body has an established system of committees, which allows it to be actively involved in the management of the school and fulfil its statutory responsibilities effectively. The chair of governors is very knowledgeable about, and fully involved in, the life of the school. Governors are generally clear about their roles and responsibilities and are very supportive of the headteacher. However, the governors are not sufficiently involved in monitoring the work of the school or in holding it to account for the quality of its provision and the standards that it achieves.
- 41 The school does move forward and developments do take place, but these are not well coordinated. The priorities related to national initiatives, such as promoting literacy and numeracy are given appropriate attention. Development planning is a weakness, not least because insufficient information is gathered on the work of the school to inform decision making. The criteria to indicate the expected impact on pupils' attainment and progress or the quality of provision are not clearly defined.
- 42 The management of special needs provision is good. A special needs coordinator works in the school for the equivalent of one day each week as well as the time when she supports individual pupils. During this time she efficiently completes all administrative work, consults with class teachers, reviews individual education plans and targets, guides the work of learning support assistants and contacts parents when appropriate.
- 43 The school carries out its statutory requirements. Some procedures concerned with the day to day running of the school are underdeveloped; for example the school does not monitor the behaviour of individual pupils and does not keep a formal record of telephone calls made to follow up unauthorised absences.

## 68 Staffing, accommodation and learning resources

- 44 There is a good number of teachers and support staff who are appropriately experienced and qualified to meet the demands of the National Curriculum and the age of the pupils. This has been maintained since the last inspection when it was judged that there were sufficient suitably qualified and experienced teachers for the age range and curriculum. Teachers' initial qualifications cover a wide range of subjects and they are all trained to teach this age of pupil. Staff are generally appropriately deployed and qualifications match well their subject responsibilities. Learning support assistants are well qualified, particularly those with responsibility for supporting those pupils with special educational needs. The special needs coordinator is part time and is employed by the school for the equivalent of one day. This is sufficient time for administrative work, but she does not have the opportunity for regular, direct teaching contact with most pupils with special educational needs, who are supported in class by their teachers. Teachers and learning support assistants work well together and provide good quality support for pupil.
- 45 The school secretary is efficient and she makes a significant contribution to the smooth day to day running of the school. The caretaker and his staff provide good quality support in maintaining a clean, safe and attractive environment. Kitchen and lunchtime staff make a valued contribution to the life of the school.
- 46 There are satisfactory arrangements for the professional development of all staff. This satisfactorily meets the requirements of the previous inspection, when the school was required to 'create a staff development policy, which ensures a close match to priorities in the staff development plan and has clear links with the outcomes of the appraisal process.' New staff are given good support to enable them to enter the profession with confidence and arrangements for their induction, in line with the national requirements and Local Education Authority recommendations, are good. Since the headteacher has been in post there have been a number of staff changes. However, he has managed a complete cycle of the appraisal process satisfactorily and arrangements are currently in place for a second cycle, awaiting new national requirements. Arrangements for staff training are satisfactory and teachers have opportunities to attend training courses and in school provision that effectively matches well the areas of priority contained in the school's development plan. Opportunities for staff development extend to all adults working in the school, and at the time of the inspection lunchtime supervisors had attended first aid training.
- 47 The accommodation is adequate. At the time of the last inspection, it was judged that some teaching spaces were inadequate for the number of pupils using them. This is still the case. Where dividing walls have been constructed to cut down disruption from adjacent classes, the resulting rooms are small and barely adequate for practical work in subjects such as science. Other classes have the benefit of the equivalent of two teaching spaces and here teaching accommodation is good. There is no specifically allocated space for the teaching of pupils with special educational needs. At times when they are withdrawn from class for individual support, any vacant space is used, including corridors and the computer suite. There is a suite of computers, that is housed in an appropriately sized room and this facility is good. The classrooms are bright, airy, are well maintained and in a good state of décor. The school has access to a very good provision of playing fields that are shared with the neighbouring secondary school that shares the same site. This positively supports pupils' physical education.
- 48 Learning resources are satisfactory overall. The adequacy is good in information technology, but there are insufficient resources in English, religious education and history. For English, there are insufficient library resources and books that support pupils' reading for pleasure. In religious education and history there is a lack of artefacts for pupils to examine. Learning resources are generally accessible, suitable for pupils age and the school's curriculum and of a satisfactory quality, except in information technology, where the quality is good.

## 73 The efficiency of the school

- 49 The quality of financial control is satisfactory. Staff and governors are all involved in establishing the criteria identified in the school development plan, and this leads to careful financial planning. However, systems are not yet established for evaluating the effectiveness of financial planning. The school has put in place an effective action plan, which has ensured that recommendations of the most recent audit report have been carried out. The levels of spending reflect the school's needs and link closely to established whole school priorities for development. For example, funding has been made available to improve resources in information technology and for the introduction of the national numeracy strategy this term.
- 50 A key issue of the last school inspection report, to operate a scheme for financial delegation, still remains. Whilst finance is available for curricular development subject coordinators are not yet given an annual budget with which to control and resource their subjects. Consequently, present systems of targeting needs and linking spending in subjects

are less effective than is possible. This impacts on the educational standards pupils achieve.

- 51 The Finance Committee monitors the school's financial position on a regular basis and reports back to the governing body. The headteacher and governors are aware that a fluctuating intake needs careful monitoring and takes advice from professionally qualified members of the governing body and the local education authority officers before final decisions are taken. The governing body is effective in conducting its responsibilities.
- 52 Funds made available to the school to support the provision for pupils with special educational needs are appropriately used to provide effective support for individual pupils and to manage the overall provision.
- 53 Teaching staff are well deployed throughout the school and good consideration is given to their strengths and interests when determining responsibilities. Support staff collaborate well with teachers in their day to day work and make good contributions throughout the school in all classes. Their work in the reception classes and for pupils with educational statements is very effective. Specific grants for special educational needs funding together with additional funding committed by the school are used well through non teaching support appointments. Following the appointment of a coordinator, management of pupils with special educational needs is good.
- 54 The school makes the best use of its accommodation although during the inspection the library was underused. Good use is made of the school field and the hard surface play areas. The provision of a computer suite has resulted from a successful bid for external funding. This has been well supported by additional school funding. The attractive new computer resource is just beginning to become operational. Teachers make efficient and regular use of the school's learning resources, and this has a positive impact on the quality of lessons and the progress pupils make. There has been a significant spending last year and in the current financial year on learning resources including new books for the library and a new mathematics scheme.
- 55 The school secretary works well to ensure that there is efficient financial control and school administration. Procedures are good and systems are well established and work effectively. The school does not yet have instant access to financial statements through its administrative computers. However, monitoring is effective and finances are sound. All sources of finance are reconciled. The efficient work of the school secretary supports the work of the headteacher and allows him more time for his role in the overall leadership and management of the school.
- 56 In considering the value for money provided by the school, the following factors need to be considered. The school receives above average funding. It provides pupils with a caring environment. The attitudes of pupils are good and behaviour is satisfactory. In their personal development pupils are not given sufficient opportunities to take responsibility for their own learning although they attain satisfactory standards. Overall the school provides a satisfactory standard of education. Taking all these factors into consideration, the school provides satisfactory value for money.

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

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

- 57 At the time of the inspection, there were 31 children under five in the two reception classes. The results of the baseline assessments indicate that the children enter the school with a range of attainments, but only a few show the skills and abilities typical of four year olds. Good provision is made for children in the two reception classes. They are provided with a curriculum based on the nationally recommended Desirable Learning Outcomes and good links are made between these and the subjects of the National Curriculum. As a result of these arrangements, children make good progress in all areas of their learning and by the time they are five have attained the levels expected for children of their age.
- 58 The two reception classes offer a well structured, caring and stimulating environment that establishes a good basis for progression and learning. Good teaching provides a sound basis for broadly average attainment and good progress in all learning areas. Provision for children with special educational needs is good. Continuous assessments are made of children's progress in all the areas of learning for the under fives, and these are used effectively in planning an appropriate curriculum for each child.
- 59 The personal and social education of the children is very good in the two reception classes. The conduct of circle time, where children are encouraged to talk about various issues, makes a significant contribution to this development. In a very good religious education lesson children learned about Buddhism and caring. They made good connections between caring in Christianity and that expressed in the Buddhist faith. To help children to reflect, the teacher lit a candle and encouraged them to close their eyes to think how they can care about their world. A particular strength of the provision for children's personal and social development is that the children are given opportunities to plan and record their own activities, which are carefully monitored by the teachers and their assistants. Children learn to make informed choices, and this prepares them well for independent learning. The teachers' expectations of behaviour and attitudes are high. All children answer politely when their names are called during registration. During snack time, children listen attentively to the instructions, reply courteously when accepting or refusing milk or a biscuit and dispose of their containers carefully. Children take responsibility for small tasks for which they volunteer enthusiastically. The children are aware of rules and expectations. They already understand the daily routines and know what is expected of them. They are able to work in pairs and groups, share resources and have established good relationships with their friends and the adults who work with them. The two teachers and the nursery nurse work well together as a team and provide excellent role models for the children in their care.
- 60 Children's progress in language and literacy is good. Children have good speaking and listening skills. They enjoy talking about animals and how they should care for them if they have pets. They discuss events in the story of Goldilocks. In a very good lesson observed during the inspection, children successfully undertook the roles of the three bears and were asking relevant questions such as 'Did you have to make more porridge because Goldilocks had eaten it?' They respond to questioning, giving ideas and opinions such as how the Little Bear must have felt after finding Goldilocks in his house. Language is developed effectively in the home corner, the reading area and most particularly, during circle time.
- 61 Children begin to develop early reading skills when they enjoy looking at books and sharing them, particularly, the 'big books'. They can discuss the story line in favourite books such as 'Can't you sleep, Little Bear?' They are able to join in with the repeated phrases in this book and use high and low voices to indicate when Big Bear or Little Bear is speaking. They know that a story has a beginning, middle and an end. The children explain that the 'author is the person who writes the book' and they also understand the roles of the illustrator. The children recognise their own names and many letters; some of them are beginning to recognise individual words. Children take books home on a regular basis.
- 62 Children develop writing skills when they use the writing areas, where they are provided with a variety of activities to practise the formation of letters. Many children are able to tell an adult what they would like written under their picture. Several children make good attempts to copy under an adult's writing. They understand what a sentence is and that there are always spaces between words. This was particularly evident in the class books. As a result of these learning activities provided for the children, they make good progress and by the time they are five, children's attainment is generally within expectations for their age. The teaching of language and literacy is good.
- 63 Children make good progress in mathematics and acquire a wide variety of mathematical skills when using sand and

water, construction kits and singing number songs. They use appropriate vocabulary such as 'one less' or 'how many', 'more', 'bigger' and 'zero'. Children can arrange their numbers from zero to ten and correct the sequence of these numbers when they are mixed up on their washing line. Younger children recognise and read numbers one to five and show these to others in the group. They understand one less and one more as they count their teddies. All children are familiar with numbers to ten through counting and sorting activities. They can find numbers on telephones and enjoy number rhymes. The majority of children can compare, sort, match and sequence numbers to ten. Plastic numbers, jigsaws and sorting activities are all used to support the teaching of mathematical skills. Children make good progress and most attain the desirable learning outcome in their mathematical development. The teaching is good in this area in both reception classes.

- 64 Children's progress in developing their knowledge and understanding of the world is good and children attain this desirable learning outcome. Children respond well to the good teaching and the learning activities provided for them. For example, they learn to use the computer and understand technical language such as 'menu' in their 'talking stories'. They can make figures using the ladybird mouse. Children learn about the past when a representative from the Toy Museum brought in some toys from the past. Following this visit one child brought in some marbles, which his grandparents had played with during their childhood. Children begin to learn about the area in which they live when they regularly visit the residents of the old people's home nearby; they recently made gingerbread men, which they distributed there as part of the Harvest Festival. Children learn simple science when they compare materials. Teachers in both classes make very good provision for children's spiritual, social and moral education and teaching in this area is good.
- 65 Teaching of physical development is good and children make good progress in this area of learning. By the time they are five children attain the desirable learning outcome. There are satisfactory resources for children's play outdoors; this includes climbing frames, wheeled toys and a variety of large toys to develop mobility and coordination. Children have experiences of movement and understand vocabulary such as 'high', 'low'; they confidently use the large apparatus in the hall for their movement lessons. All children are able to hold scissors correctly and use them to cut out shapes such as animals for their topic on 'caring'.
- 66 Teaching and progress in the creative development of children are good, and by the time they are five children attain the desirable learning outcome. The children enjoy singing their number songs. However, at present, there are only limited opportunities for children to be involved in musical activities as these are provided by a peripatetic teacher who is presently absent. Teachers are planning to rectify the situation to ensure that children have access to this important area of their development. Children use a variety of media to create pictures and models such as teddy bear masks, potato print patterns, paints and crayons. They make letters or animals using play-doh. They mould these into recognisable shapes. Children have opportunities to engage in imaginative role play in their home corner. A very good example of this was observed when they made up extra verses for their 'Wheels on the Bus' song. When using construction toys, children build a garage and suggest which buildings should be included in their designs.
- 67 Children work and play in a secure environment where they engage in a range of well structured activities, which promote their personal and social development very well. They have positive attitudes to their learning and gain increasing independence. Most children make good progress and attain the desirable learning outcome in this area. The quality of teaching in this area is high.
- 68 Since the first inspection, the school has moved forward considerably in the quality of provision for children's learning. Where areas of learning were previously deemed as satisfactory, they are now good; these include assessment and use of information from these for future planning. Furthermore, the quality of teaching is now good overall, with some very good lessons observed in both reception classes. All these factors impact positively on the progress the children make.

93 **English, mathematics and science**

93 **English**

- 69 The 1999 National Curriculum tests show that at the end of Key Stage 2, pupils' attainment in English was below the national average. Trends over time indicate that although pupils' performance rose between 1997 and 1999 it failed to stay in line with the national increase in standards. Pupils' performance in the 1999 tests, although slightly better than in 1998 was below average. When standards are compared to those of similar schools they are, overall, well below average. This is because the number of pupils attaining at a higher than expected level is well below both the national average and that of pupils from similar schools. Taking the three years 1996 to 1998 together, the performance of boys in English was well below the national average, but girls' performance was close to the national average. Inspection

findings indicate that standards in English attained by eleven year olds are average.

- 70 The results of the 1999 National Curriculum tests for pupils at the end of Key Stage 1 indicate that pupils' attainment in English was below the national average in reading and close to the national average in writing. When these standards are compared to those of similar schools reading is well below average and writing is below. Taking the three years 1996 to 1998 together, the performance of boys in reading was close to the national average but for girls, it was below average. The trend over the three years to 1998 shows a decline in standards in both reading and writing. The 1999 results show that standards have risen in both these aspects of English although in reading they failed to keep pace with the national rise in standards. In writing standards are now nearer to the national average. In 1999 the proportion of pupils who reached standards above those expected for seven year olds in reading was close to the national average and in writing below. Inspection findings indicate that standards in English attained by seven year olds are average.
- 71 The rise in standards is due to the emphasis placed on literacy. Following a close analysis of the test results, the school has set specific targets for improvements in English. Additional literacy staff appointed by the school make a valuable contribution to pupils' progress. Together with the introduction of the literacy hour, these factors have had a positive impact on pupils' progress. Pupils with special educational needs attain satisfactory standards in relation to the targets set for them in their individual education plans. Girls performed slightly better than boys at Key Stage 2. However, while the higher attaining pupils generally make satisfactory progress, they are not always provided with consistently challenging work to meet their specific needs. As a result, they do not attain the standards of which they are capable. This is evident throughout the school.
- 72 Throughout the school, literacy levels are broadly satisfactory overall and generally support pupils' learning in other subjects. However, for some pupils at Key Stage 1 and for the lower attaining pupils at Key Stage 2, pupils' basic literacy levels do not always enable them to work easily in those subjects where they need to use reading and writing fluently. The development of basic skills in English is currently given a high priority in all classes and there is specific teaching each day for all age groups. There are some good examples of literacy skills now being used in other subjects of the National Curriculum and religious education, but many opportunities to develop these skills further are lost when pupils are given single word worksheets to complete.
- 73 Throughout the school, pupils develop their speaking and listening skills when are given opportunities for constructive talk. There is planned provision in all year groups for the progressive development of speaking skills. This has only recently been introduced by the coordinator for English. In literacy sessions, pupils are encouraged to give detailed observations about their reading. Teachers take opportunities for pupils to use their speaking and listening skills in other subjects. For example, in geography, in Year 2, pupils were encouraged to talk about the climate in the different countries that Barnaby Bear visits on his travels. In Year 5, pupils discussed lines in the poem 'The Highwayman' which they found particularly apt.
- 74 By the end of Key Stages 1 and 2, levels of attainment in speaking and listening are broadly average, with a greater proportion of pupils achieving below average standards in speaking than the proportion achieving above average. Nevertheless, there is evidence that standards are rising, particularly in those classes where teachers rigorously plan for these skills to be progressively developed.
- 75 By the end of Key Stage 1, most pupils are confident when speaking and read out their work clearly to others in the class. They are able to extend their ideas logically. Using a suitably growing vocabulary; their speech is often lively and expressive. By the end of Key Stage 2, most pupils express a point of view, so that others understand. For example, when discussing journalistic writing in Year 6, pupils give eye witness accounts of an aircraft crashing; they offer creative words, such as 'spiralled', 'shattered' or 'drastically wrong' to describe the scene.
- 76 The attainment of seven year old pupils in reading is broadly average although a greater proportion of pupils achieve below expectations than achieve higher than expectations. In this group, pupils are not confident in using their knowledge of letter sounds to read words that are unfamiliar. Nevertheless, those pupils who attain appropriate levels for their age, show that they can express preferences and name some of their favourite books. They are able to use an alphabetical index to find words in their dictionaries. Pupils with special educational needs read at a sound standard in relation to their previous attainment. This is due to the carefully targeted support that teachers and classroom assistants provide. However, the higher attaining pupils are not provided with suitably challenging literature to meet their needs. Their attainment, therefore, does not reflect their abilities.
- 77 By the end of Key Stage 2, levels of attainment in reading are generally average. Just over 70 per cent of the pupils attain the standards that are expected for their age but very few reach the higher levels. Pupils, who reach the



appropriate levels of reading for their age, are able to recall in clear detail the books they have read. They show a satisfactory understanding of the key events and elements of characters in the stories they read. Pupils read accurately, fluently and with relevant expression. In Year 6, pupils recall some of the literature that they have particularly enjoyed. They remember some poems by Tennyson and William Wordsworth and plays by Shakespeare. Many pupils are generally skilful at locating, skimming or scanning information from books.

- 78 While writing standards are generally average at both key stages, there are significant weaknesses in the skills of pupils in all year groups. At Key Stage 1 although pupils are generally able to write simple stories, their ability to use vocabulary to add detail to their story is not well developed. However, those pupils who attain appropriate levels for their age show that they can write for different purposes. In their stories, pupils are able to develop ideas logically, use accurate spelling and their writing consists of well structured sentences. These often contain a range of punctuation marks, including the correct use of the comma. Pupils' levels of handwriting and presentation are below average. Few pupils have mastered a well formed, joined style of handwriting. While they practise their handwriting regularly, pupils do not transfer these writing skills across to other areas of their work.
- 79 By the end of Key Stage 2, while standards are broadly average, few pupils are able to write effectively and in sufficient depth using different styles and for different purposes. There are very few examples of extended writing in English. Most pupils recognise some of the distinguishing features of story writing, factual accounts and poetry. There are examples of writing that show that pupils understand how to produce work using vocabulary that is rich or is arranged in a way that captures the reader's attention. This was particularly evident in one class where Year 6 pupils were undertaking different roles to write accounts from that person's perspective. Standards in handwriting are unsatisfactory and pupils at the end of the key stage rarely have the opportunity to write using ink.
- 80 Pupils' overall progress as they move through the school is satisfactory, except in handwriting where it is unsatisfactory. Progress in lessons is usually good at Key Stage 1. At Key Stage 2 progress is satisfactory although in some lessons it is good or better. This is largely due to the sound and sometimes good teaching. In the lessons seen, pupils often made good progress, but over a longer period progress is satisfactory rather than good, due largely to teachers not yet using the information from assessment to plan work. This is particularly evident at Key Stage 2. There are examples throughout the school where pupils make strides in the acquisition of reading and writing skills. This is seen particularly in those classes where pupils are given sufficient opportunities to consolidate and extend their skills by applying them in different subjects. Attention to spelling, punctuation and to detail is inconsistently emphasised by teachers, in both English and in other subjects. As a result, pupils fail to improve the quality of their writing. The good progress made by pupils with special educational needs is due to the care that teachers and assistants take in modifying work to match their abilities. However, insufficiently high demands are made on the higher attaining pupils. Consequently, they do not attain the levels of which they are capable.
- 81 Throughout the school, all pupils, including those with special educational needs have positive attitudes to English. Pupils' behaviour is generally good in lessons. They sustain concentration and many are beginning to develop good study skills. Most pupils listen carefully and attentively; they are confident to answer questions and to be involved in whole class discussions. Pupils enjoy their lessons and in particular show real enthusiasm in literacy hour sessions. A very good example of this was in one lesson where pupils were completely engrossed in the dramatic recitation by a visitor, of Alfred Noyes' 'The Highwayman'. They were visibly excited by this form of poetry and eagerly settled to their own versions of writing a ballad.
- 82 The quality of teaching is good at Key Stage 1. Seventy five per cent of lessons were good and 25 per cent of lessons were satisfactory. At Key Stage 2, 25 per cent of lessons were very good, 12.5 per cent were good and 60.5 per cent of teaching were satisfactory. There was no unsatisfactory teaching observed at the time of the inspection. This represents an improvement since the time of the last inspection. Where teaching is very good, teachers have expectations regarding behaviour and attainment. All teachers have secure subject knowledge and have worked hard to implement guidance and materials of the National Literacy Strategy into their teaching. The teaching of phonics is generally given sufficient emphasis at Key Stage 1, but this is not always achieved with sufficient rigour nor followed as pupils move into Key Stage 2. A common shortcoming in some lessons is the lack of emphasis given to pupils on the need and importance of presenting their work with the greatest of care. Most teachers plan carefully and in detail. However, their plans do not often show how English work is linked to the learning targets that have been set for groups of pupils in reading and in writing. Consequently, this results in pupils undertaking work which does not always match what they are capable of doing, and affects their overall progress. While information technology is used to consolidate and extend pupils' work in English, notably in Year 2, as yet, teachers do not pay sufficient attention to the role that information technology can play in the development of pupils' skills in English.
- 83 The school has satisfactorily implemented the National Literacy Strategy. Planning materials for teachers are generally

good and give sufficient guidance as to what skills pupils are expected to learn as they move from class to class. However, at present, there is no whole school approach to assessment. This situation is exacerbated by the fact that, at Key Stage 2, there are no procedures in place to assess and record pupils' attainment and progress in key skills. As a result, planned activities are not sufficiently differentiated to take account of pupils' differing abilities. In some classes, teachers have established their own procedures for assessing pupils' work and use the information from these to plan work. Planning, therefore, does not build systematically on what pupils know, understand and can do. This results in slower rates of progress. Moreover, monitoring of pupils' attainment and progress cannot be undertaken successfully as they move from class to class. The school acknowledges this inconsistency and plans to rectify matters urgently.

- 84 Marking of pupils' work is undertaken regularly, but there is no whole school policy to ensure consistency of approach. Consequently, marking does not give sufficient guidance to pupils on how they can improve their efforts. Homework is set regularly in all classes and parents make very good contributions to their children's learning through their involvement and support. Where homework is completed regularly, pupils benefit and make sound progress.
- 85 Statutory requirements for English are met. Pupils have equal access to all aspects of the subject. English makes a good contribution to pupils' spiritual, moral, social and, to some extent, to cultural development. A very good example of this was observed in Year 5, when pupils undertook the role of The Highwayman. In their letters to Bess, some of them decided that they would live better lives. In this lesson, there was a sense of awe and wonder at the beauty of the language expressed in the poem.
- 86 While at Key Stage 1 there are individual targets set on the basis of information gathered from assessments, these do not feature at Key Stage 2. Assessment is not sufficiently developed to enable attainment to be effectively monitored. Consequently there is insufficient information to allow step by step development of pupils' skills, knowledge and understanding to be planned. There is a coordinator for English who has undertaken direct monitoring of lessons. Observations have been recorded and findings discussed with staff. This has been a contributory factor in the successful introduction of the literacy hour into the school.
- 87 Resources for the implementation of the literacy hour are generally adequate, but overall resources for English are insufficient for the size of the school. There are not enough good quality books in each class for pupils to use. There are too few books to meet the needs of the higher attaining pupils and insufficient quantity of books representing the best in English literature. These factors have a detrimental effect on pupils' progress in reading. There is a central library in the school, but it is presently used by as an extension to a classroom. As a resource, therefore, it is under used for independent research and study by the pupils.

## 112 **Mathematics**

- 88 Pupils' attainment in the 1999 test for eleven year olds was well below the national average in terms of the proportion of pupils achieving Level 4 and also at the higher Level 5. Overall the pupils' performance in the test was well below the national average in comparison with all schools including those schools with a similar proportion of pupils eligible for free school meals. The school's results for eleven year olds in mathematics over the period from 1996 to 1998 show a decline in 1997 but a rise to above the national average in 1998. The drop in standards in 1999 may be explained by a higher than normal proportion of pupils on the special needs register, including those with statements and some disruption to teaching due to staff sickness. Some pupils that took the English tests were absent for the mathematics tests. The school expects the current group of eleven year olds to attain better standards in the year 2000 tests.
- 89 In the 1999 national test for seven year olds the percentage of pupils attaining the expected Level 2 was below the national average and the percentage attaining the higher Level 3 was well below average. Overall the pupils' performance in the test was well below the national average when compared with all schools. They were also well below the standards attained by pupils at similar schools. The school's results for seven year olds in mathematics over the period from 1996 to 1998 are close to the national average but in 1999 the school failed to raise standards at the same rate as schools nationally.
- 90 Inspection findings show that the attainment of the present group of year 6 pupils is in line with national expectations. At eleven pupils have good understanding of number operations with a majority of pupils able to add and subtract using thousands, hundreds, tens and units. Calculators are not used sufficiently to extend pupils' facility with number. They understand that fractions of numbers are equal parts and can accurately name the numerator and the denominator of a fraction. They understand the idea of equivalence and can relate fractions, decimals and percentages with reasonable accuracy. A majority of pupils can calculate the area and perimeter of regular shapes. Skills in multiplication and division are at an appropriate level and pupils make satisfactory approximations when estimating number and length. Pupils have good knowledge of two and three dimensional shapes, their names and their properties. Often

mathematical language is used accurately to describe properties such as lines of symmetry, vertices, number of angles and faces. They are familiar with plotting coordinates in the first quadrant and have an understanding of more advanced aspects of shape such as 'congruence', 'rotational symmetry' and 'reflections'. Pupils do not use computers sufficiently to explore interesting data and as a means of representing data that they have themselves gathered.

- 91 Inspection findings show that the attainment of the current cohort of Year 2 pupils is in line with national expectations. At seven, pupils show a satisfactory understanding of place value and can use this knowledge to solve simple addition and subtraction problems. They are confident when working with numbers orally and use their digital cards effectively to show they have successfully calculated problems mentally. The majority count aloud accurately in two's to 20 and beyond and in five's and 10's to 100. They are developing good understanding of numbers and know, for example, that double five is 10 and double six is 12. They mentally recall some two, five and ten times tables facts with confidence, although not quickly, and identify odd and even numbers. A majority have a good grasp of number sequences and can use patterns to predict what comes next. Book pages are used well to count on in sequence. A range of vocabulary is used effectively to compare and order with such terms as 'fewer/less than', 'half-way', 'before ten', 'double the number'. Their naming of shapes is generally secure with the majority of two dimensional and also some three dimensional shapes known and properties recalled. Pupils can give alternative names for adding and subtracting. Pupils can identify halves and quarters and use the coinage system accurately in making simple costings and in calculating change.
- 92 Pupils make satisfactory progress as they move through the key stages extending the good mathematical skills acquired in the reception year. In lessons observed at Key Stage 1 progress was good or better. Satisfactory progress is made through each key stage with using and applying numeracy skills to solve problems and when measuring carefully, for example, in design and technology and in science when comparing rates of evaporation of water. Pupils are making good progress with recall of number facts, although numbers are not recalled quickly. The use of digital cards in mental arithmetic is an effective and efficient means of helping teachers to check quickly on the understanding of all pupils. Digital cards, when used frequently, are helping pupils to make better progress with number. Pupils make sound progress at both key stages in developing their knowledge and use of mathematical vocabulary, which is carefully introduced by teachers. In Year 2 pupils make progress with using 'before and after' a given number. Year 3 pupils extend their knowledge of shape to three dimensional objects viewed from different angles and learn new vocabulary such as 'faces', 'surfaces', 'vertices'. Year 4 pupils make good progress in consolidating and developing their understanding of fractions and pupils in Year 5 progress in their ability to round up or down three digit numbers to nearest ten. Year 6 pupils make sound progress in understanding negative numbers. At Key Stage 2 progress with handling data is limited because pupils do not have sufficient opportunities to use computers. Higher attainers at both key stages are not always sufficiently challenged and their progress is therefore slower than expected. Pupils with special educational needs make satisfactory progress in relation to prior attainment because their work is matched to provide them with achievable challenges, which interest and motivate them. They are often given good support by teaching assistants.
- 93 Numeracy is promoted across subjects of the curriculum at both key stages. There are many examples on display around school. Bright, attractive displays in the entrance area such as, 'Ten little men in a flying saucer' and 'concentric circle patterns' welcome visitors to the school. The hall has a time line round its walls showing the dates of each period in English history beginning with the Normans. When making models in design and technology pupils use measuring skills accurately to make models of tables. In their study of Egypt pupils make square based pyramids from card, which are interestingly used to spell the word "Egypt" on a wall display.
- 94 At both key stages pupils have good attitudes to mathematics. They enjoy mathematics and are generally well motivated with good levels of concentration. In some lessons pupils are enthusiastic, for example when they understand that 'equilateral triangles' means equal sides and when they find yet another triangle in the shape they are studying. Younger pupils at Key Stage 1 are very keen to be tested on their personal mathematics targets and to have their successes recorded on the class wall chart. Older pupils settle down quickly to work routines and try hard with their work. Whilst the great majority of pupils behave well there is a minority at both key stages who are fussy and need to be reminded not to talk when the teacher is talking. Pupils work collaboratively, often informally, and when give opportunities they benefit in their personal development from being allowed responsibility to organise aspects of their own learning.
- 95 The school is effectively introducing the National Numeracy Strategy and following the recommended lesson structure, beginning lessons with a period of oral work and ending with a brief plenary session. The introductory activities are well organised and take account of the differing abilities of pupils. Teachers use a variety of strategies to develop the pupils' understanding of basic number skills. This is having a beneficial effect on progress and is raising pupils' confidence.

96 The quality of teaching is good at Key Stage 1 and satisfactory at Key Stage 2. At both key stages there was no unsatisfactory teaching. At Key Stage 1 all of the lessons observed were good or better, and half of the lessons at Key Stage 2 were good or better. Teachers have good knowledge and understanding of the subject and are making good efforts with the National Numeracy Strategy. Where teachers give close attention to time targets for each part of the lesson pupils learning is improved. In the best lessons pupils are frequently asked to explain their thinking, which helps them in their learning and provides teachers with checks on pupils' understanding. Teachers give appropriate praise and encouragement and use a wide range of questioning to challenge their pupils' thinking and extend their learning. Teachers maintain good standards of behaviour and have good relationships with their pupils. Lessons are planned appropriately to link with the National Numeracy Strategy and a variety of interesting activities help maintain pupils' interests. In less effective lessons at Key Stage 2 activities are over directed by the teacher and do not provide enough opportunities for the higher attaining pupils to extend their learning. Assessment opportunities are included in teachers' weekly plans and teachers use day to day assessment well. However, at present teachers do not use assessment well to evaluate overall progress and to plan subsequent work. This means that the curriculum does not always build on skills learnt previously and this is a contributory factor to the recent underachievement and lower than average standards.

97 The very recently appointed coordinator is knowledgeable and enthusiastic and provides effective guidance for the staff. There are plans to rewrite the policy and develop the curriculum using teachers' planning and evaluation notes. In managing mathematics the coordinator is evaluating the resource provision and planning how she might be most effective when monitoring teaching and learning the subject. Professional development for teachers has been effective and is planned to continue for the development of the National Numeracy Strategy. The school has a satisfactory range of easily accessible resources, which are well organised and of sound quality.

## 122 Science

98 In 1998, national tests in science indicated that, at the end of Key Stage 2, the percentage of pupils achieving the national target of Level 4 or above was above the national average but in line with that of similar schools. The number of pupils attaining the higher Level 5 was well below average. In 1999, the situation deteriorated, when only 57 per cent of pupils achieved Level 4 or above, compared with 77 per cent in 1998. The percentage of pupils attaining Level 5 or above was about the same as in 1998. This can be explained by the fact that in 1999 there was a larger than average number of pupils with statements of special educational need and on the special needs register and that some higher attaining pupils were absent when the tests were taken. Between 1996 and 1998, standards generally kept pace with national trends. Inspection evidence indicates that pupils are currently making satisfactory progress and achieving standards that are average. This is in line with the findings of the previous inspection.

99 At the end of Key Stage 1, attainment in science as judged by teacher assessment in 1998 indicates that the proportion of pupils that achieved the national target of Level 2 or above was above the national average. When comparing the percentage of pupils who reached Level 3 and above, the school was well below the national average. Standards were maintained in 1999, but because standards nationally improved, the school attainment was only in line with the national average. Inspection evidence indicates that pupils, including those with special educational needs, are currently making satisfactory progress and attaining standards that are in line with those expected nationally. This is consistent with the last inspection, when standards were judged to be in line with the national average.

100 At Key Stage 1, pupils are able to recognise and describe a range of materials, with specific reference to certain properties such as texture. They investigate a range of fabrics and other materials for their waterproof qualities to make waterproof clothing for 'Billy Duck'. Whilst conducting investigations such as this they make progress in learning to use simple equipment competently. Pupils in Year 2 continue to make progress when they, discuss different materials and make predictions about which will absorb or repel water. They make suggestions for observations and begin to devise their own experiments. Younger pupils learn about their bodies and the location of various limbs. Whilst on a walk, younger pupils used all of their senses to effectively "observe" the countryside features of the countryside around them. Older pupils make sound progress when they build on this earlier knowledge and understanding to learn more about the stages of growth and how different creatures live by eating other creatures as food. Pupils learn about diet and a healthy life style and find out about food and medicines and how these help good development.

101 At Key Stage 2 pupils have a sound knowledge of mini beasts and observe important features of these small animals. For example, they investigate whether wood lice notice change and establish, through effective observations that they will move towards dark conditions rather than light. By the time pupils reach Year 6, they are investigating micro organisms to satisfactory effect. They have a sound knowledge of how these can have good and harmful effects. Pupils have a sound knowledge of different body systems, such as respiration and the circulatory system. They have a sound

understanding of how the human body functions and how a fit body can be maintained through a healthy life style, including diet and exercise. Older pupils have a satisfactory knowledge of habitats and learn, with good understanding, about how different life forms live within an oak tree and how their feeding habits depend upon those of other creatures.

Pupils investigate the properties of materials well. They investigate appropriate materials for a damp course through observing capillary action in a range of materials. They clearly record their findings in diagram and text and understand the conditions needed for fair testing. Older pupils separate mixtures effectively by filtering or by evaporation. They are able to describe the method used for different mixtures such as filtering for soil samples and evaporating salt water to re-obtain salt from the solution. Pupils have a sound knowledge of electrical circuits and the use of electricity in the home for light, sound and heat. They know how circuits are completed and about materials that are insulators and those that are a conductor and allow electricity to pass through them.

102 Pupils' response is good overall. It ranges from satisfactory to very good. Pupils generally listen carefully to teachers' introductions. They cooperate well with teachers and with each other during practical sessions. They generally stay on task and change activities with little wastage of time. Most pupils are enthusiastic and show enjoyment in their work. Behaviour is only satisfactory overall, due to some pupils working noisily in some classes and occasionally making concentration difficult.

103 The quality of teaching ranges from satisfactory to very good. It is satisfactory at Key Stage 1. Teaching is good or better in 75 per cent of lessons at Key Stage 2 and in 25 per cent of lessons is very good. In lessons pupils make good and sometimes very good progress. Teachers' knowledge and understanding of science is generally good and sometimes very good, as when teaching about the ecosystems within an oak tree. They are able to talk confidently and make expositions interesting and effectively sustain pupils' concentration. Expectations are satisfactory overall, and teachers maintain sound levels of behaviour in their lessons. However, teachers do not always expect high enough standards of higher attaining pupils and do not always provide them with sufficiently stimulating work. Planning is good overall and fully meets the requirements of the National Curriculum for science. However, experimental and investigative science is better provided for at Key Stage 1, where there are sufficient opportunities for pupils to observe and investigate. Methods and organisation used by teachers are good and match the intended learning outcomes well. Teachers' management of pupils is good overall. Lessons generally move at a brisk pace and little time is wasted. Resources are effectively organised and used well. Teachers assess their pupils work well at Key Stage 1 and satisfactorily at Key Stage 2. At Key Stage 1, assessment is used well to plan the next stages of learning. Teacher assessment at the end of Key Stage 2 is not sufficiently accurate and does not match well with the results of tests. Teachers' use of homework is satisfactory and supports the work done in school.

104 An enthusiastic and competent coordinator has recently taken over responsibility for the subject and already has identified areas for development. Although science is not a current priority for development, she has already begun her own professional development, developing a scheme of work using new national guidelines, and developing associated assessment procedures. However, these are currently only available to Key Stage 1 pupils and are not impacting upon the inaccurate assessment at the end of Key Stage 2. Coordination of the subject is good. Resources are satisfactory. They are adequate, accessible to teachers, suitable for the curriculum and age of pupils at both Key Stages 1 and 2 and of sound quality. Pupils' levels of literacy and numeracy in science are satisfactory. For example, pupils use appropriate vocabulary and take accurate measurements. The use of information technology is currently under developed.

## 129 **Other subjects or courses**

### 129 **Information Technology**

105 Pupils at the end of Key Stage 2 attain standards in information technology which are below those expected for pupils of their age. This is in contrast to the last inspection when standards were judged to be broadly in line with national expectations. Over the intervening years expectations of what pupils should be able to do have grown in line with the advances in computer technology. With the introduction of the literacy hour and the numeracy strategy staff have not given the necessary priority to the teaching of information technology skills and standards have therefore failed to stay in line with expectations.

106 Pupils' attainment at the end of Key Stage 1 is in line with national expectations. This maintains the standards at the time of the last inspection when they were judged to be broadly in line with those expected for pupils of their age. Pupils at the end of the key stage are able to use the computer to draw images. Average and higher attaining pupils are able to use the key board for simple word processing although some less able Year 2 pupils have poorly developed key

board skills and work very slowly. Most pupils know how to use the delete key and the space bar. Average and higher attaining pupils can print out their own work. More able pupils understand the function of most keys and can give direct commands that produce outcomes. Average and above average pupils can retrieve information that they stored earlier. Less able pupils know that work can be saved and can do this with help. Pupils at the end of the key stage change text in a poem confidently.

- 107 At Key Stage 2 an insufficient range of experiences has resulted in a level of attainment that is below national expectations. Pupils at the end of Key Stage 2 access programs, print and save to disc. Some average and higher attaining pupils are able to centre text, change the styles of the font and edit on screen. Some lower attaining pupils are still uncertain about how to do this. Pupils are beginning to be able to use clipart to add interest to text, but their experience of using pictures and sound is too limited to attain the expected standard. Those pupils that are more confident generally have access to computers at home. Pupils have some experience of entering data into a database and changing this into graphs but have had few opportunities to interrogate the information and interpret findings. Although pupils have worked with a programmable toy at Key Stage 1 pupils have been provided with few opportunities to develop these skills further at Key Stage 2. Although the school has the equipment to teach pupils how to use computer technology to sense physical data this has not yet been planned into the curriculum.
- 133 Pupils at Key Stage 2 make unsatisfactory progress through the key stage because they do not experience a sufficiently wide range of experiences. Teachers do not plan lessons that build on skills previously learnt and progress is therefore uneven across the subject. For example, pupils in Year 3 make satisfactory progress when learning how to use a multi media system to access information about animals. In Year 4 good use is made of the computers for pupils to allow pupils opportunities to consolidate both their computer skills and their understanding of fractions. Lower attaining pupils in this year however have difficulty with simple word processing. They work slowly without confidence and when the screen displays their work in upper case they display a lack of understanding about the function of the shift key and the capitals lock key. Pupils in Year 5 working in the new computer suite made satisfactory progress in learning how to use the drawing tools in a word processing program. Pupils with special educational needs make progress in the same uneven way as other pupils at Key Stage 2.
- 108 Pupils at Key Stage 1 make satisfactory progress overall and in the lessons observed made good progress. In the reception classes they use the computer to develop their appreciation of stories and to develop number skills through using the computer to practice number recognition and counting to 10. Pupils learn to control the mouse and cursor when following the story of Arthur or when dressing Teddy. These experiences ensure that pupils in the early years make good progress in becoming used to the computer and to using the mouse. Pupils in Year 1 learn to recognise a computer, a radio and a tape recorder. They know that the tape recorder can communicate sounds and pupils can recognise these sounds. Pupils are given the opportunity to use computers in a range of situations such as practising reading using a program produced by the publishers of the reading scheme. Throughout the key stage pupils are taught progressively more demanding keyboard skills. In Year 1 pupils learn to use the delete keys to correct their work. At this stage some lower attaining pupils still have insecure keyboard skills and work slowly. This work is built on in Year 2 when pupils become more proficient and confident when using the computer for word processing. The progress of pupils with special educational needs is commensurate with that of other pupils because they are well supported by classroom assistants. Pupils at both key stages have had the opportunity to use the digital camera.
- 109 Pupils' attitudes to learning information technology are satisfactory and in some of the lessons observed were good. When attitudes are only satisfactory pupils are enthusiastic but noisy and their enthusiasm limits the progress they are able to make. This was observed in Year 5 when half of the class were working in the computer suite with a volunteer teacher. On most occasions when pupils are working in pairs at the computer, relationships and behaviour are good. Pupils' attitudes are less positive when there are more than two pupils working at the computer and when pupils are unsure about what they are doing. This was observed when three pupils in Year 4 were adding commas to their work. They had limited keyboard skills, worked slowly and without real interest. Pupils working with a confident teacher show real interest in their work. This was seen when Year 2 were working in the computer suite. They persevered with their writing. They helped each other sensitively and corrected each other's mistakes.
- 110 The teaching observed was variable in quality. At Key Stage 1 teaching is good. This reflects an improvement since the last inspection when teachers throughout the school were judged to lack confidence. Teachers at Key Stage 1 are confident and are able to give clear instructions and explanations. They manage their classes well to make the maximum use of the resources available. Lessons generally have a good pace and effective questioning keeps pupils on task. Pupils in Year 2 class benefited from the teacher's secure knowledge of how to download information from the Internet. At Key Stage 2, one lesson was satisfactory and another unsatisfactory. In the satisfactory lesson the volunteer teacher had a good knowledge and understanding of the subject and had planned a lesson which took pupils clearly through step by step stages of learning. A weakness of the lesson was that two pupils watching other pupils at

the computers did not get any hands on experience themselves. In the unsatisfactory lesson observed the teacher had insecure knowledge and understanding of what she was teaching. Whilst she was teaching a small group of pupils, other pupils in the class were not usefully employed in an activity that would promote progress in any part of the curriculum.

- 111 The school has recently adopted the new nationally recommended scheme of work, but because pupils at Key Stage 2 have had insufficient earlier experiences this has not yet been fully implemented in this key stage. The school is part of the Cumbria pilot for pupils' certificates in information technology. This allows teachers to assess pupils attainment at the end of the key stage and enables pupils in Years 2 and 6 gain certificates. Assessment to inform planning to the meet the needs of individual pupils is still underdeveloped. Generally information technology is still insufficiently used to support other areas of the curriculum.
- 112 Management of the subject is strong and the coordinator, who is well qualified for this role, has a clear sense of direction for the subject. She has identified the individual training needs of staff and has a development plan for the subject, which is well planned, clearly costed, shows a clear identification of responsibilities, a time scale and criteria for success. She has been and continues to be proactive in working to increase the resources for the school. An inadequate number of computers has until recently been a significant factor in the unsatisfactory levels of attainment. The school has recently acquired a new computer suite for the joint use of the community and the school. This was only finally completed in the week of the inspection but when fully in use will provide the school with significant additional resources to help raise standards. The school is well placed to improve standards in this subject.

### 138 **Religious education**

- 113 By the end of both key stages, pupils' attainment in religious education is broadly in line with the expectations of the Agreed Syllabus for Cumbria. The school has generally maintained the standards noted in the last report to be broadly in line with expectations. At present, there are no schemes of work in place for the subject and as a result, the progressive development of skills, knowledge and understanding across the year groups and key stages is not assured. The subject features in the school's development plan and is in need of urgent review by the coordinator and staff to ensure that all classes now follow a curriculum based on learning about and reflecting upon religion. However, in some classes, pupils are given opportunities to develop skills to think, talk and write about how religion influences people's beliefs, values and the lives of others.
- 114 By the end of Key Stage 1, pupils understand that religious belief in this country is predominantly Christian as indicated in their daily acts of worship. They learn a range of stories from the Bible and from Buddhism. Through their visits to Christ Church in Silloth, pupils learn to recognise some of the symbols associated with Christian practices. For example, they understand that the cross reminds Christians that Jesus died on the cross. Their knowledge of religious facts, characters and events is satisfactory.
- 115 By the end of Key Stage 2, pupils understand the different ceremonies conducted in the Christian Church, including Baptism. Pupils learn about the rich heritage of Carlisle Cathedral, its historical place and the Christian development in the north west of England. Pupils learn about other faiths, notably Judaism and Islam. Pupils understand why people regard some of their possessions as special and can relate this to a wide respect for special books such as the Bible and the Koran.
- 116 Pupils, including those with special educational needs, generally make satisfactory progress as they move through the school. However, at present, progress is slower than it should be, due to the fact that there are no schemes of work to guide teachers' planning. This is exacerbated by lack of assessment procedures. Some teachers have developed their own systems of planning and assessments, notably in reception and Years 4 and 5 classes. For these pupils, progress in the acquisition of skills, knowledge and understanding, is good. For example, pupils learn about compassion and what it is to have faith. They compare faith with 'trust' and 'confidence'. Pupils make very good connections between Bible stories to ideas of 'miracles' in everyday life. They give their own examples such as seeing a rainbow or admiring a sunset. Pupils in year 4 explain how faith has changed famous people's lives, for example, Martin Luther King, Mother Theresa, or St. Francis. When they study the life of St. Christopher, pupils 'pose' questions to him, such 'Why did you believe in Jesus?' In this year group, pupils give their own interpretation of faith, as 'feelings of happiness and hope.'
- 117 The attitudes and response of pupils to their religious education lessons is good. They behave well and generally listen carefully to their teachers. They feel confident to express their own ideas and respect those of others, however different these may be. Pupils discuss how religion influences their own lives and those of others.
- 118 The quality of teaching throughout the school is satisfactory although one very good lesson was observed at Key Stage

1. Teachers provide pupils with opportunities to talk about their own understanding and feelings. Where teaching is particularly effective, there are planned opportunities for structured talk, drama and good use is made of first hand experience through educational visits. In the very good lesson, a quiet reflective atmosphere was created by lighting a candle in a darkened room and allowing the class to sit around it.

119 The range of artefacts and resources for religious education is unsatisfactory. This has a detrimental effect on pupils' progress and subsequent attainment. The current arrangements for managing the subject do not allow for thorough monitoring of the quality of teaching and learning. The coordinator has not yet developed the subject satisfactorily.

#### 145 **Art**

120 Owing to the way the timetable was organised, it was only possible to observe three art lessons during the course of the inspection. Judgements are based on the evidence of these lessons together with interviews with pupils, scrutiny of documentation and discussions with teachers.

121 At both key stages pupils achieve standards normally expected of pupils of similar ages. Pupils of all abilities make satisfactory progress overall although in lessons they make good progress. By the end of Key Stage 1 pupils observe well, draw and make good attempts at drawing objects such as toys. They paint confidently. When using charcoal as an alternative to pencil they learn new techniques of shading and give "truthful" representations of such toys as a railway engine and a sewing machine. Their paint work shows understanding of colour mixing and attention to line and shape. A good example of this was seen in a painting of a duck for the classroom wall display, which is particularly detailed in colour and texture. The best progress is made when pupils draw and paint things they see. Pupils' attainment and progress with cutting and shaping and in three dimensional work is satisfactory. Their modelling shows attention to detail, making a toy for teddy, being one example. Key Stage 2 pupils experiment with drawing and painting tools. They can name the primary colours and have sound knowledge of the principles of colour mixing. In Year 3 pupils make good progress in learning how to use clay to make pot owls. They make good progress in learning how to use 'slip bonding' to add ears, eyes and feet and use tools to texture the surface. Year 4 pupils make further progress when learning to work with papier-mâché moulded over clay bases to make painted masks and attractive mosaic patterns. Pupils make sensible comments when talking about the work of famous artists and make fair attempts to emulate their style, such as one of Vincent Van Gogh's 'Sunflower' paintings and in Year 6 the 'cubist' abstract painting of Piet Mondrian. Pupils experience a wide range of media in their work. They use ink effectively when drawing from observation such objects as ammonites and feathers and engage in a wide range of collage throughout both key stages.

122 The best progress is seen in lessons where pupils are allowed to experiment with the media and when they are learning new techniques. Often good progress in art is linked to other subjects, such as in Year 6 with the Egypt project and in Year 5 when pupils make masks to support their work in dance. Pupils are shown works of artists and at Key Stage 2 they make best progress with development of knowledge and understanding of art and artists.

123 In the small number of lessons observed, pupils' response to art was good. They enjoy the subject and are keen to get on with their work. Most pupils try hard and want to do well. They listen to the teacher's instructions and behave well. Pupils get on together and talk constructively about their work. Pupils are able to concentrate for long periods on their own pieces and show interest in what others are producing. They like to share their ideas with each other and are proud to show their work to visitors.

124 In the lessons seen the quality of teaching was good overall. Teachers give pupils plenty of opportunity to experiment with materials. They plan their work effectively and are guided by a well produced school scheme of work, although there is no longer a coordinator for the subject. Teachers are enthusiastic about art, explain clearly what pupils have to do and prepare well for lessons. Support assistants give particularly effective help during art lessons and they make a significant contribution to the satisfactory progress pupils make.

#### 150 **Design and technology**

125 At the end of Key Stage 2 standards in design and technology are below those found of pupils of the same age and progress through the key stage is unsatisfactory. The situation is the same as last reported when standards in design and technology were judged to be below expectations. Progress at Key Stage 1 is satisfactory and at the end of the key stage standards are in line with those of pupils in other schools. This maintains the standards reported at the time of the previous inspection.

126 In the one lesson observed at Key Stage 2 pupils progress was good. Pupils developed their understanding of design



through disassembling a torch and looking at how it was made. They considered both the materials from which it was made and the manner in which the torch worked. Throughout the rest of the key stage pupils make unsatisfactory progress because there is no agreed scheme of work which systematically develops skills and builds on previous learning. For example, pupils in Year 6 made Egyptian shadufs and small tables using a technique with which younger pupils are normally proficient. Pupils with special educational needs also make satisfactory progress.

- 127 At Key Stage 1 pupils are taught the skills of cutting and joining and develop their design skills through the use of construction kits. In Year 2 pupils made progress satisfactory in learning how to handle textiles when they designed and made puppets. Pupils at Key Stage 1, including those with special educational needs make satisfactory progress overall.
- 128 Pupils have satisfactory attitudes to designing and making and the pupils in Year 4 designing torches thought very carefully about their work.
- 129 Only one lesson was seen at each key stage. Although the lesson observed at Key Stage 2 was judged to be good, teaching overall at Key Stage 2 is judged to be unsatisfactory because teachers do not plan to systematically build on previously learnt skills. In the good lesson the teacher had secure knowledge and understanding of the design and technology process. At Key Stage 1 teaching is judged to be satisfactory. In the lesson observed pupils were encouraged to think about their designs before making their puppets.
- 130 The school has agreed to adopt the nationally recommended scheme of work but because there is presently no coordinator for the subject the details of how this is to be done have not been agreed and not all teachers are yet working to it. There is no monitoring of the teaching and learning to ensure that pupils are introduced to an appropriate range of materials and techniques.

## 156 **Geography**

- 131 At Key Stage 2, progress is unsatisfactory and attainment is below that found of pupils of the same age. Although standards in physical geography are sound, pupils' knowledge of localities other than their own is limited. The progress pupils make at Key Stage 1 is satisfactory and they attain standards that are appropriate for their age.
- 132 Pupils at Key Stage 1 begin learning about their own surroundings at an early age. They observe features of their own towns and look around them on their way to school, making simple judgements on the use of land and how many different buildings they can see. They also begin making simple maps of a satisfactory standard, beginning to represent their route to school as a plan identifying features with appropriate simple symbols. Pupils at the end of the key stage recognise countries such as the United Kingdom on a map of Europe and can identify important cities such as Paris. They understand that there are differences and similarities in the weather patterns in different parts of the world. Pupils with special educational needs are well supported by classroom assistants and make satisfactory progress.
- 133 At Key Stage 2, pupils generally have an insecure knowledge of the location of some major towns and cities in the United Kingdom and Europe, and do not know how to use the index of an atlas to locate them accurately and quickly. Not enough pupils in Year 5 can locate their home town on a map. Neither are they sufficiently familiar with the location of the five continents. Older pupils have a satisfactory knowledge of the stages of development of a river and are able to trace it from source through to where it meets the sea. They talk knowledgeably and use appropriate vocabulary, explaining the meaning of such features as meanders, waterfalls and estuaries. A weakness is the pupils limited knowledge of other contrasting localities, both overseas and at home. As a consequence they are unable to satisfactorily compare these localities with their own town. Pupils with special educational needs are provided with appropriate activities matched to their ability but also make unsatisfactory progress overall because of the limitations of the curriculum.
- 134 The response of pupils is satisfactory overall although in one lesson it was good and in another it was unsatisfactory. When response is good, pupils show interest and they sustain their concentration well. They listen carefully to the teachers, are keen to answer questions and behave well. They work well together in small groups and collaborate effectively. Where response is unsatisfactory, teaching is also unsatisfactory. Pupils shout answers and comments in an apparently uncontrolled manner. There is too much talking and pupils are unsure of what they are supposed to be doing.
- 135 The quality of teaching is satisfactory overall and ranges from good to unsatisfactory. When teaching is good, teachers have a secure knowledge of the subject, such as in a Year 6 lesson about rivers. Lessons are planned well and discussion is informative and well structured. Pupils are managed well and standards of good behaviour are effectively

maintained. When teaching is unsatisfactory there is insufficient guidance and lessons are not well planned. Pupils' skills development is not sufficiently structured and the progress that pupils make is insufficient. Sound standards of behaviour are not effectively maintained and teachers try to talk against pupils' chatter.

136 There is no coordinator for geography, and although there is a recently written policy, there is insufficient guidance for teachers when planning their lessons. There is insufficient planning at a whole school level against which teachers plan for the progressive development of skills within a firm structure.

## 162 **History**

137 At the end of both key stages the standards of pupils' attainment in history are similar to those found in similar schools and to those at the time of the last inspection. Pupils at both key stages, including those with special educational needs, make satisfactory progress throughout the school.

138 At Key Stage 1, within their topic of toys, pupils look at examples of toys from the past and compare them with their own toys. They learn about famous people in history. For example, Year 2 have been learning about Florence Nightingale. At Key Stage 2 pupils learn about different civilisations from the past. The pupils in Year 3 learn about the Romans and the pupils in Year 6 learn about the Egyptians. Pupils at the end of the key stage show a good factual knowledge of life in Egyptian times and can talk with interest about Egyptian Gods and the importance to the Egyptians of the scarab beetle. Pupils in the middle years of the key stage learn about important times in the history of their own country. Pupils in Year 4 have a good knowledge of the Tudor period and can talk confidently about the wives of Henry VIII. Pupils in Year 5 when learning about the Victorian era learn about the introduction of the railway system and begin to appreciate the impact this had on society then. Throughout Key Stage 2 the development of the skills of historical enquiry are underdeveloped. This is because there are insufficient artefacts for pupils to examine and the fact that the scheme of work contains insufficient reference to skill development to ensure that teachers are clear about how to build on previous learning.

139 Pupils generally enjoy learning history and display real interest in stories of life in the past. When being told about Elizabeth I pupils listened with interest to how she encouraged portrait painters to paint her in a favourable way. In only one lesson was pupils' response unsatisfactory and this was because some pupils' noisy behaviour made it difficult for others to concentrate.

140 No lessons were observed at Key Stage 1 so it is not possible to make a judgement about teaching. Teaching at Key Stage 2 is satisfactory. At Key Stage 1 teachers make good use of local resources when they invite a visitor from the local toy museum to come in and talk to the pupils. At Key Stage 2 the level of knowledge and understanding of the teachers and their interest in the subject make a positive contribution to the development of pupils' interest and enthusiasm for the subject.

141 The coordinator for the subject has only recently been appointed and has not as yet had the opportunity to make a significant impact on the subject. The school has agreed to adopt the nationally recommended scheme for history. At Key Stage 1 this is already in place but at Key Stage 2 teachers have not yet agreed how the units are to be split across the key stage and how each year will build progressively on the learning that has gone before. Until this has been agreed pupils will continue to make unsatisfactory progress in the development of historical skills.

## 167 **Music**

142 Owing to the absence of the music teacher it was not possible to observe music lessons during the course of the inspection. It is not possible to report on the quality of teaching, therefore. A single lesson was volunteered by a teacher at Key Stage 2, however, this lesson is not representative of the usual music lessons provided by the school. Judgements are based on evidence of singing in assemblies, interviews with pupils, scrutiny of documentation and discussions with teachers.

143 By the end of Key Stage 1 pupils are making satisfactory progress in music. Pupils sing with satisfactory standards of voice control in pitch, time and clear diction. They have a repertoire of songs known from memory including nursery rhymes and singing games. They have knowledge of classroom instruments and how sound is produced by them and can name a number of instruments. They know the names of some orchestral instruments and can say which play high sounds and which play low.

144 By the end of Key Stage 2 pupils are making unsatisfactory progress in music. Singing in assemblies is of a satisfactory standard with pupils able to follow the lead from the piano. Pupils start confidently at the beginning of each verse of

the hymn, sing with clear diction and reasonably in tune. They maintain a steady beat when clapping, for example, to accompany the chorus. Pupils have a limited repertoire of songs. They recall some titles of songs from “Oliver” used for last year’s Christmas Play and mention one or two to be used in this year’s play. Pupils have had insufficient experience of performing and composing and listening and appraising music. Whilst pupils have been given the opportunity to compose music with classroom instruments they are at any early stage in this activity and are not attaining the expected standards. They have a limited knowledge of orchestral instruments and of composers and their music and are not attaining the expected standards in this area of music. Pupils with special educational needs at both key stages make progress in line with that of other pupils in the key stage.

145 When singing in assembly pupils show obvious enjoyment. In discussion with pupils it is clear that they enjoy music and all said they would like to learn to play an instrument.

146 There is no scheme of work for the subject to help ensure pupils make the progress expected through school and consequently there is no assessment of pupils’ progress. The present arrangements for teaching music, with class teachers not much involved in the teaching gives the subject a low profile in school and is a key reason for the low and unsatisfactory standards observed.

147 The school has satisfactory resources for the subject with a good range of pitched percussion instruments, some keyboards and a variety of unpitched instruments. These instruments are of reasonably good quality. They are, however, not readily accessible for use. The school is planning to purchase a trolley for storage to improve the situation. The school is also planning to upgrade the audio system in the hall to improve the quality of listening to music and to support the work being done in dance.

### 173 **Physical education**

148 Pupils at both key stages, including those with special educational needs, make satisfactory progress in physical education and attain standards that are appropriate for pupils of their age. However there are some strengths and some good standards were observed. The situation has remained similar to that at the time of the last inspection when, overall, standards were judged to be good.

149 At Key Stage 1, pupils perform well making simple movements confidently and showing good control when they run, jump and climb in both floor and apparatus work. Most pupils can then link their movements together confidently and perform sequences in a controlled manner. When pupils jump from apparatus, they land with good control, sometimes moving into a forward role as a method of controlling their landing. In dance, pupils are able to interpret music moods and create movements and actions with appropriate creativity. They show increasing control such as when they imitate the growth of the beanstalk in miming the story of ‘Jack and the Beanstalk’. They use their hands and bodies well to represent the growth and movement of leaves and the stalk. They effectively use more vigorous movements when digging and planting the beanstalk.

150 At Key Stage 2, pupils reach appropriate standards in their games skills when practising rugby, football and netball. They are able to develop sound skills in ball control in all three sports seen and use these satisfactorily in whole game situations. Pupils develop expressive movements in dance and respond well to music and text, effectively representing feelings.

151 Pupils’ response in physical education lessons is satisfactory overall and is sometimes good. Pupils work with interest and try to complete the set tasks to improve their skills. They behave well and work with reference to other pupils around them. They work to good effect individually, in small groups and as part of larger teams. Pupils show enjoyment in their work and behave well.

152 The quality of teaching is satisfactory overall and some good or very good teaching was seen at both key stages. Teachers’ knowledge is good and they are able to set good examples through demonstration. Lessons are well planned and build on skills previously learned. They use effective methods and in most lessons, all pupils are kept active and moving throughout the session and lessons progress at a brisk pace. Expectations are realistic, but are effective in moving pupils’ skills development on.

153 There is a well qualified and committed coordinator. The curriculum fully meets National Curriculum recommendations at both key stages. Pupils have good levels of equal opportunity to take part in all aspects of physical education, and both boys and girls play in mixed teams for all sports. There is a good provision for extra curricular sport and pupils are given good opportunities to take part in competitive sport against teams from other schools.

The inspection of this school included a focussed view of swimming which is reported below.

- 154 It was not possible to see any swimming during the inspection because the swimming pool was temporarily closed. However, swimming is provided for all Key Stage 2 pupils. By the end of Key Stage 2, most pupils are able to swim the required 25 metres. For example, last year 38 out of 44 pupils achieved this standard.

180 **PART C: INSPECTION DATA**

180 **Summary of inspection evidence**

155 The inspection was carried out by a team of five inspectors over four days. This was 19 inspector days in total. During the period of the inspection, 62 lessons or part lessons were observed, adding up to a total of 53 hours, 20 minutes. Inspectors attended school assemblies and registration periods in all year groups. Samples of pupils' work were examined for each class for the current year and some work from the previous year. A comprehensive range of school documentation including the school development plan, teachers records, all curriculum planning documents, the records kept on pupils, sample reports sent to parents and the school register were inspected. In each class, inspectors listened to a sample of pupils read. Pupils were interviewed about their mathematical and scientific knowledge. Discussions were held with members of staff, governors, pupils, parents and the school secretary. A parents meeting held prior to the inspection was attended by 21 parents, at which they expressed their views about the work of the school. The responses to the 84 questionnaires completed by parents were taken into account during the inspection. The budget figures and the most recent audit report were examined.

181 **Data and indicators**

181 **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	233	5	41	33
Nursery Unit/School	0	0	0	0

**Teachers and classes**

**Qualified teachers (YR-Y6)**

Total number of qualified teachers (full-time equivalent)	10.5
Number of pupils per qualified teacher	22

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

Total number of education support staff	6
Total aggregate hours worked each week	90

**Qualified teachers (Nursery school, classes or unit)**

Total number of qualified teachers (full-time equivalent)	0
Number of pupils per qualified teacher	0

**Education support staff (Nursery school, classes or unit)**

Total number of education support staff	0
Total aggregate hours worked each week	0

Average class size:	25.9
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Financial year:

1999/2000

	£
Total Income	411921.00
Total Expenditure	432633.00
Expenditure per pupil	1856. 79
Balance brought forward from previous year	30158.00
Balance carried forward to next year	9446.00

181 **PARENTAL SURVEY**

Number of questionnaires sent out:

175

Number of questionnaires returned:

84

**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	42	55	3	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	57	42	0	1	0
The school handles complaints from parents well	21	66	12	1	0
The school gives me a clear understanding of what is taught	27	65	7	1	0
The school keeps me well informed about my child(ren)'s progress	27	59	10	4	0
The school enables my child(ren) to achieve a good standard of work	38	58	4	0	0
The school encourages children to get involved in more than just their daily lessons	40	55	5	0	0
I am satisfied with the work that my child(ren) is/are expected to do at home	36	57	2	5	0
The school's values and attitudes have a positive effect on my child(ren)	32	62	5	1	0
The school achieves high standards of good behaviour	25	58	13	3	1
My child(ren) like(s) school	54	43	0	3	0