

INSPECTION REPORT

ORGILL SCHOOL
Egremont

LEA area: Cumbria

Unique Reference Number: 131443

Inspection Number: 187822

Headteacher: Robin Lacey

Reporting inspector: Terry Mortimer

Dates of inspection: 11 - 14 October 1999

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Orgill School - 3

INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and junior
Type of control:	County
Age range of pupils:	3 to 11
Gender of pupils:	Mixed
School address:	Southey Avenue Egremont Cumbria CA22 2HH
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Appropriate authority:	Governing body
Name of Chair of Governors:	Mr Chris Wright
Date of previous inspection:	Not applicable - new primary school

INFORMATION ABOUT THE INSPECTION TEAM

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Terry Mortimer, RgI	History Equal opportunities Religious education	Attainment and progress Teaching Leadership and management (support) Efficiency (support)
Jenny Farmer, Lay Inspector		Attitudes, behaviour and personal development Attendance Pupils' spiritual, moral, social and cultural development Partnership with parents and the community Support, guidance and pupils' welfare
Liz Kounnou	English Geography	Curriculum and assessment
Tony Clarke	Science Design and technology Physical education Special educational needs (Support)	Staffing, accommodation and learning resources
Carolyn Maddox	Mathematics Art Under-fives Special educational needs	Pupils' spiritual, moral, social and cultural development (support)
Noel Simonds	Information technology Music	Leadership and management

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MAIN FINDINGS

What the school does well

- The school ensures good educational provision, including teaching, for children under five.
- Good leadership is provided by the headteacher. He is well supported by the senior management team, co-ordinators and the governing body who share a common sense of purpose and a commitment to school improvement.
- The school makes efficient use of the money it receives.
- The school has good links with the parents and the community. Parental support in the classrooms has a positive effect on pupils' progress.
- Support staff are of high quality and the school uses them well.
- Resources for information technology are used very well across the school and in the community.
- The school provides good support and guidance for the pupils and has good procedures for behaviour management.
- The school has a positive ethos for learning.
- Pupils who find learning difficult, and those with the potential for higher attainment, are supported well.
- Many pupils participate in the wide range of extra-curricular activities provided.

Where the school has weaknesses

- I. The short-term planning does not show enough pace and challenge in some lessons and so slows down progress of some pupils especially the higher attainers.
- II. The quality of teaching in the lower phase of Key Stage 2 is unsatisfactory.
- III. The school's behaviour policy is not implemented consistently by all teachers. Strategies for dealing with the minority of pupils who do misbehave, are often unsatisfactory.
- IV. The roles and responsibilities of teachers who have responsibility for managing subjects of the National Curriculum, and religious education are underdeveloped.
- V. Arrangements for teacher appraisal do not meet statutory requirements.
- VI. There are no planned Programmes of Study in order to prepare pupils fully for life within Britain's multicultural society.

The strengths of the school decidedly outweigh the weaknesses. The weaknesses will form the basis of the governors' action plan.

How the school has improved since the last inspection

Orgill Primary School is the result of the closure of Orgill Infants' School and Orgill Junior School and has not been inspected before as a primary school. The infant school had not been inspected before it was closed. Since its inspection the junior school has made satisfactory progress on six of the seven issues identified. The school has continued to develop opportunities for pupils to improve their standards of reading, speaking and listening, partially through the literacy hour and partly through improving opportunities for such actions. As a result standards in reading are improving steadily. The school has adopted approaches in teaching, through information technology, to develop independence and initiative. Through in-service development skills in art and history have been addressed. Pupils with special educational needs have their particular needs targeted and supported whilst still retaining a broad and balanced curriculum through careful timetabling procedures. The school has developed opportunities for widening spiritual and cultural development, but not enough to address the issues of cultural development in the diverse British society. Although the role of the co-ordinator has been

them to execute their duties as identified in the school development plan. The new school is supported by a committed governing body who have worked hard to ensure the smooth amalgamation of the two schools. Following the closure of the two schools and opening of the new school, a system of professional review has been introduced. As yet this system does not meet the statutory requirements for appraisal. The school is judged to have good capacity to continue its improvement.

Standards in subjects

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

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

The above table shows that in 1998 at the time of the National tests pupils at Key Stage 2 were achieving above average standards in science, and average standards in English and mathematics, when compared with all schools. When compared with similar schools pupils at Key Stage 2 were achieving well above average in all three subjects. The national test raw scores for 1999 show an improvement over those of 1998. There has been a 20 per cent increase in all core subjects at Key Stage 2 over the past three years. Inspection evidence indicates that standards achieved in English, mathematics and science are in line with national expectations. Standards in information technology at the end of Key Stage 2 are above the national expectation. Standards in religious education are in line with those expected in the locally agreed syllabus. Overall progress is satisfactory in all subjects. Progress of pupils with special educational needs is also satisfactory.

Quality of teaching

Teaching in:	Under 5	5 – 7 years	7 – 11 years
English	Good	Satisfactory	Satisfactory
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Satisfactory	Satisfactory
Religious education		Not enough teaching seen to make a judgement	Satisfactory
Other subjects		Good	Satisfactory

Overall, the quality of teaching is satisfactory throughout the school, although it varies between unsatisfactory and excellent. The quality of teaching for children under five is consistently good, in both the nursery and the reception/Year 1 classes. It is satisfactory overall throughout Key Stage 1, with good teaching in mathematics. The quality of teaching is satisfactory overall, at Key Stage 2.

of the classes at lower Key Stage 2 that is related to inconsistent behaviour management, and lesson planning. Across the school in 88 per cent of the lessons observed, teaching was satisfactory or better. Teaching was excellent in one per cent, very good in ten per cent, and good in just over 34 per cent. Factors contributing to the most successful teaching are clear learning objectives, which are appreciated by the pupils, so that teachers and pupils share a sense of purpose and are aware of the progress being made. In the best of lessons, planning is good, behaviour management consistent and teachers have high expectations of what pupils can achieve and raise challenges for them, including the higher attainers. However, not all teachers' planning consistently identifies precise learning objectives and behaviour management is inconsistent. The implementation of the literacy and numeracy hour has had a positive effect in raising the quality of teaching in English and mathematics. Another positive factor affecting the quality of teaching is that since the amalgamation there has also been a number of changes of staff in Key Stage 2.

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

· **Other aspects of the school**

Aspect	Comment
Behaviour	Overall behaviour is satisfactory and most pupils behave well. As a result of inconsistent behaviour management in some classes there is a significant amount of unsatisfactory behaviour by a minority of pupils.
Attendance	Is unsatisfactory. However although just below the national average the majority of pupils enjoy attending school and are punctual for the start of the school day.
Ethos*	The positive school ethos makes a positive impact upon standards of achievement.
Leadership and management	Good overall. The headteacher provides good leadership and direction and is aware of the school's strengths and areas for development. He is well supported by an effective senior management team and governing body who are well involved in school life. Teachers work to a common purpose. Planning for future school improvement is good.
Curriculum	Is broad and balanced. The school has identified the need to develop longer term plans that will guide teaching in all subject areas as a matter of urgency, and has recently revised the policy for assessment.
Pupils with special educational needs	Provision is good. Teaching is carefully planned and monitored, governors provide good support for the school. Parents are well informed of their children's progress.
Spiritual, moral, social & cultural development	Social development is good. Spiritual, moral and cultural development is satisfactory but the school does not prepare pupils fully for life in a diverse multicultural society.
Staffing, resources and accommodation	Satisfactory staffing overall. The school makes good use of all the well-qualified support staff. Overall resources are satisfactory, although the information technology resources are excellent. Overall the accommodation is satisfactory and provides an attractive learning environment but the school is not accessible for disabled pupils.
Value for money	The school provides good value for money.

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

The parents' views of the school

What most parents like about the school

- VII. It is easy to approach the school with problems and questions.
- VIII. The school keeps them well informed.
- IX. The school enables the pupils to achieve good standards.
- X. The school boosts pupils' confidence.
- XI. There is a good level of support for pupils.
- XII. Parents are made to feel welcome.

What some parents are not happy about

- XIII. A small percentage of parents were affects others.

Inspectors' judgements support parents' positive views. The inspectors observed the behaviour of some pupils and inspection evidence indicates that the school has made very good efforts to reduce the problem. Procedures for behaviour management are secure and are understood by pupils and staff. However, these procedures are not consistently applied throughout the school.

KEY ISSUES FOR ACTION

To develop and build upon the school's good ethos, good behaviour procedures and the positive attitudes of pupils, and further raise levels of attainment and progress, the headteacher, staff and governors should:

- i. Improve the quality of teaching, at lower Key Stage 2, and further improve the quality of teaching in relation to the potentially higher attaining pupils by:
 - XIV. improving the quality of teachers' shorter term planning so that lesson plans identify precisely what pupils of all abilities will be expected to learn in all lessons; (paragraphs 35 and 40)
 - XV. ensuring that activities planned are suitably challenging for all pupils and that higher attaining pupils have greater opportunities to work at a higher level; (paragraphs 34 and 38)
 - XVI. ensuring that the pace of lessons is sufficient to enable all pupils to make appropriate progress; (paragraphs 38 and 41)
 - XVII. continuing the planned development of longer term curriculum planning to provide detailed guidance on how knowledge, skills and understanding will be developed in all subjects from reception to Year 6; (paragraph 51)
 - XVIII. ensuring that teachers' shorter term planning provides sufficient detail, so that teachers know what pupils will be expected to know, understand and do in all lessons, and to ensure consistency across all classes; (paragraphs 51 and 53)
 - XIX. providing planned opportunities for pupils to develop independent learning skills in classrooms; (paragraphs 38 and 51)
 - XX. improving the quality of relationships between teachers and pupils in some classes to ensure a consistent approach and effective behaviour management; (paragraphs 29, 42 and 44)
 - XXI. developing a support process for teachers that is matched to their individual needs. (paragraphs 34 and 81)

- ii. Further improve standards of behaviour throughout the school by:
 - XXII. consistently implementing the whole-school behaviour policy to deal effectively with a minority of pupils who misbehave at times and disrupt lessons; (paragraphs 29 and 42)
 - XXIII. regularly monitoring and evaluating the policy to ensure it continues to have a positive effect. (paragraph 29)
- iii. Introduce a system of appraisal in order to meet statutory requirements. (paragraph 81)
 - iv. Develop further the monitoring roles of all co-ordinators to ensure that the quality of education is constantly improving in those subjects and aspects for which they are responsible. (paragraph 35)
- v. Prepare pupils more fully for the cultural diversity of British society by:
 - XXIV. reviewing and systematically implementing the multicultural education policy;
 - XXV. building on the current initiatives in the personal, social and health education curriculum;
 - XXVI. developing perspectives in a structured manner across the curriculum. (paragraph 57)

In addition to the key issues the following minor point for improvement should also be considered as a basis for an action plan in paragraphs 82 and 91.

· INTRODUCTION

Characteristics of the school

1. Orgill Primary School is a new primary school, created in September 1998, set in Egremont, a small market town in the west of Cumbria. It is the result of the closure of Orgill Infants school and Orgill Junior school. The school is one that has undergone considerable changes in the recent past. It provides pupils with a satisfactory level of education in a safe and attractive learning environment. The school has not previously been inspected. The junior school was inspected in 1996 and the new primary school has generally addressed the majority of the key issues identified.
2. Orgill Primary School has 233 pupils on roll, with 125 girls and 108 boys in the reception to Year 6 age range, and 47 part-time children in the nursery which is in the school and serves the whole of the Egremont area. There is one pupil from a minority ethnic community. Pupils' level of attainment on entry to the nursery is variable but judged to be below average overall. Attainment on entry to the reception class is judged to be average with a wide variation. There are 113 pupils eligible for free school meals, which at 48.5 per cent is well above average. There are 80 pupils on the school's register of special educational needs (30.4 per cent) which is well above the national average. Fourteen pupils (five per cent) have a Statement of Special Educational Need, which is over twice the average for the authority and nationally.
3. The school has several aims. It wishes to promote education as a partnership between the home and school. School aims to be a community based school, developing not only the children but

conditions under which children can develop as people, acquire skills needed in life and enjoy their early years in school.

4. The school sees its success based upon some very fundamental principles which are:

- high expectations for all pupils;
- parental involvement in their own child's education;
- a very conscientious governing body who are totally abreast of all relevant issues.

The school has set appropriate targets in national tests, which it is on target to achieve in English, mathematics and science at both Key Stage 1 and 2.

• **Key indicators**

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for latest reporting year:	Year	Boys	Girls	Total
	1998	18	10	28

• National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	13	12
	Girls	8	7	7
	Total	17	20	19
Percentage at NC Level 2 or above	School	61	71	68
	National	80	81	84

• Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12	14	16
	Girls	8	8	9
	Total	20	22	25
Percentage at NC Level 2 or above	School	71	79	89
	National	81	85	86

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for latest reporting year:	Year	Boys	Girls	Total
	1998	20	24	44

• National Curriculum Test		English	Mathematics	Science
Results				
Number of pupils at NC Level 4 or above	Boys	12	13	15
	Girls	17	14	19
	Total	29	27	34
Percentage at NC Level 4 or above	School	66	61	77
	National	65	59	69

• Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	13	15
	Girls	15	18	18
	Total	25	31	33
Percentage at NC Level 4 or above	School	57	70	75
	National	65	65	72

• Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year:			%
	Authorised absence	School National comparative data	7.4 5.7
	Unauthorised absence	School National comparative data	0.1 0.5

• Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:		Number
	Fixed period	8
	Permanent	0

· **Quality of teaching**

Percentage of teaching observed which is:		%
	Very good or better	11
	Satisfactory or better	88
	Less than satisfactory	12

• **PART A: ASPECTS OF THE SCHOOL**

• **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

• **Attainment and progress**

1. Children start school in nursery on a part-time basis, in the year in which they are four. The nursery provides a good start to children's education. Both here and in the reception class, children under five are helped to develop their knowledge and understanding, and their personal and social skills within a safe caring environment. When they begin nursery, many children's attainment levels range from above average to below average overall. However, their overall attainment is lower than that expected. The nursery provides a secure and caring environment, and children enjoy coming to school. Children in the nursery class make good progress ensuring all areas of learning appropriate to this age are achieved particularly in their development of language, literacy and at the age of five most children achieve average standards of attainment in most areas of learning.
2. Children's attainment as assessed soon after entry in the reception class when compared with children of this age has variations but is generally in line with expectations. Children are working appropriately towards the Desirable Learning Outcomes and the National Curriculum as identified for each individual child's needs. Appropriate emphasis is given to developing literacy and numeracy skills. On entry to full-time compulsory education the attainment of most children in all areas of learning is similar to that expected for their age. Many pupils are being introduced successfully and working appropriately towards the National Curriculum level. By the time they leave the school at the end of Year 6, inspection evidence indicates that most pupils are on target to achieving standards that are close to national averages in the core subjects of English, mathematics and science.
3. Children under the age of five follow a curriculum based upon the required six areas of learning: personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development. Good attention is paid to children's personal, social and physical development. Inspection evidence indicates that, by the time children reach the age of compulsory schooling at five years, most achieve the standards of attainment indicated by the Desirable Learning Outcomes, in all areas of learning. These children settle into school quickly and make good progress in learning to follow instructions, sharing and listening attentively. Well-structured planning ensures under-fives in the reception classes are challenged with appropriate activities planned around the literacy and numeracy strategies. They gain in confidence in the reception class and experience the use of different materials and tools and developing the ability to work co-operatively.
4. There has been an inconsistency in the attainment of pupils in all subjects between both key stages since the junior school was last inspected. This inconsistency is reflected in the results of the most recent national tests in 1999. There has however, been a consistent improvement in the attainment of pupils as shown in the national tests at both key stages. Despite this improvement at Key Stage 1 the results are well below average in reading and writing and very low in mathematics. Since the junior school was last inspected the results in national tests at Key Stage 2 show consistent improvement which is most noticeable in English. This progress is reflected in the results of the 1999 national tests where the raw scores show an improvement over the 1998 scores. The number of pupils who achieved the national standard at Key Stage 2 was close to the national average in English and mathematics and above in science. The number of pupils achieving the higher Level 5 was close to the national average in English and mathematics and above in science.
5. At Key Stage 1 the pupils' scores in the 1998 national tests for seven year olds in writing and reading were well below the national average, and very low in mathematics. These results are

similar background. The number of pupils achieving the higher Level 3 was well below the national average in writing and mathematics and very low in comparison to the national average in reading. The raw scores in the national tests show an improvement in the number of pupils scoring both Level 2 and the higher Level 3.

6. At Key Stage 2 the pupils' scores in the 1998 national tests for 11 year olds in science are above that found nationally whilst those for English and mathematics are in line with the national average. In all three subjects there are some pupils who achieve higher than this. These results are well above average when they are compared to similar schools in all three subjects. The number of pupils achieving the higher Level 5 in science was above the national average. In English and mathematics pupils were close to the national average at Level 5. In all three subjects there are significant differences between boys and girls with the girls achieving consistently higher. The raw scores in the national tests show an improvement in the number of pupils scoring both Level 4 and the higher Level 5.
7. Inspection evidence confirms the progress that the school is making in raising pupils' attainment in these three subjects particularly. Standards in English, mathematics and science are in line with those found nationally at the end Key Stage 1. At the end of Key Stage 2 standards in English, mathematics and science are in line with those found nationally. In all three subjects there are some pupils who achieve higher than this. In all three subjects there are significant differences between boys and girls with the girls generally achieving consistently higher. Early indications from the results of the tests in 1999 are that standards have been maintained at Key Stage 2, however there has been a sharp fall in the results at Key Stage 1. There was a larger than average proportion of pupils with special educational needs in the cohort at Key Stage 1, who total 35 per cent, and 69 per cent received free school meals and they are now in Year 3.
8. In information technology pupils attain national expectations at the end of both Key Stage 1 and 2 and in religious education they achieve the recommendations identified in the local authority agreed syllabus at the ages of seven and 11. Standards in all other subjects are as expected for pupils aged between seven and 11. Pupils with special educational needs receive good support which enables them to access the curriculum at the relevant level and ensures that they make satisfactory progress towards targets identified in their individual work programmes.
9. Pupils' attainment in speaking and listening are below national expectations at the end of Key Stage 1, and in line with national expectations the end of Key Stage 2 and satisfactory progress is made throughout the school. The youngest pupils learn the importance of listening carefully, and some read aloud confidently to the whole group. Most pupils in Year 2 listen well in a large group and are beginning to listen to each other. Some potentially higher attaining pupils read out some instructions they have written clearly, so that everyone can hear. Some pupils have a limited vocabulary and find it difficult to describe their work, and a few are very quietly spoken. Older pupils listen attentively to the ideas and contributions of others during discussions and participate fully in whole-class literacy sessions. Pupils in Year 6 and Year 5 are keen to talk about Macbeth, they readily offer their opinions and take part in the discussion. As they progress through the school they continue to extend their skills and most pupils speak with increasing confidence. Pupils with special educational needs are encouraged to take a full part in all aspects of literacy sessions and their speaking and listening skills are developed well.
10. Attainment in reading is generally in line with national averages throughout the school and pupils make satisfactory progress. At the end of Key Stage 1, most pupils in Year 2 competently read the text from the big book aloud together, many find words with the letters oo within the text. A few potentially higher attaining pupils answer questions about the characters in a story. These pupils use a range of strategies when attacking unfamiliar words, using phonic and graphic clues, but only the highest attaining pupils can read around words to find meaning, using the text. Key Stage 2 pupils generally attain standards in line with national averages and they make satisfactory progress. Older pupils in Years 5 and 6 refer to the text

the work on Macbeth. Older pupils read a greater variety and more difficult books as they progress through Key Stage 2. Pupils use these skills well in other areas of the curriculum. Many pupils in Year 5 and Year 6 make good progress in reading due to the challenging work and high expectations of the teacher. In some lessons they make good progress when teachers share the lesson objective with the pupils. The lack of a library limits the development of pupils' library skills.

11. Standards of writing are broadly in line with expectations at the end of both key stages. Standards are limited by the unsatisfactory quality of pupils' handwriting. Pupils write for a limited range of purposes in Key Stage 1, and there are too few opportunities for pupils to use imagination. Most pupils write short pieces independently and they are beginning to use capital letters and full stops, but not yet consistently. At the end of Key Stage 2, pupils write for a wide range of purposes, and have used story-planning techniques to structure their writing well. Pupils write good book reviews, giving a good overview of the characters, and writing specifically to encourage other pupils to read the book. Some pupils' spelling is usually accurate or plausible; however, many have not yet grasped basic spelling patterns. In both key stages writing activities, in groups, during the literacy hour often lack challenge. Throughout the school pupils make unsatisfactory progress in handwriting skills, insufficient emphasis is given to writing in a joined handwriting script, pupils demonstrate clearly in handwriting exercises that they are capable of writing well, however these skills are not transferred to pupils' daily writing. The literacy hour was formally introduced to the school in September 1998, and it is now showing signs of improving attainment although it still has to fully affect all areas of the English curriculum.
12. In mathematics, pupils build upon the good start in reception and by the end of both key stages attainment in mathematics continues to be in line with national expectations. The introduction of the National Numeracy Strategy and the carefully structured teaching is having a beneficial effect on standards.
13. Throughout Key Stage 1, pupils make satisfactory progress. Good teaching, clear routines and the setting arrangements for mathematics contribute to progress and attainment. The good use of support staff allows pupils with special educational needs to make good progress in relation to their personal targets. For example, the youngest pupils in Key Stage 1 count confidently, understand the operations of addition and subtraction, and add and subtract single digit figures on paper and mentally. They learn about place value and know the difference between odd and even numbers. In Year 2 they use these and multiplication operations to solve problems. Pupils recognise numbers to 100, are able to count in twos, fives and tens and are beginning to identify odd and even numbers. Pupils' competence in working with numbers is developed effectively as they progress through the school. They are able to use mathematical language for example 'tessellation' to explain what they are doing. A few more able pupils can write numbers beyond 100 and can break a number into tens and units before adding. They develop mental strategies for increasingly complex calculations and apply their computational skills and understanding of numbers widely to subjects such as design and technology. The regular practice of mental mathematics skills throughout the school is a major contributory factor to improved standards. Key Stage 1 pupils measure using standard and non-standard units and discuss the properties of three-dimensional shapes. Skills and knowledge are extended in Key Stage 2. Standards of attainment for a significant minority of pupils in Year 3 and Year 4 are below national average. This has been identified as the cohort taking the 1999 national tests of whom 35 per cent were pupils with special educational needs, the vast majority on Stage 3 and above of the Code of Practice. They do not have a secure knowledge of multiplication facts or confidence to recall number facts to 20. The progress of pupils at Key Stage 2 is satisfactory overall. Pupils work with larger figures and calculate in fractions and percentages. Pupils make the best progress in mental calculations and knowledge of number. By the end of Key Stage 2 pupils have satisfactory numeracy skills and many are able to add and subtract,

used effectively to solve other problems for example when changing improper fractions to mixed numbers. Pupils with special educational needs make good progress overall. They apply their knowledge of number to investigations in science and to work in subjects such as geography and history. Pupils calculate the area of squares and rectangles. Their understanding of shapes and probability is particularly good. They use the computers confidently to achieve results above the national average in relation to data handling.

14. In science, pupils' attainment by the end of both key stages is in line with the national expectation. Overall, their progress is satisfactory. At the end of Key Stage 1 pupils have a broad knowledge of natural and physical science and show a sound understanding of life processes and living things. At Key Stage 1 pupils learn about the effect of forces and are beginning to carry out and record their investigations in a scientific way. They make appropriate use of existing knowledge and are learning how to develop their ideas. Year 1 pupils correctly label the parts of a flower and can list edible and inedible plants. Older pupils can identify a number of light sources, and understand that light will not pass through all materials and that when it does not it will form a shadow.
15. In Key Stage 2 pupils extend their knowledge appropriately, and they understand materials and their properties and of physical processes such as magnetism, gravity and light. They are aware of the composition of a healthy diet, and understand the human life cycle. The majority of pupils have a sound understanding of how electrical circuits work, and can draw them using correct scientific symbols. In their investigations pupils make predictions about the outcomes and understand the principles of fair testing. Year 3 and 4 pupils identified and reported on the transparency of a range of materials. Year 5 and 6 pupils carried out an investigation into the effect of different materials on magnetism and used computers well to record their predictions and findings and use scientific terms correctly.
16. Standards of attainment in information technology are in line with national expectations at the end of both key stages. Throughout both key stages pupils make good progress. At Key Stage 1 most pupils are confident in the language and symbols used on the screen, they can input text and amend it, use a mathematics program to develop early number and shape skills working at their own level of ability. Pupils are also beginning to use a Roamer to improve their skills with distance and direction. In literacy pupils use listening centres to listen to tapes of stories following them in their books. At the end of Key Stage 2 pupils continue to make good progress throughout Key Stage 2 with some very good progress observed at the top end of Key Stage 2. They can use spreadsheets to investigate 'Best Value' in various sizes of chocolate bars and present their findings in a variety of graphical forms. Year 5 and 6 pupils are beginning to use an interactive whiteboard to enhance their work on 'The Victorians' for history and literacy. Pupils are developing their skills in literacy by using a publishing program to produce a regular newspaper. Pupils use information technology to support literacy in a variety of ways, using word processing and CD-ROMs, to support numeracy through the RM mathematics programs and 'Success Maker', science, art, history and geography through the use of paint programs, word processing and CD-ROMs.
17. Pupils attain standards which are in line with recommendations set out in the local authority agreed syllabus for religious education at the end of Key Stage 1 and Key Stage 2 and make satisfactory progress at both key stages. In Key Stage 1 pupils think about experiences which are joyful and painful. They consider times when they have been frightened or upset and what it is like to be part of a family. In Key Stage 2 older pupils think about ceremonies of initiation in different religions and the associated naming rituals and rules by which people live.
18. At Key Stage 1 and Key Stage 2, the work seen in the non-core subjects of art, geography, history, music, physical education and design and technology is about what is expected of pupils of this age. Evidence indicates that pupils make generally satisfactory progress in these subjects. In geography and history the positive way in which Key Stage 1 and Key Stage 2

19. Pupils with special educational needs make good progress in relation to their prior attainment and achieve satisfactory standards in relation to their prior attainment overall. Progress is well documented and monitored via half termly reviews of pupils' individual education plans. Work is well matched to their needs and there is a good support in the classrooms.
20. Higher attaining pupils are not making as good progress as is possible. This is being addressed through English and mathematics groups, which have been developed since the last inspection. Clearer detail in the recently introduced schemes of work and a sound overall curriculum plan improves teachers' planning and enables them to provide tasks that match the full range of pupils' capabilities.
21. Pupils' standards in numeracy are average overall. Most pupils are able to use numbers appropriately and recall number facts in work across the curriculum. Across the school pupils use their mathematical skills appropriately to support their learning in other subjects such as science, history and information technology.
22. Pupils' ability in information technology is satisfactory and they use it to some effect in other subjects such as English, mathematics, science, and art.
23. At the end of both key stages there is a significant difference between boys and girls in levels of attainment which have been examined and strategies have been developed to deal with this.
27. **Attitudes, behaviour and personal development**
24. Overall the attitudes, behaviour and personal development of pupils is satisfactory. Attitudes to work are satisfactory. The majority of pupils show a good attitude to their work, and on occasions pupils demonstrated very good and even excellent attitudes. For example in a nursery class where children were learning and talking about families to extend their vocabulary to include the terms larger, smaller, bigger, taller and shorter their attitudes could not be faulted. The variation in attitudes throughout the school is more marked in those lessons where the tasks lack challenge or where there is an inconsistent or lax application of the school's good behaviour policy. Some pupils show a good attitude to learning when working with one teacher but are inattentive and disruptive when working with others. Where pupils are interested in the lesson they are keen to answer questions, to participate in the discussion and apply themselves willingly to task. This was well demonstrated in a Year 5/6 mathematics lesson when pupils were doing equivalent fractions and even though they found them challenging they persevered with the task.
25. There is similar picture with behaviour. Overall, behaviour is satisfactory with examples of excellent, very good and good behaviour being seen during the inspection. However, the behaviour of a minority of pupils in some lessons disrupts others and means some teachers spend a disproportionate amount of time dealing with discipline rather than delivering the lesson. Again, some pupils behave well when they find the work interesting and challenging but are disruptive in those lessons where there is less challenge or inconsistent application of the behaviour policy. Incidences were witnessed when pupils' behaviour deteriorated to poor with a notable example being when two pupils fought in the classroom, swearing and calling each other names. Fortunately such incidences are rare but eight pupils have been the subject of fixed term exclusions over the last year. In and around the school behaviour is good with most pupils conducting themselves in an orderly way. Behaviour in the dining room and playground is satisfactory. Often pupils are polite, courteous and show respect for the building, books and equipment. Behaviour in the nursery is good. Children quickly learn the routines of the class and respond quickly and effectively to the staff's requests. A notable example is the tidying away routine. All children, including those who had only been in the school for only a few days, quickly begin to tidy away resources and materials immediately when music is played.
26. Relationships are satisfactory. In the early years children begin to develop good relationships with each other and staff from the outset. Relationships at the other key stages are satisfactory.

by opening doors for adults and each other, giving directions, engaging in sociable conversations and listening politely. A particular example of this was seen when the assembly taken by a visitor went on for much longer than is usual and pupils listened and responded well in spite of the long time that they had to sit on the floor. However, there are occasions when a small minority of pupils does not show respect for some members of staff or other pupils.

27. Pupils with special educational needs respond well to the additional support they receive. Generally their behaviour is satisfactory and their progress enables them to increase in confidence and self-esteem.
28. Pupils' personal development is satisfactory. Many pupils willingly undertake duties and contribute to the life of the school. For example, pupils become house captains, do monitoring jobs around the school and serve on the school council. Throughout the school pupils are expected to clear away after lessons and contribute where they can to the orderly community in which they work. Pupils also entertain others with music for example four pupils played clarinets in assembly. They also raise money for charity and support worthy causes such as the Kosovo appeal. When pupils are asked to work in pairs or groups in lessons, the majority do so sensibly, co-operate with each other and share resources. Good examples of this are seen in the numeracy and literacy hours when pupils are expected to work independently of the teacher.

Attendance

29. Although the attendance figure is still below the national average, attendance has improved since the last inspection and is satisfactory overall. The majority of pupils enjoy attending the school and try to be punctual for the start of the school day. Unauthorised absence is below the national average. Although there are a few incidences of condoned absence such as taking pupils on holiday during term time or keeping pupils home for domestic reason, the majority of parents support their child and the school in ensuring they attend regularly and on time. Registers are conscientiously completed and comply with statutory requirements,. Most lessons start promptly and run to the published timetable.

33. QUALITY OF EDUCATION PROVIDED

Teaching

30. There has been no previous inspection of Orgill School, which is a new primary school. The previous inspection was of Orgill Junior School and there has been no inspection of the previous infant school. In the previous inspection of the junior school, the quality of teaching was almost always satisfactory or better, with an unspecified amount of unsatisfactory and poor teaching. The unsatisfactory teaching was due mainly to 'poor subject knowledge' (especially in art), 'low expectations of pupil ability' and 'work not always well matched to encourage initiative'. Since the last inspection there has been a small variation in the quality of teaching. This [.1]can be accounted for by the change in Key Stage 2 staff, especially in the last two years, and the affect of closure of the infant and junior school and the opening of the new primary school. Overall, the quality of teaching was predominantly satisfactory in the 96 lessons, or parts of lessons, observed during the inspection. Throughout the school, teaching varies between excellent and unsatisfactory. This is broken down as one per cent of lessons observed excellent, ten per cent very good, 34 per cent good, 43 per cent satisfactory and 12 per cent unsatisfactory. The majority of the unsatisfactory teaching was produced in one class in the lower phase of Key Stage 2. The school is aware of this issue and has put appropriate plans in place to address the needs of the staff. There was no evidence of poor teaching as mentioned in the previous inspection. The high proportion of satisfactory and better teaching over this new period for this school is having a positive effect on the attainment and progress of all pupils. The ability of the school to provide consistently sound standards of teaching is a testament to the hard work of the headteacher and staff in dealing with the very recent changes

service, planning in key stage teams, and cross key stage development teams have all contributed to the teaching consistency.

31. Teachers work hard and have good relationships with pupils. They have a sound knowledge of the National Curriculum and generally a sound understanding of the needs of the pupils they teach. The new arrangements for long and medium-term planning and revising schemes of work in most subjects have helped teachers to plan more effectively in both the long and medium term, although this is not consistently applied throughout the school into the short term and daily planning. However, teaching is not monitored systematically by subject coordinators, which means that they are unable to ensure that the quality of education is continually improving in those subjects for which they are responsible. Nevertheless, there are appropriate strategies in place to monitor provision and planning through the key stage teams.
32. Teaching for children under the age of five years is consistently good. It ranged from excellent to satisfactory with one in ten lessons excellent, five in ten very good, three in ten good and two in ten satisfactory. Teachers and support staff have high expectations of children's behaviour and attainment, and the children rise to these. For example, in a session on creative development children were challenged to talk about the patterns they had made and why they liked them. The quality of the relationships between the teachers, support staff and pupils, and the careful structure of activities allows each pupil to develop appropriately.
33. Overall the quality of teaching at Key Stage 1 is satisfactory, although it varies between unsatisfactory and very good. It is very good in eight per cent of all lessons, good in 40 per cent, satisfactory in 48 per cent and unsatisfactory in four per cent. Teaching is good in mathematics and music. Teaching is satisfactory in English, science and physical education. Insufficient teaching was observed for a judgement to be made in design and technology, information technology, history, geography, art and religious education.
34. In the most successful lessons, teachers' planning is thorough and lessons have clearly defined learning outcomes. Effective arrangements are made for pupils who have special educational needs and higher attaining pupils are appropriately challenged. These are features of all successful lessons. Pupils are given opportunities to take responsibility for their own activities. Teachers have good questioning skills and the pace of lessons is brisk, as often happens during numeracy sessions. In the one unsatisfactory lesson seen lack of pace and challenge created slow progress and unsatisfactory attainment. Lessons generally build on existing skills and knowledge. For example in a lesson on shape pupils were asked to design a model using three-dimensional solids, create a three-dimensional shape with art straws and when a pupil changed her final shape she used previous knowledge of two-dimensional shapes. Pupils are appropriately challenged and the areas of activity are given sufficient time for consolidation and refinement, for example, in design and technology when the pupils need to use mathematical skills to weigh and proportion the ingredients for making biscuits.
35. At Key Stage 2 the quality of teaching varies between very good and unsatisfactory. Overall, teaching is satisfactory. It is, good and very good in nearly three lessons in ten satisfactory in five in ten and unsatisfactory in just two in ten. Teaching is good in mathematics and music and satisfactory in all other subjects. However in art and geography insufficient teaching was seen for a judgement to be made.
36. In the most successful lessons, planning is thorough and lessons have precise learning outcomes, although this is inconsistent and contributes to the unsatisfactory teaching. Planning is through key stage teams providing effective coverage, balance and breadth. There is good continuity between lessons that are part of a series, for example, in English and mathematics. Clearly focused lessons end with effective plenary sessions to evaluate and extend pupils' learning. There is a good balance of whole-class and small-group teaching which happens in all successful lessons and particularly in literacy sessions, numeracy and in science, where teachers successfully develop pupils' skills of predicting and observing, especially at upper Key Stage 2.

Work is carefully graded to match levels of pupils' prior attainment, as happens in the most successful lessons in mathematics as seen in the lesson on multiplication in upper Key Stage 2. Discussion and questions are used to challenge pupils and check understanding. In history a strength is the value teachers place upon pupils' contributions, for example in a lesson on the Tudors when pupils discussed the importance of the role of male babies to the royal line.

37. Generally, teachers' expectations of behaviour are appropriate and they generally have a sound knowledge of most subjects they teach. In a religious education lesson the teacher successfully transferred her own knowledge to the pupils helping them to understand the rules by which we live and the value we place upon them. Where lessons are unsatisfactory, planning is poor and in one instance not put into place for daily lessons. Lesson outcomes are described as activities and learning objectives are unclear. Teaching lacks pace as the insecurity of subject knowledge becomes apparent, as in a religious education lesson.
38. The management of pupils in the majority of classrooms is good at Key Stage 1 and satisfactory at Key Stage 2 and teachers achieve satisfactory levels of discipline. In the unsatisfactory lessons in Key Stage 2 the main weakness is the inability to control and manage a number of pupils who misbehave and distract other pupils in the class. The lack of consistent application of the school's behaviour management policy adds to the level of the unsatisfactory lessons. For example in a mathematics lesson, where the learning objective was not sufficiently clear, and the terms used for the pupils were inaccurate the inconsistent behaviour management created a worse classroom situation.
39. Teachers and support staff use their time well. The high quality of the support staff and their use helps pupils make satisfactory progress. Resources are used effectively. Particularly good use of resources was seen in a literacy lesson where the use of email, interactive white board and keyboard skills were all used to enrich the pupils' understanding of Macbeth. Teachers' assessments of pupils as they work is inconsistent and the marking policy has not had time to make an impact, although where it is used it is generally helpful in providing guidance for pupils on how to improve their work.
40. Relationships between teachers and pupils are satisfactory and there is mutual respect. In most lessons teachers value pupils' efforts and responses, as seen in a history lesson in lower Key Stage 2 class, when the teacher intervened to challenge pupils' thinking, posing open questions to invoke thoughts on the poetry of Beowulf. Teachers use praise well in most lessons, which helps to motivate pupils and enhance their learning.
41. Homework is used consistently and helps to support the work in the classrooms and is effectively promoting the reading, spelling, and number work. All teachers are teaching English in line with the National Literacy Strategy and mathematics in line with the National Numeracy Strategy.
42. The teaching of pupils with special educational needs is good. The special educational needs co-ordinator has successfully developed parental involvement to a satisfactory level and has carefully monitored pupils' progress. Good links have been developed between the school and the special educational needs governor. The good level of support enables pupils with special educational needs to make satisfactory progress. The Code of Practice is fully implemented and effective links with external agencies have a positive effect on pupils' attainment.
46. **The curriculum and assessment**
43. The curriculum for under-fives is broad and balanced, and clearly based on the national Desirable Learning Outcomes for children of this age. Detailed planning sets out clearly what is going to be done and when. This careful planning ensures that all children have opportunities to take part in suitable activities throughout the day.
44. The curriculum at Key Stages 1 and 2 is broad and balanced and includes all the subjects of the

task of rewriting the Key Stage 1 and Key Stage 2 documents to form a new curriculum framework for the new primary school. Guidance has been written for English, mathematics, science and information technology. The school has a strong commitment to using the materials from the National Literacy Strategy to guide its work in English, and has made good use of the National Numeracy Strategy in mathematics. In science and information technology the school has wisely based the new curriculum on the Qualifications and Curriculum Authority guidelines, these new school documents are not yet embedded in teachers' daily practice. The good school development plan sets out clearly a timetable for review of the remaining subjects of the national curriculum, the school is well aware of the need to complete guidance for teachers as a matter of urgency.

45. The school meets statutory requirements in the National Curriculum subjects and uses the approved scheme for the locally agreed syllabus to guide planning in religious education. Health and drugs education is covered through science and personal, social and health education. Currently the school has a policy not to teach sex education, a working party of staff and governors is currently reviewing this policy. The school provides equal opportunities to all its pupils, however planning for lessons does not provide a suitable range of challenging tasks for potentially higher attaining pupils, or a range of appropriate and interesting tasks for lower attaining pupils to develop key skills. Cultural education is not planned systematically and does not prepare pupils suitably for life in the multicultural British society.
46. The curriculum for pupils with special educational needs is good. All pupils at Stage 2 or above of the school's register of special educational needs have individual plans to address their needs. The targets in these plans are generally realistic and achievable over a reasonable period of time. Their progress is carefully planned and monitored. Provision for pupils with special educational needs is good. Pupils have unrestricted access to all areas of the curriculum. The junior school's previous inspection emphasised the need to adopt approaches which continue to improve the basic skill support given to pupils with Statements of Special Educational Need. It also highlighted the requirement to ensure these pupils receive their full entitlement to the National Curriculum. The school has addressed these issues well. Pupils continue to have some additional support outside the classroom but this time is carefully programmed to ensure all pupils with special educational needs receive a broad and balanced curriculum. All pupils are appropriately integrated into the school. Procedures for the identification and assessment of pupils with special educational needs are clearly outlined and understood by all staff. Strategies to support the needs of the individual pupil are clearly identified in each pupil's individual education plan. The school's setting arrangements and the good use of support staff allow pupils to make the best progress possible.
47. Planning for progression in the knowledge, understanding and skills that pupils will develop in each subject is developing and is broadly satisfactory overall. As yet the school has no clear published explanation of the purpose of long, medium and shorter term planning. The quality of planning is inconsistent, however the senior management team are well aware of the strengths and weaknesses of the current system. Medium-term plans are drawn up in key stage and year group teams. Plans in English, mathematics and science are clearly related to the longer term overview. In Key Stage 1 good links are made in English with the termly cross-curricular themes as for example with families. In other subjects longer term plans are not yet sufficiently detailed to guide teams in developing coherent units of work that systematically develop pupils' skills. Planning for the shorter term is completed regularly for each subject, in English, and mathematics weekly plans are drawn up that identify activities for each part of the lesson. Currently shorter term plans set out what pupils and teachers will do in each lesson, and do not identify exactly what pupils are expected to learn. Key objectives for the week are broadly identified in English and mathematics, however these plans are not sufficient to ensure that all groups of pupils make suitable progress, or to guide teachers who lack experience.

regularly, for example, an enthusiastic football club is held after school, and pupils regularly take part in local tournaments. There is an art club and pupils have opportunities to learn to sing in a choir, a music teacher provides individual music tuition. Regular visits are made to support the wider curriculum, for example, younger pupils visited Trotters Farm, and older pupils have opportunities to take part in two residential visits, to Low Mill or Fell Side. In addition Year 2 pupils have used a teacher's garden as a resource. There are sound links with the local community, pupils regularly raise money for a range of charities, for example a non-uniform day was held for UNICEF, and more recently pupils are raising money for the NSPCC.

49. In the reception class an initial assessment is carried out so that teachers know what each child can do. At Key Stages 1 and 2 a new policy is currently being developed to guide assessment, recording and reporting of pupils' achievement. Individual teachers use a range of strategies to make daily notes about pupils' attainment in lessons. The quality of these is variable ranging from good to unsatisfactory, as yet information gathered from these assessments is not consistently used to guide shorter term planning sufficiently. In English teachers make regular evaluations of lessons, however, in too many lessons in all subjects pupils from different year groups and of different abilities all work at the same task. A good marking policy has recently been drawn up setting out clear guidance, this is not yet used to guide teachers' practice consistently. Teachers do not regularly share the purpose of marking each piece of work with pupils, and give insufficient guidance on how pupils can improve their work. The school regularly makes use of assessment results to analyse pupils' standards of achievement, as a result a number of curricular targets has been set.

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

50. Overall the school makes satisfactory provision for pupils' spiritual, moral, social and cultural development. Spiritual development is satisfactory and staff receive and value pupils' ideas and feelings across the curriculum. The school does not systematically plan for spiritual development but opportunities are taken whenever they arise, for example in the early years, when doing a balloon experiment in a science lesson, children showed genuine awe and wonder. Although the daily acts of collective worship comply with statutory requirement and give pupils time for personal reflection, they add little to their spiritual development and awareness.
51. The provision for pupils' moral development is satisfactory. Moral themes feature in assemblies and in some aspects of the curriculum and school life. The majority of pupils know wrong from right. Staff set good examples for pupils and consistently encourage pupils to think about moral principles. For example they are encouraged to think and discuss the effect their behaviour has on others and that everyone has choices in life. Staff help pupils to make informed decisions so that they can be guided towards choosing the right course of action.
52. Provision for social development is good. Pupils are given many opportunities to taken on responsibility, show initiative and foster interpersonal skill. For example pupils are elected to become house captains, they participate in inter-school sports, they entertain others, and raise money for charity. The residential visits also provide good opportunities to promote pupils' confidence, self-esteem and social confidence. The under-fives have well planned opportunities to develop appropriate independence and responsibility in learning situations. For example they choose activities to participate in and have to abide by the correct procedures such as wearing the correct colour apron for the particular activity. Older pupils become involved in the school community by taking responsibility for routine monitor jobs around the school and by serving on the school council where they are able to make a significant contribution to many aspects of school life. For example several of their suggestions have already been actioned such as football nets and playground equipment.
53. Cultural development is satisfactory. Pupils are provided with relevant opportunities to develop an understanding of their own cultural traditions through, for example, visits to Egmont

Castle, St Bees beach and the Maryport Aquarium. Enrichment also comes through visitors to the school such as clergy, theatre groups and an artist-in-residence who worked with pupils to produce an attractive wall plaque. The school has also planned to visit the Millennium Dome in London. Pupils study artists, composers and famous writers. A notable example being the Year 5/6 class studying Shakespeare's Macbeth. Provision for multicultural development is unsatisfactory. Although pupils study other faiths in religious education and other cultures such as that of African people, the school does not prepare pupils for life in a diverse multicultural society. Pupils study African art, one class is studying African society, a Japanese lady visited the school and an African dancer has also visited. All these examples give pupils an insight into traditions of other countries but does little to promote pupils' understanding and respect for the diversity of cultures and faiths in today's society in this country.

57. Support, guidance and pupils' welfare

54. The support, guidance and welfare of pupils is satisfactory. All staff take responsibility for pastoral care and create a friendly and caring atmosphere where most pupils feel at ease. Pupils with special educational needs are well supported.
55. Procedures for monitoring academic achievement and personal development are satisfactory. Pupils' annual reports, profile folders and target sheets enable staff to communicate well with parents, outside agencies and each other about the needs and progress of all pupils. It is clear that staff know pupils well.
56. Procedures for promoting discipline and good behaviour are good. The school has introduced a number of good initiatives to ensure that behaviour management is clear and consistent. For example the school has introduced behaviour monitoring sheets, staff have attended in-service training, behaviour intervention personnel have attended the school and a positive reward system of points, stickers and certificates are used to reinforce good behaviour. All measures have had a positive and marked effect on promoting good behaviour. However, in some classes, these procedures are not effective as they are applied inconsistently or not at all, which results in the inappropriate behaviour by a minority of pupils not being managed effectively. There have been eight incidences of fixed term exclusions over the last year which were mainly the result of persistent infringements of the school rules.
57. Procedures for promoting full attendance are good. The school is vigilant in monitoring attendance and punctuality. Any unnotified or patterns of absence are quickly followed up and the school works closely and effectively with the education welfare officer. Parents are reminded periodically about their responsibilities and duties in liaising with the school and the majority support the school and their child in ensuring regular attendance.
58. Child protection procedures are good. A member of staff has received the appropriate training and is the designated member for the school. They, or the headteacher, attend case conferences as and when necessary. All staff are aware of the school's practices and procedures for both child protection and the new care and control legislation.
59. There is satisfactory provision for health education. Although there is no formal scheme of work, personal, health and social education is delivered mainly through science and religious education. Topics covered include personal safety, hygiene and healthy eating. Some work is done on substance abuse but this is not well developed and the school is taking measures to increase its provision. Pupils have attended a Junior Citizen Day, a theatre group presented a road safety project and police have visited the school to promote crime prevention. The school uses a satisfactory range of visiting experts to promote pupil's health, safety and well-being for example, the fire service, police and educational psychologist attend the school from time to time.
60. Procedures for dealing with accidents and emergencies are good. There are an adequate number

carried out by the health and safety committee of the board of governors.

61. Mid-day supervision is good. Most staff are vigilant, caring and interact well with pupils. They are involved in training procedures for topics such as behaviour management and meet regularly with the headteacher to discuss school issues.
65. **Partnership with parents and the community**
62. The school's partnership with its parents and the community are good. The information that the school provides for parents is good. Letters, newsletter, leaflets, home/school agreement and brochures are timely, informative, friendly in tone and well presented. Much of the information is posted on noticeboards around the school and staff operate an open door policy where parents can approach staff at any convenient time to discuss their child's progress or school issues. Curriculum information is included in the correspondence with parents. Parent/teacher evenings are well attended but curriculum evenings covering topics such as the literacy or numeracy strategies, are less well supported.
63. Parental involvement in the life of the school and in their child's education is good. The very strong and effective Friends of Orgill Association makes a significant contribution to the life and provision of the school. This community organisation raises considerable sums of money each year which are well spent to the benefit of the whole school community. Some parents are active in helping out in classrooms, with school trips, and are very supportive of special events such as concerts, sports days and class assemblies. Some parents get involved in courses put on at the school and by the school. The school is able to call on the support of members of the community whether they are parents, grandparents, family members or friends. A good example being the help provided for the school with painting and work on the school grounds.
64. Enrichment of the curriculum through community links is good. Well-planned visits and visitors to the school help to enrich many aspects of the curriculum. The school has strong links with the Community Resources Centre and has been the pilot school for adult literacy scheme. Visitors to the school include clergy and musicians from the music service. The school has close links with other schools. Headteachers meet termly and there are liaison meetings between subject staff.
65. Transfer and liaison procedures are good. Staff liaise closely on the needs and achievements of all pupils. Transfer procedures include induction days, meetings and information with ensures pupils are well prepared for the next stage of their education.

69. **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

69. **Leadership and management**

66. Overall, the leadership and management of the school are good. The headteacher, ably supported by the key stage co-ordinators, staff and governors, provides a clear sense of educational direction for the school. The two key stage co-ordinators have successfully created an atmosphere in this newly amalgamated school where staff feel that they can seek advice and be given the support they need to build upon the progress already achieved. There is evidence that a strong team is beginning to be created which will be instrumental in moving the school forward.
67. There is an agreed set of aims and values which form the basis of a clear vision for the school. These aims are clearly stated in the school prospectus and are reviewed regularly. There is a strong commitment to raising standards and creating opportunities for all pupils in the school through sharply focused school development.
68. The newly formed governing body is very enthusiastic and gives good support to the headteacher and staff. They have a long-term strategic view for the development of the school

structure and each committee has clear terms of reference and report back regularly to the full governing body. The governors for special educational needs, literacy and numeracy are fully informed and take a keen interest in their areas of responsibility. The remainder of the governors each take an interest in an area of the curriculum of their choice. All governors visit the school regularly and observe, at first hand, classroom practice and school routines.

69. The school has made satisfactory improvement since the last inspection of the junior school. More opportunities are now created for speaking and listening and these are beginning to be effective in the shared reading sessions of the literacy hour and the plenary sessions of literacy and numeracy hours when pupils have opportunities to share strategies used and to discuss their work. There are growing number of opportunities which allow pupils to show initiative and independence. These are particularly evident in many aspects of the use of information technology. The school has satisfactorily introduced the National Literacy and Numeracy Strategies. All staff have clear job descriptions which clearly state targets for curriculum development. The roles of co-ordinators are clearly defined but there are still few opportunities provided to enable them to develop their roles in classrooms or to monitor and evaluate classroom practice across the school. Statutory requirements for appraisal are not being met. However, the headteacher arranges informal progress meetings with all staff and each teacher is partnered with a colleague and time is made available for them to work along side each other.
70. The school is well placed to continue these improvements. Plans are in place to strengthen and develop the role of curriculum co-ordinators and priority is being given to the literacy and numeracy co-ordinators. The school plans to introduce the new national system of appraisal when details are available. The school has also developed plans to support staff further in their professional needs.
71. The school development plan is a useful document. It covers a period of just over two years and covers all aspects of the curriculum including literacy and numeracy and the early years. Also included are assessment, the behaviour policy, religious education and the outdoor environment. It is fully discussed by the senior management team, the governing body and the staff and priorities are closely linked to the budget. Success criteria are clearly stated as are time scales and the co-ordinators who are specifically responsible for the relevant areas of the plan. The school has much work to do in ensuring that the policies and systems and schemes of work of two different schools are merged, modified, re-drawn as necessary and then clearly stated and agreed. It has made a good start with this process and is well placed to ensure that the outcomes are successful and have a contribution to raising standards of attainment and progress.
72. The importance of regular and clearly targeted staff professional development is recognised by the school. Each member of staff has an entitlement to two days each year and as many twilight sessions as they feel they need for their professional development.
73. The ethos of the school is good. There is a real determination on the part of the staff to build an effective team and to work with the governing body and the parents to try to ensure equal opportunities for all of the pupils and to create a central role for the school within the community.
77. **Staffing, accommodation and learning resources**
74. The school has a satisfactory number of teaching staff whose qualifications and experience broadly match the demands and range of the National Curriculum. Appropriately there are co-ordinators for all subjects, special educational needs, and assessment. As a result of recent staff changes some co-ordinators are new to their responsibilities. The weakness in teachers' knowledge of art, reported in the previous inspection has been addressed.
75. All staff have clear job descriptions identifying their roles and responsibilities. These are discussed with the headteacher at regular intervals. Responsibilities are generally well matched

76. There is a good number of suitably qualified and experienced support staff who work closely with the teachers and provide high quality support to all pupils, particularly those with special educational needs. The school secretaries very efficiently carry out administrative duties. The school is maintained in very good order and the cleaners, cooks and mid-day supervisors perform their roles in a friendly capable way. They are all valuable members of the school, and play a significant part in pupils' welfare and personal development.
77. Arrangements for the professional development of staff are good. They are overseen by the headteacher and reflect both the identified needs of the school and the personal needs of the staff. The school has a useful staff handbook, and newly qualified staff are supported effectively by the satisfactory induction procedures and by an experienced mentor. Currently the school is not operating an appraisal process and thus fails to meet statutory requirements.
78. The accommodation is adequate for the numbers on role and provides a stimulating learning environment for the National Curriculum to be taught effectively. There are ample playground areas and grassed playing fields. However, at present the newly built Key Stage 1 part of the school, built in 1998, is not readily accessible to disabled pupils.
79. Overall learning resources throughout the school are satisfactory. The exception is information technology where the number of computers and available software is excellent. However many resources are stored in a disorganised way which hinders their accessibility, particularly for practical subjects such as science and design and technology. The school makes good use of resources outside the school, for example local historic buildings, museums, coastal areas and residential centres.
83. **The efficiency of the school**
80. Overall financial planning is good. Financial planning is based on good, current data and good projections. The school plans ahead for the coming years and budgets well to support the school's educational policies. The governors take their responsibilities seriously and are committed to doing the best for the school which is rooted in the desire to ensure the best possible provision for the pupils. The school makes good use of the funds available for special educational needs.
81. The school has good procedures for financial control. Secure systems of budget control and expenditure are in place. Routine administration and financial control systems are good and carried out effectively by the secretarial staff. Governors receive regular financial reports which are used to monitor expenditure and consider future needs. However, they have still to develop effective evaluation procedures.
82. The efficiency with which resources are used is good. The use of the school building has many strengths. For example the Community Development Centre is used for external courses, community training as well as a good resource supporting pupils' learning across the curriculum. Other rooms are used for music and science, however in spite of the good space available the school does not have a library. Staff are well deployed to their expertise and experience and support staff are very well deployed.
83. When taking into account pupils' below average level of attainment on entry to the school, the progress they make by the time they leave the school, the very low average unit cost per pupil and the quality of education provided, in this the first year of the primary school's existence, **the school gives good value for money.**

87. **PART B: CURRICULUM AREAS AND SUBJECTS**

87. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

84. Almost all the children start nursery with standards of attainment below those expected for children of this age. However, good progress is made in all areas of learning during their time in the nursery and the vast majority achieve the expected outcomes by the age of five. By the time the children enter into compulsory school years most move smoothly into the early stages of the National Curriculum.
85. The curriculum for under-fives is good in both the nursery and reception classes. It is broad and balanced and takes full notice of the nationally recommended Desirable Learning Outcomes for Children's Learning. Good attention is paid to children's personal, social and physical development. Carefully planned and motivating activities arouse children's enthusiasm and learning objectives are fulfilled by well chosen teaching strategies and effective class organisation. Well-structured planning ensures under-fives in the reception classes are challenged with appropriate activities planned around the literacy and numeracy strategies. Overall children have good attitudes to school and this has a very positive effect upon their learning. In the nursery the children's attitude is sometimes very good and occasionally excellent. No instance of poor behaviour was seen in the nursery. Children under five in all three classes have good relationships with staff and are learning to behave appropriately.
86. The quality of teaching for the under-fives is good overall. In both the nursery and reception classes it is often very good and in the nursery it is sometimes excellent. In all under-five classrooms the environment for learning is pleasant and the children's work is displayed appropriately. Staff work very well as a team and all adults are involved in the direct teaching of children. Time and resources are used very efficiently. Staff have good understanding of the needs of young children. They pose good questions, explain tasks well and use repetition to focus the children's learning. Exciting activities are planned carefully and the good quality of assessment helps staff to plan children's next steps in learning. Assessment is recorded well to provide a useful picture of children's development over time. All staff have very good control of the children, encouraging high standards of behaviour, positive attitudes to work and respect for others. Both teacher and support staff are skilled at dealing with disruptive behaviour and implement the school's behaviour management programme effectively. A positive learning environment is promoted through the use of praise which ensures children know why they have succeeded.
87. The co-ordination of early years in the school is very good. There is a strong team identity, and a common purpose to the work of both the nursery and reception classes. This provides a very smooth transition from nursery class into Key Stage 1. The accommodation is attractive and very suitable for the needs of young children. There is adequate space outside for the development of physical skills, with both a grassy area and hard surface. However the space can not be used to its maximum effect because of the sloping playground and uneven grassed area. Resources are at least satisfactory in all areas of learning and sometimes they are good.

Personal and social development

88. Children make good progress in their personal and social skills. By age five most have achieved the desirable outcomes in this area. They gain confidence and learn to establish good relationships with adults and other children when involved in celebrations like the teddy bears picnic and during daily snack times. The vast majority can work as a group when assisted by an adult and many are able to work and play alongside others. Some of the children are shy with adults and reluctant to take part in conversations. Almost all children are eager to show their work and show respect for the efforts of others. They concentrate for reasonably long

particularly enjoy tidying up to music. Children in the reception classes show increasing ability to select their own activities and work independently during their own planning time each morning. Children throughout the nursery and reception classes show growing confidence in dressing and personal hygiene. Almost all children behave well, there are no instance of poor behaviour in the nursery and very few in the reception classes. Children are beginning to show an understanding of what is right from wrong and treat the school environment with respect, taking care of plants in the garden. Children in the nursery show feelings of wonder during an experiment with frozen water in a balloon and on a visit to the aquarium. Older children show sensitivity in response to work on grandparents. Teachers ensure that the high expectations and values promoted in the early years department are communicated to parents, children and school staff throughout the school.

Language and literacy

89. Children enter the nursery with levels of attainment in language and literacy below those expected nationally. By the time children are five the vast majority have reached average standards in literacy, although there is a small minority whose skills in the area remain well below average. Overall progress in language and literacy is good. The quality of teaching is good. Staff provide many opportunities for children to engage in planned and spontaneous conversations, create a positive reading environment and encourage children to gain confidence in independent writing. In all classes the quality of activities which extend children's vocabulary and expressive language is very good and this has a positive effect upon children's progress. Most children listen carefully and many can communicate appropriately using phrase and simple sentences to talk about their families and describe the effects of ice upon a balloon. The younger children in the nursery are less able to communicate independently in role play. Most children can make marks on paper confidently and in the reception class can make good attempts at writing their name. They know that writing is a way of communication and are able to write invitations, letters and lists independently. They enjoy writing stories about Grandpa and reading them to an adult. Almost all children enjoy looking at books and children in the reception class can use the library area well to select new reading books. The majority of the under-fives in the reception class can retell the story and select their favourite book, giving reasons for their choice. A small minority are beginning to recognise simple common words such as 'I' and 'here'. Many can recognise initial sounds when they are taught in literacy sessions but do not yet use them in their reading. Children are well prepared for literacy work when they start on the early stages of the National Curriculum, having experienced an appropriate simplified version of the literacy hour in the reception classes.

Mathematics

90. On entry to the nursery children's mathematical attainment is below average and the use of mathematical vocabulary is particularly low. The vast majority of children make good progress in this area and attain the desirable outcomes in almost all aspects of mathematics. However baseline assessments in the reception year show that mathematical vocabulary remains an area of weakness. The quality of teaching is good. Children experience a wide range of first-hand activities with many opportunities to chant, sing rhymes, count and record numbers and measure in everyday situations. There is a strong emphasis on the use of correct mathematical vocabulary and consolidation of skills. Children in the nursery can sort by colour and are beginning to sort by size when supported. They describe their families, using mathematical words such as bigger, taller. Many can count to three and use cookery times to count currant eyes for biscuits. They enjoy a wide range of supervised practical experiences such as sand and water play which gives experience in capacity work. In reception children are able to create snakes and describe them using comparative vocabulary such as longer than. Many can count to ten and estimate how many fish are in a net.

Knowledge and understanding of the world

91. Children begin to gain satisfactory knowledge of their locality. The quality of teaching is good. Teachers plan well to provide a suitable range of situations which encourage children to ask questions about the world around them. The children have opportunities to explore beyond the school environment and interact with the local community. Teachers ensure these experiences are followed through by providing a wide range of activities when children are guided in the use of tools whilst drawing, painting and model making. The computer is used appropriately, although many children in the nursery need an adult to assist them. Some use is made of the interactive screen in the computer suite. All children gain appropriate awareness of the passage of time through looking at early photographs of themselves and family. In the reception classes this work is extended to include more challenging work on grandparents. A visit to the local sea aquarium provides many opportunity to widen their horizons and a visit from a Japanese lady in traditional dress strengthens children's understanding of cultural diversity. They develop early mapping skills and vocabulary when using construction kits to create roads. They explore natural things, observing daffodils and fish using magnifying glasses. They are mainly able to explain what has happened to the balloon with ice inside. Children explore a variety of water effects and sand. They investigate bubbles and take care of dolls in the role-play area. In the reception classes children are able to cut and join paper and card to create puppets and pop up cards. They have opportunities to use hammers and saws and use natural and man-made material to create models such as the papier maché animals.

Creative development

92. Children make good progress in the development of their creative skills. The quality of teaching is good. Children have many opportunities to respond creatively and express their feelings in a variety of ways. Teachers plan many activities which develop their imagination in role play, and allow children to contribute their creative ideas. A good example of this is the use of an old hat, stick and glasses used by reception children when playing 'Grandpa' in the role-play area. Children respond and represent their ideas through, painting, model making, constructing using kits, photography, music making, singing, drama and performing to parents. Many children can select from a limited colour range and produce a well defined painting of Gran utilising small brushes. They are able to draw a representational picture of the human form and select appropriate colours giving a reason for their choice - 'My Gran wears black shoes'. They make considered choices for collage materials when making puppets and fish and enjoy chalking out patterns on the playground. They create roads and houses using bricks and decorate biscuits and cakes attractively using currants and chocolate.

Physical development

93. Children make sufficient progress in their physical development and almost all achieve the Desirable Learning Outcomes by the time they are five. The quality of teaching is good. Teachers ensure children are taught to work safely with tools and equipment and less confident children are guided in the use of apparatus and challenging tools for example by using trainer scissors. Opportunities are provided for children to explore and develop physical skills both indoors and within the classroom. Children show appropriate manipulative skills in applying glue to wool to make the puppets hair and they are able to cut with increasing accuracy. A few children have well-developed skills and can use a small paintbrush accurately to produce some detailed features and curly hair on their paintings of Gran. They are able to handle small world toys with increasing accuracy and many children use chopsticks to eat rice in response to a visitor from Japan. Outside children move with increasing confidence and control as they balance along a large wooden beam. They demonstrate skill in throwing and catching a ball with an adult. They use space carefully when turning corners on the wheeled toys. In reception children use the large apparatus in the hall with growing confidence and children make use of the larger indoor space for parachute games and dance. The wide range of varied and exciting physical activities gives children many chance to develop their physical skills

97. **ENGLISH, MATHEMATICS AND SCIENCE**

97. **English**

94. Pupils begin work on the National Curriculum at the age of five with levels of attainment that are in line with those expected nationally. Test results in 1998 show that by the time pupils leave the school, at age 11 years, 64 per cent of pupils achieve Level 4 or above in English, this is close to the national average when compared with all schools and well above average when compared with similar schools. Overall pupils make sound progress. At the end of Key Stage 1, 61 per cent of pupils achieved Level 2 or above in the National Curriculum tests in reading, and 71 per cent of pupils achieved Level 2 or above in the tests for writing, this was well below the national average. The number of pupils in Key Stage 2 achieving the higher Level 5 was 13 per cent, close to the national average. In Key Stage 1 four per cent of pupils achieved the higher Level 3 in reading and writing, this was very low in comparison with national reading results and below the national average in writing. Early indications from the results of the tests in 1999 are that standards have been maintained at Key Stage 2, however there has been a sharp fall in the results at Key Stage 1. There was a larger than average proportion of pupils with special educational needs in the cohort at Key Stage 1. Inspection evidence indicates that pupils in both key stages are on target to achieve standards that are in line with national expectations by the end of the school year. Pupils continue to make sound progress overall.

Speaking and listening

95. Standards of attainment in speaking and listening are below expectations at the end of Key Stage 1, and in line with national expectations at the end of Key Stage 2. Overall, progress is satisfactory. Throughout the school many pupils listen well, although many find it difficult to concentrate for long periods. Speaking skills are less well developed; many pupils have a limited vocabulary and find it difficult to express their own ideas. There are planned opportunities for extending speaking and listening skills throughout the school. In Key Stage 1, most pupils in Year 2 listen well in a large group and are beginning to listen to each other. Some potentially higher attaining pupils read out some instructions they have written clearly, so that everyone can hear. Some pupils have a limited vocabulary and find it difficult to describe their work, and a few are very quietly spoken. Pupils in the reception and Year 1 groups answer questions about Grandma and Grandpa, they are keen to offer suggestions and concentrate well, a few cannot resist calling out. In Key Stage 2, pupils in Year 6 and Year 5 are keen to talk about Macbeth, they readily offer their opinions and take part in the discussion. Some pupils discussing a newspaper report give short answers to the teacher's questions, and many are very quietly spoken. In Year 4 and Year 3, pupils in some classes listen well. They are keen to suggest appropriate words for an autumn poem, and listen to each other reading aloud. In one class many pupils do not listen well, they do not wait for their turn and frequently call out over the teacher. However, a few pupils in this class listen well and are eager to give answers to the questions.

Reading

96. Standards of attainment in reading are broadly in line with expectations throughout the school. Progress is satisfactory at both key stages. The school works hard to promote positive attitudes to reading, many pupils enjoy reading and are keen to talk about books. At the end of Key Stage 1, most pupils in Year 2 competently read the text from the big book aloud together, many find words with the letters oo within the text. Some pupils can identify phrases that describe a place. A few potentially higher attaining pupils answer questions about the characters in a story. In the reception and Year 1 groups, many pupils identify rhyming words and offer opinions about the story. A few lower attaining pupils play little part in the whole-

different groups of pupils to ensure that all play a part. At the end of Key Stage 2, higher attaining pupils in Year 5 and Year 6 work together on a version of Shakespeare's Macbeth, they identify nuances and give modern definitions for Shakespeare's language. A few pupils use an etymology dictionary with confidence. Pupils reading a newspaper article ask and answer questions about the report enthusiastically. In Year 3 and Year 4 some pupils suggest synonyms, and most identify verbs. A few pupils lack skills in breaking up words and struggle to make sense of the text.

Writing

97. Standards of writing are broadly in line with expectations at the end of both key stages. Standards are limited by the unsatisfactory quality of pupils' handwriting. At the end of Key Stage 1, most pupils write short pieces independently. They are beginning to use capital letters and full stops, but not consistently. Most pupils spell common words well, and make use good of phonic skills to build up words. The scrutiny of pupils' work shows that pupils in Year 2 have a limited range of experiences in writing, there are too few opportunities to use their imagination in creative work. At the end of Key Stage 2, pupils write for a wide range of purposes, and have used story planning techniques to structure their writing well. Pupils write good book reviews, giving a good overview of the characters, and writing specifically to encourage other pupils to read the book. They make suitable use of vocabulary in their creative work, and have a sound understanding of the basic rules of grammar and punctuation. Some pupils' spelling is usually accurate; however, many have not yet grasped basic spelling patterns. Pupils have too few opportunities to draft out their work before making a final copy. In both key stages writing activities, in groups, during the literacy hour often lack challenge.
98. Pupils make good progress overall in reading, the school promotes very positive attitudes to reading. The literacy hour is clearly focused on improving reading skills. However the lack of a library prevents pupils' work from making suitable progress in using and finding information books. Good opportunities for speaking and listening, in some classes, ensure that many pupils make sound progress. Many pupils listen carefully, and have enough opportunities to develop their spoken language; however, in some classes the unacceptable behaviour of a minority of pupils prevents pupils from making sufficient progress. Throughout the school pupils make unsatisfactory progress in handwriting skills. Insufficient emphasis is given to writing in a joined handwriting script. Pupils demonstrate clearly in handwriting exercises that they are capable of writing well, however these skills are not consistently transferred to pupils' daily writing. In Key Stage 1 progress is satisfactory overall, pupils make good progress in phonic word-building skills and most are enthusiastic about books. The lack of challenge in group writing tasks prevents pupils from making good progress, pupils often complete tasks quickly, too often pupils have little sense of urgency and are not clear exactly what is expected of them.
99. In Key Stage 2 pupils continue to make satisfactory progress overall. Many pupils in Year 5 and Year 6 make good progress in reading due to the challenging work and high expectations of the teacher, in some lessons they make good progress when teachers share the lesson objective with the pupils. They cover a wide range of written tasks and have good opportunities to develop a range of writing styles, however some group writing tasks lack challenge. Some pupils in Year 3 and Year 4 make satisfactory progress in reading, tasks too often are not well prepared, and as a result many pupils are bored and inattentive. The poor behaviour of too many pupils prevents other pupils from making satisfactory progress, teachers focus mainly on controlling behaviour and opportunities to extend literacy skills are lost.
100. Pupils with special educational needs make good progress throughout the school. A planned programme of additional literacy support has recently been introduced to raise attainment. Pupils are well supported by the work of the special educational needs co-ordinator and by the many well trained classroom support assistants. Targets on pupils' individual educational plans

are appropriate, successful, and teachers are well aware of the needs of lower attaining pupils. The needs of higher attaining pupils are not sufficiently addressed in teachers' planning. Too often pupils work at the same activity regardless of their prior attainment. Many tasks lack challenge for potentially higher attaining pupils.

101. Information technology is used very well to support English. Staff make very good use of the excellent resources and pupils use computers with competence in lessons. Opportunities for pupils to use computers are built into many literacy hours. Pupils' ability to use word processing packages effectively to edit and redraft their work has a positive effect on their overall attainment.
102. Pupils' response to English lessons is good overall, and ranges from good to unsatisfactory. In Key Stage 1, most pupils behave well. In Year 2 they pay close attention when the whole class reads together. In some lessons their hands shoot up when the teacher asks them to listen carefully and identify the places that are described in the book. Many pupils are clearly delighted to be chosen for small group reading activities and most are aware of class routines. However in group activities there is often little sense of urgency or purpose in lessons and the rate of work is slow. In the reception and Year 1 groups younger pupils concentrate well, they make their own choices in some tasks and take pride in their work. Setting pupils in Year 5 and Year 6 enables teachers to plan suitable tasks to extend and challenge many pupils, and give plenty of opportunities for less able pupils to practise basic literacy skills. In Key Stage 2 pupils in Year 5, and Year 6 enjoy the literacy hour. In one lesson the teacher trusted pupils to handle her own camera, they responded very well to this responsibility, glowing with pride and handling it with great care. Other pupils work diligently to complete diaries and character sketches on Macbeth, they work carefully and take pride in the results. Some pupils take little part in lessons, sitting very quietly in whole-class sessions, and working very slowly at group tasks. Questions are not always well targeted to these groups of pupils to ensure that they play a full part in all lessons. Pupils in Year 3 and Year 4, are affected by the poor behaviour of a minority of pupils. Overall the rate of work is too slow and too often pupils show little interest in the work. Pupils generally find it difficult to concentrate, many are distracted by others. A few pupils play no part in some lessons, wandering around the room and ignoring the teacher. When given the opportunity pupils respond well, the majority are eager to respond to the teacher's questions and some work well in small groups when reading with the teacher.
103. The teaching of English is sound overall in both key stages. Seventy nine per cent of teaching is satisfactory or better, almost 30 per cent is good and four per cent is very good. In Key Stage 1 there is very little unsatisfactory teaching. In Key Stage 2 all of the teaching in the Year 5 and Year 6 sets is satisfactory or better. In Year 3 and Year 4 two thirds of teaching is unsatisfactory. In Key Stage 1 teachers have very good relationships with their pupils, and good management and control of classes. They make good use of praise, are positive and encouraging and have established good routines, in some classes cards and planning boards are used well to promote independent learning. In some very good lessons teachers use very challenging texts, there is a very good pace to the lesson and teachers give very clear instructions to pupils. The good relationships with classroom support assistants and high expectations in many lessons, combined with good questioning ensures that pupils have the opportunity to make good progress. In Key Stage 2, in some good lessons teachers have high expectations, give clear explanations and make good use of pupils' own ideas. They focus clearly on the purpose of the lesson and share lesson objectives with the pupils. They use praise well, giving patient support and have good control. The very positive attitude of all staff to the literacy hour has had a clear impact on improving standards of reading.
104. In less effective lessons teachers dominate whole-class work, asking narrow questions, the quality of discussions is therefore limited. Guided reading time in some literacy hours is used for individual reading rather than making best use of time by teaching a small group. Some activities are not well prepared, the tasks lack imagination and do not motivate and inspire

pupils. In some unsatisfactory lessons, in Year 3 and Year 4, poor management of challenging behaviour results in a lack of control. Throughout the school, in most lessons, planning for the literacy hour lists activities that pupils will do and not what pupils will learn in lessons. In some parts of lessons, the planned activities are not well matched to pupils' abilities. In some sessions teachers do not target questions well to individuals, and by waiting for the whole group to respond time is wasted and the pace is too slow, some lessons do not begin on time and end too early, wasting valuable curriculum time.

105. The newly appointed co-ordinator has made a good start to managing the subject. Rigorous analysis of the weaknesses in school results has been translated into suitable targets for improvement. However, no clear criteria have been drawn up that makes clear how current practice will be improved to ensure that the targets will be achieved, and no effective monitoring of teachers' planning and pupils' work takes place to judge success.

109. **Mathematics**

106. On entry to compulsory education attainment in mathematics is broadly average. By the end of both key stages attainment in mathematics continues to be in line with national expectations.

107. The results of the 1998 national assessments for pupils aged seven showed that attainment at age seven was well below average when compared with all schools and with similar schools. The performance of pupils aged seven in mathematics over the last three years was very low in comparison with the national average. Inspection evidence does not support the 1998 National Curriculum results at the age seven, where attainment is judged to be in line with national expectations at Key Stage 1. The introduction of the National Numeracy Strategy and the carefully structured teaching is having a beneficial effect on standards. The differences in attainment can also be attributed to the variation of the year groups who have taken the national assessment tests over the last three years. Progress overall at Key Stage 1 is satisfactory. Progress of pupils with special educational needs is satisfactory. Good teaching clear routines and the setting arrangements for mathematics contribute to progress and attainment. The good use of support staff allows pupils with special educational needs to make good progress in relation to their personal targets. At Key Stage 1 pupils experience a wide range of activities designed to develop their computational skills. They count confidently to 20, understand the early principles of addition and subtraction and can recall number pairs to ten quickly. Pupils recognise numbers to 100, are able to count in twos, fives and tens and are beginning to identify odd and even numbers. They recognise number patterns and are able to explain their findings to the group. They recognise and describe the properties of two and three-dimensional shapes such as cylinder, cubes and spheres. They are able to use mathematical language for example 'tessellation' to explain what they are doing. A few more able pupils can write numbers beyond 100 and can break a number into tens and units before adding.

108. The results of the 1998 national assessments for pupils age 11 are close to the national average when compared to all schools and very high when compared to similar schools. There has been a steady rise in the number of pupils attaining Level 4 or above over the last three years. However, taking into account the pupils' attainment over the last three years, the performance of 11 year olds at the school fell slightly below the national average. Pupils' improved attainment in the 1999 national assessments tests is due to good teaching, involvement in the National Numeracy Strategy and the organisation of pupils into sets, based on prior attainment. Standards of attainment for a significant minority of pupils in Year 3 and Year 4 is below national average. They do not have a secure knowledge of multiplication facts or confidence to recall number facts to 20. They have a limited understanding of place value and have not acquired the basic mathematical vocabulary associated with common two and three-dimensional shapes. However, by the end of Key Stage 2 pupils have satisfactory numeracy skills and many are able to add and subtract, multiply and divide numbers up to 1000 with a sound understanding of place value. The vast majority of pupils know their tables up to ten

equivalent fractions and the majority understands the relationship between improper fractions and mixed numbers. They are able to collect data, produce frequency charts and interpret data. A good example of this is when pupils use the computer to collect information about chocolate bars. They use the computers confidently to achieve results above the national average. Other pupils use chocolate bars to investigate the tessellation of chocolate squares. Their results are well presented and attractively displayed.

109. The progress of pupils at Key Stage 2 is satisfactory overall. Pupils make the best progress in mental calculations and knowledge of number. This is used effectively to solve other problems for example when changing improper fractions to mixed numbers. Pupils with special educational needs make good progress overall. Their progress is best when they are given the confidence to build on from what they already know. The slow pace and lack of challenge in some lessons sometimes hampers more able pupils' progress.
110. Overall pupils' attitudes to learning are satisfactory. In Key Stage 1 attitudes are good. Pupils show confidence when they know what they are doing and they co-operate well. They have positive relationships with others. The vast majority enjoys being challenged and shows some degree of independence. Generally they behave well, although a small number of Year 2 pupils call out during the whole-class session. In Key Stage 2 attitudes to learning are variable ranging from unsatisfactory to good. They are satisfactory overall. Unsatisfactory responses include shouting out, causing distractions, inappropriate remarks and poor concentration. The poor behaviour of a small minority, particularly in lower Key Stage 2 causes pupils to lose concentration this hinders not only their progress but also the progress of their classmates. The vast majority of pupils listens well and are eager to help each other. Almost all pupils in Year 5 and Year 6 enjoy the challenge of the mathematics sets and behave well.
111. The quality of teaching ranges from unsatisfactory to very good and is good overall. All lessons observed in Key Stage 1 were satisfactory or better. The proportion of good quality teaching seen in Key Stage 2 far outweighs the low incidences of unsatisfactory teaching observed. Teachers' knowledge and understanding of mathematics is good. They plan and present their lessons satisfactorily according the National Numeracy Strategy and have clear organisation systems in place. This helps pupils feel secure and settled. In the best lessons, teachers have high expectations of behaviour, introduce interesting activities and organise resources well. They offer praise and encouragement, explain tasks carefully and plan the final part of the lesson well to make sure pupils are given opportunity to explain their ideas and results. Weaknesses in teaching involve time lost dealing with poor behaviour, inadequate planning, pupils being given limited opportunities to explain their ideas and insufficient challenge for more able pupils. The work in both key stages covers a wide range of objectives and this allows the vast majority of pupils to develop sound numeracy skills and an enthusiasm for the subject.
112. The curriculum is broad and balanced and is based on the National Numeracy Strategy. The needs of the less able are well met but more able pupils in both key stages are not always challenged sufficiently. The setting for mathematics allows the vast majority of pupils to receive work well matched to their needs. Assessment is used satisfactorily on a daily basis and teachers record significant individual results. Assessment procedures such as the half termly assessments outlined in the National Numeracy Strategy are not yet fully in practice, but this is an area the school will consider as it continues to familiarise itself with the National Numeracy Strategy. The school makes good use of nationally levelled assessments to place pupils in mathematics sets and to inform target-setting arrangements. The recently appointed co-ordinator is confident and has lead school based training related to the National Numeracy Strategy. Another teacher has been recognised as a lead mathematics teacher within the local area of schools and has been able to share her expertise with team members. The school development plan and improvement plan provide also detailed information regarding the

development of mathematics over the next three years. Sufficient funding has been allocated to support the identified initiatives. These include the co-ordinator working in classrooms alongside teachers and monitoring planning. At present these areas are in an early stage of development. There are satisfactory resources located in each classroom to teach the subject. Newly acquired resources such as table top 100 squares and 'number up' books are particularly appropriate for the work in numeracy.

116. **Science**

113. Statutory teacher assessments of pupils' attainment at the end of Key Stage 1 in 1998 show attainment to be above the national average in the percentage of pupils achieving the expected Level 2 and in line with the national average in the percentage of pupils achieving Level 3. At Key Stage 2 the results of national tests and assessments show attainment to be above the national average in the percentage of pupils achieving the expected Level 4 and the higher Level 5. Pupils with special educational needs attain standards which are commensurate with their abilities and to their prior learning.

114. The school's results are well above average compared with schools with pupils from a similar background. Inspection findings confirm that the majority of pupils are achieving the expected level of attainment by the ages of seven and 11.

115. From the early years pupils are encouraged to observe closely and to think about their observations. At the end of Key Stage 1 pupils have a broad knowledge of natural and physical science and show a sound understanding of life processes and living things. Year 1 pupils correctly label the parts of a flower and can list edible and inedible plants. They investigate and record simple objects which float and sink. Older pupils consider the appropriateness of different materials for clothing and can list objects that will be attracted by a magnet. They can identify a number of light sources, and understand that light will not pass through all materials and that when it does not it will form a shadow.

116. In Key Stage 2 pupils extend their knowledge appropriately, and they understand materials and their properties and of physical processes such as magnetism, gravity and light. They are aware of the composition of a healthy diet, and understand the human life cycle. The majority of pupils have a sound understanding of how electrical circuits work, and can draw them using correct scientific symbols. In their investigations pupils make predictions about the outcomes and understand the principles of fair testing.

117. Scrutiny of work, lesson observations and discussions with pupils indicate that the majority of pupils are making sound progress in their knowledge and understanding of science and in experimental and investigative science at both key stages. At Key Stage 1 pupils learn about the effect of forces and are beginning to carry out and record their investigations in a scientific way. They make appropriate use of existing knowledge and are learning how to develop their ideas. At Key Stage 2 many pupils are beginning to apply their scientific knowledge effectively, as when Year 3 and 4 pupils identified and reported on the transparency of a range of materials. Year 5 and 6 pupils carried out an investigation into the effect of different materials on magnetism and used computers well to record their predictions and findings. A number of pupils applied their knowledge of electrical circuits when making self propelled buggies in design and technology lessons. Reference to individual learning programmes and appropriate help from support assistants ensures that pupils with special educational needs make expected gains in knowledge. Sound progress is made across the key stages in pupils' ability to make accurate drawings, record findings and use scientific terms correctly.

118. Most pupils enjoy their science lessons, particularly the practical work, and willingly share resources and equipment. Pupils work well alone, and in pairs, collaborating successfully on co-operative tasks. Most pupils are attentive and responsive to teachers, however a

lessons and rarely complete the tasks set for them. The behaviour of the majority of pupils is satisfactory.

119. Not enough teaching was seen at Key Stage 1 to make a secure judgement on quality. The quality of teaching in Key Stage 2 is satisfactory overall. Teachers have adequate subject knowledge. Questioning is used effectively to involve pupils in activities and draw out their understanding of the concepts being explored. Good use is made of well-briefed, knowledgeable support staff who help ensure that all pupils, including those with special educational needs, have equal access to the curriculum. Overall teachers' planning is satisfactory. However in most lessons curriculum targets are not identified specifically, and some lessons lack precise attainable learning objectives which hinders evaluation and in turn negatively affects progress and attainment. Assessment does not appear to inform day-to-day planning.
120. The curriculum meets statutory requirements and the two year cycle of topics appropriately covers all the National Curriculum. The co-ordinator has identified the need to revise the current schemes of work into one overall scheme based upon the Qualifications and Curriculum Authority scheme. At present there are no portfolios of pupils' work moderated to national standards to inform assessment and planning. Consequently whilst the understanding of standards at the end of key stages is secure, the expectations of pupils through the stages is less certain. There is a need to improve both the process of assessment in science and the method of using assessment findings to inform the management and planning of teaching. This is a weakness and the link between assessment and day-to-day planning needs to be strengthened in order to raise standards and improve the provision in science.
121. The subject is well led by an enthusiastic co-ordinator. However at present the role of the co-ordinator is not fully developed and there is no effective monitoring of standards of work in science across the school. Appropriate use is made of a satisfactory range of science resources, materials and equipment to meet the needs of the National Curriculum.

125. **OTHER SUBJECTS OR COURSES**

125. **Information technology**

122. Standards of attainment are satisfactory at the end of both key stages. As few taught lessons were seen on the inspection judgements are based upon the scrutiny of work and discussion with pupils. These show that there are ample opportunities for pupils to acquire and use their developing knowledge in all aspects of the subject. This is especially true of pupils in the upper end of Key Stage 2. Pupils can communicate their ideas, using word processing and spreadsheets, handle information and use CD-ROMs and can measure and control using information technology. Pupils also use computers out of school and gain further skills. Consequently pupils make good progress in using and applying their information technology skills.
123. Pupils make a good start in reception where they listen to and follow a story using the mouse to move the story forward and click on appropriate icons when prompted. At the end of Key Stage 1 they can understand the language and symbols used on the screen, they can input text and begin to improve it and correct mistakes and they can use a mathematics program to develop early number and shape skills working at their own level of ability. They can use a paint program to design patterns and fill them with colour and are beginning to use a Roamer to improve their skills with distance and direction. They can also use listening centres to listen to tapes of stories following them in their books. Throughout Key Stage 1 pupils continue to make good progress.
124. At the end of Key Stage 2 pupils continue to develop word processing skills and can create and

Value' in various sizes of chocolate bars and present their findings in a variety of graphical forms. They can use CD-ROMs to extract information about 'Bridges' to help with tests for strength and to find out information about 'The Victorians' for history. Pupils in Years 3 and 4 work with the control program 'Logo' to help develop skills in direction and distance and elementary programming skills. Year 5 and 6 pupils are beginning to use an interactive whiteboard to enhance their work on the study of Macbeth.

125. Pupils are developing their skills in literacy by using a publishing program to produce a regular newspaper which includes articles and stories from across the school enhanced by borders, graphics and pictures from a digital camera. Pupils continue to make good progress throughout Key Stage 2 with some very good progress observed at the upper end of Key Stage 2.
126. Pupils are well motivated and clearly understand what they are doing and what they are trying to achieve. They are able to stay on task throughout the sessions and most of the tasks are challenging and suitable for pupils of different abilities.
127. Pupils use information technology to support literacy in a variety of ways, using word processing and CD-ROMs, to support numeracy through the RM mathematics programs and 'Success Maker', science, art, history and geography through the use of paint programs, word processing and CD-ROMs.
128. Pupils' attitudes to information technology are good. They listen attentively to the teacher or to the resource managers and thoroughly enjoy the subject. They show high levels of interest and concentration when using information technology. They ask for help when they need it and are eager to help other pupils in difficulty. They behave well when using information technology. They are able to work independently and in small groups.
129. The quality of teaching is satisfactory overall. Most teachers have a secure knowledge of the use of information technology and have a clear understanding of what needs to be taught. A few teachers have highly developed information technology skills and use these to great effect. Resource managers are used to good effect and work with small groups of pupils to develop literacy and numeracy skills through information technology. Time and resources are well used and relationships and pupil management are good.
130. The curriculum is satisfactory. There is a newly written policy and scheme of work which is based on the Qualification and Curriculum Authority's guidelines. This is yet to be fully implemented. The school has an excellent resource bank of computers and software. There is a large room of networked personal computers where whole classes can be taught using the new interactive whiteboard which greatly enhances the delivery of lessons. In addition, there are several smaller networks strategically situated around the school as well as computers in classrooms. The co-ordinator is very well trained in all aspects of information technology and is very clear about the next developments which need to take place to move the subject forward. Resource managers are well trained and confident and there are opportunities for staff development on site. Lessons and planning are monitored and a network of support is available for those who need it. Some staff are able to prepare lessons and pupil worksheets at home and e-mail these to the school network to be accessed for lessons. The use of the internet is in its early stages, but plans are in place to extend this to create a more diverse range of research opportunities.

134. **Religious education**

131. Pupils attain standards which are in line with recommendations set out in the local authority agreed syllabus for religious education at the end of Key Stage 1 and Key Stage 2 and make sound progress at both key stages. No lessons were observed at Key Stage 1 and few lessons at Key Stage 2 but examination of school planning, examination of past work and discussion with pupils indicates that an appropriate curriculum is followed.
132. In their development of values and beliefs pupils in Key Stage 1 think about experiences which are joyful and painful. They consider times when they have been frightened or upset. They imagine about how they might feel if bullied and decide which course of action they might take to eliminate the problem. They talk about being a family, caring and how that feels. They recognise that other members of the family apart from themselves are very important. This was demonstrated admirably with Grandparents being invited to have biscuits (made by the pupils during technology) and drink. They were also invited to have their portrait painted.
133. In Key Stage 2 older pupils think about ceremonies of initiation in two different religions and the associated naming rituals. They understand the symbolic significance of the candle, water and oil used in Christian baptism. The oldest pupils know that deities differ according to religious belief and some also understand the difference between atheism and agnosticism. They also study the rules by which people live and how they are affected by such rules. They become more aware of the world in which they live and of themselves as individuals.
134. Pupils appear to be interested in religious education. They are attentive in lessons and apply themselves well to the tasks which they are given. Year 1 and 2 pupils enjoyed making the biscuits and drinks for the grandparents' day. Older pupils contribute to discussions appropriately, answer questions sensibly and recall facts well. For example when in a lesson on the Ten Commandments, pupils asked pertinent questions to gain a better understanding of them. Good relationships and positive classroom management have a positive impact upon pupils' attainment.
135. Teaching was seen in only three lessons which were timetabled during the inspection in Key Stage 2. Teaching in these three lessons was satisfactory overall ranging from unsatisfactory at the lower key stage, to good at the upper. Teachers generally plan effectively. They have good subject knowledge and present their lessons in a stimulating manner to engage the interest of the pupils. They question skillfully to deepen pupils' understanding of the matters under consideration. Few opportunities are provided for pupils to find information for themselves. Generally teachers' expectations are high. Lessons are well planned to build upon previous learning. For example when asked about rules it was obvious that the pupils understood what they had completed in the previous lesson.
136. There is a helpful scheme of work based on the local authority's agreed syllabus. Although the school makes good use of its resources in the local community, it has few artefacts of its own to support the work on different religions, but does make very good use of the loan service available. There is a strong co-ordinator who has a rich enthusiasm for the subject. The subject is managed satisfactorily. The curriculum is planned appropriately to develop pupils' understanding of the importance of religion to people of faith and how religions inform our rules for living by. At present the co-ordinator does not have sufficient time to monitor and evaluate teaching and pupils' progress. The school makes satisfactory use of its resources, which are easily accessible.

Art

137. Standards of attainment are in line with national expectations at both key stages. Pupils make satisfactory progress throughout the school.

materials appropriately. Pupils study pictures of grandparents and represent family members using paint and finer brushes. They create self portraits from clay and extend their paint-mixing skills when using water colours to show the details on the clay faces. They sensitively observe natural objects such as hydrangea flowers using pastels, charcoal and chalks.

139. By the end of Key Stage 2, many pupils have developed sound drawing skills, but their ability to apply colour using a range of media and their attention to detail is limited. Year 3 and 4 pupils create repeating pattern borders based on fruit and vegetable designs, they study mark-making techniques and use these skills to create an effective group display of water patterns. In Year 5 and 6 pupils study African art and draw inspiration from traditional patterns in wood and fabric to create a dramatic batik wall hanging. Pupils produced a clay work frieze of a very high quality based on the Egremont Crab Apple in response to a visiting artist. The school has planned this year for an artist in residence this term working on three-dimensional work.
140. Pupils' attitudes to art are mainly positive and they show an interest in their work. However the poor social skills of a small minority of pupils in Year 3 and 4 restrict their ability to work independently and hinder progress. Only a limited number of art lessons were observed during the inspection and these ranged from good to unsatisfactory. Unsatisfactory teaching occurred due to poor control of some pupils and low expectations of pupils' attitude to work and their achievements. Overall the quality of the teaching in Key Stage 1 is satisfactory. It was not possible to make a reliable judgement on teaching at Key Stage 2, but examination of pupils' work and teachers' planning and discussion with pupils indicates that the majority of teachers throughout the school have a satisfactory knowledge of the subject. The range of work seen is often restricted to two-dimensional with little opportunity to explore shape and form. Effective results are produced when pupils are inspired by the work of others and are taught specific skills which build up art processes systematically. Good examples include how pupils learn to create bubble pictures, apply paint to clay, use everyday objects to create printed patterns and respond in line and tone to the work of artist Andy Warhol. Teaching is less effective when pupils are merely required to colour or decorate pre-prepared images. The outcome of these lessons is often poorly executed and unimaginative.
141. The school recognises that art is an area for improvement and this is acknowledged in the school development plan. The school has already developed a display policy and is beginning to implement this throughout the school. The recently appointed art co-ordinator for Key Stage 1 is in the early stages of developing a whole-school approach to policy and planning. There is currently no co-ordinator for Key Stage 2, but a newly appointed member of staff with appropriate skills will be taking on this responsibility in the future. The school has an adequate range of basic materials in each classroom and provides opportunities for pupils to work with pastels, collage materials, chalks and charcoal. Additional storage area for resources such as cultural, artefacts, specialist materials and display items has been identified. The school has allocated sufficient funds to cover this expenditure. The work of artists from the past, other cultures and local people is displayed in some areas of the school. Pupils' enthusiasm and interest in art is promoted during the weekly art club. The previous inspection of the junior school highlighted the need for the school to improve teachers' skills and confidence in this subject. The school has made satisfactory progress in addressing this issue.

Design and technology

142. Only one lesson was seen at Key Stage 1 but evidence from scrutiny of pupils' past work, photographs and displays together with discussions with them and consideration of teachers' planning indicates that expected levels of attainment are achieved at the end of Key Stage 1. Attainment is in line with that of pupils of the same age at the end of Key Stage 2. Pupils make satisfactory progress as they move through the school.
143. Pupils at Key Stage 1 demonstrate sound manipulative and making skills when making straw and paper models and creating clay faces. They can weigh, mix and roll ingredients

appropriately when making biscuits as part of food technology. Year 5 pupils employed a range of good design, making and evaluative skills when creating a new carrier bag, and Year 5 and 6 pupils used scientific and mathematical understanding when designing and making self-propelled buggies. Other links are made with science and information technology as in the study of bridges and structures. However design and planning skills and consideration of appearance, function, safety and reliability at the design stage are underdeveloped, as are investigations into the functioning of electrical and mechanical products. Older pupils also have limited experience of using information technology to refine and extend design ideas. Pupils with special educational needs take a full part in design and technology lessons and make satisfactory progress in relation to their prior attainment.

144. Pupils have a positive attitude to learning in design and technology. They co-operate well, concentrate on tasks and are keen to explain and recount what they have been making or have made. However most pupils show more enthusiasm for the practical aspects of the subject than they do for planning and written evaluations. Pupils' behaviour in lessons is good generally and this has a positive impact on the progress that they make.
145. The quality of teaching at Key Stage 2 is satisfactory overall. Insufficient lessons were seen at Key Stage 1 to form a reliable judgement. The sound subject knowledge of teachers encourages pupils to develop appropriate skills, including those of evaluating their own products and those of other pupils and suggesting modifications and improvements. Teachers plan and prepare thoughtfully and materials and equipment are well managed. With the exception of machinery for disassembling, and electrical components the resources for design and technology are satisfactory.

Geography

146. It was only possible to observe two lessons in geography during the week, but the work seen in these lessons and the quality of pupils' previous work indicates that most pupils produce work which is broadly in line with that currently expected for their ages. Pupils make broadly satisfactory progress throughout the school.
147. Geography is not taught in Key Stage 1 during the first half of the autumn term, pupils record their work in topic books which are sent home at the end of each term. Very little Key Stage 1 geography work was presented for scrutiny. Work is planned through a topic approach, and good links are made with English. Pupils in Year 2 working in a literacy hour are able to identify places and write simple instructions to guide a walk around a map.
148. At Key Stage 2, pupils study other countries and features of the world, they have covered some work on Kenya and have begun a topic on Australia. They are able to use maps appropriately and understand how to use and interpret a key. Pupils in Year 3 and Year 4 use a plan of the school to identify their own and other classrooms. Pupils have not yet covered a sufficiently broad range of work to counter stereotypes, for example many potentially higher attaining pupils in Year 6 have little understanding of the range of employment opportunities in Kenya. They believe that no houses are similar to their own, or built from bricks, and that all houses in Africa are made from mud and straw.
149. Pupils make satisfactory progress throughout Key Stage 1 covering an appropriate range of activities, and in Key Stage 2 sufficient work has been covered for pupils to make satisfactory progress. For example pupils in the current Year 3 and Year 4 are developing their skills in planning by using diagrams of everyday objects which have been drawn from above. Some pupils are able to show the layout of furniture on a plan of the class.
150. Pupils have sound attitudes to the subject, in Key Stage 1 pupils identifying places in a book are completely absorbed in the activity and can barely wait for the next page to be turned to find another place. In Key Stage 2 they enjoy talking about the countries they have studied.

151. Too few lessons were observed during the inspection to make a secure judgement on the overall quality of teaching. In Key Stage 1 there were no planned lessons and very little work was available for scrutiny. However, evidence from a scrutiny of teachers' planning, and pupils' work, and from the two lessons that were observed in Key Stage 2 indicates that teaching is satisfactory overall.
152. Cross-curricular links are effective in developing literacy skills in particular. Leadership of the subject is satisfactory. Resources for the subject are adequate, of suitable quality, and accessible to pupils. The lack of a library for research prevents pupils from developing suitable skills in locating books, however information books are used appropriately in classrooms.
156. **History**
153. The timetable for history meant that during the inspection week only three history lessons were seen. From observations of these lessons, from a scrutiny of past work and displays and discussions with pupils, inspection evidence indicates that standards of attainment are similar to those expected for pupils of this age.
154. Scrutiny of work and discussions with the pupils at Key Stage 1 show that they begin to understand the passage of time by discussing the changes to their own lives and those of relatives. They can talk about famous people and recall various types of past events.
155. Pupils at Key Stage 2 identify some of the features of past societies in their studies of the Vikings, Saxons and the ancient Greeks. They understand a good deal about everyday life in various periods, including Anglo-Saxon, Victorian times and Tudor times. Pupils identify some of the features of past societies in their studies of the Tudors. They are developing an understanding of the work of historians and are becoming aware of the importance of artefacts in establishing life styles of older civilisations. Pupils acquire facts orally about earlier times and why it was important (at the time) for Henry to have a son, and use their literacy skills to the full to find and record information from alternative sources such as books, photographs CD-ROMs and historical artefacts.
156. Pupils make satisfactory progress throughout the school. The gains made in increasing knowledge are substantial. However, pupils make slower progress in developing understanding of, for example, the consequences of major events. No history lessons were seen at Key Stage 1, but pupils made satisfactory progress in those observed at Key Stage 2.
157. It is clear from talking to pupils, looking at their past work and watching lessons at Key Stage 2, that they enjoy work in history. The quality of teaching at Key Stage 2 is satisfactory overall, ranging from good to satisfactory. As no lessons were seen at Key Stage 1 there is insufficient evidence to make a valid judgement. Overall, lessons are planned effectively and resources are used well. Good teaching strategies are used, including ones to ensure that pupils discuss their ideas with their peers. The very good subject knowledge evident in the best lessons has a very positive effect on both pupils' attainment and their level of interest.
158. The very effective links with different subjects that support and enrich work in history have a beneficial impact on standards, as in the work on the Tudors was linked to social study.
162. **Music**
159. Pupils' attainment in music at the end of both key stages is satisfactory. They make satisfactory progress throughout the school and there are opportunities for them to advance their instrumental skills. Their performing, composing, listening and appraising skills are satisfactorily consolidated and extended across both key stages.
160. In Key Stage 1 pupils recognise sounds used to achieve different effects in music and are beginning to explore the characteristics of sound on different instruments. They can interpret different moods of music such as sad or happy. They learn a range of songs by heart and can

and also about how to control their breathing.

161. In Key Stage 2 pupils can sing a range of songs from memory. They can add clapping patterns in appropriate places, sometimes using percussion instruments. They are able to listen carefully to music and can recognise musical instruments from a taped piece of music. In Years 5 and 6 pupils are exploring a range of African music where they are looking at rhythm and mood and using percussion instruments including special African instruments such as the mirimba to enhance their singing and playing. Pupils listen to a variety of recorded music in class and in assembly.
162. Some children are learning to play the recorder and a few are learning brass and woodwind instruments, some of which are played in assembly. There is a small choir which rehearses after school and is taken by specialist teachers. There are opportunities for children to sing and play in festivals and music weekends. Pupils' music education is greatly enhanced by a series of performances for parents throughout the year.
163. The quality of teaching in the few lessons observed is good. Some of these are taught by visiting specialist teachers brought in by the school. Class teachers follow up the begun by the specialist teachers. This work is often built around a theme decided by the school and planned jointly with the specialist teachers. Resources are well used and the pace of lessons is such to ensure satisfactory progress.
164. The subject is satisfactorily managed by the music co-ordinator. Plans are in place to produce a policy and a scheme of work which will cover both key stages and which will ensure consistency and continuity.
168. **Physical education**
165. During the week of the inspection it was not possible to observe all aspects of the physical education curriculum. Inspection evidence is drawn from observations of lessons which included dance, games and gymnastics.
166. Pupils at the end of both key stages achieve standards expected for pupils of these ages. A number of pupils are reaching standards above those expected for pupils of this age, in games at the end of Key Stage 2. All pupils including those with special educational needs make at least satisfactory progress.
167. By the end of Key Stage 1 most pupils have developed sound co-ordination when using large body movements and can travel and stop with good control. Reception pupils are able to move in different directions when instructed. Year 1 and 2 pupils showed expected skills in gymnastics when creating movement sequences linking rolls and balances. Pupils use appropriate language to describe actions, such as stretching, turning and twisting, whilst others show appropriate awareness of shape and space.
168. At the end of Key Stage 2 pupils move around the playground with increasing control, and demonstrate a good range of passing and catching skills in games situations. In dance the majority of pupils can move in time to a beat and co-ordinate movements with a partner, and in competitive situations they show appropriate understanding of attacking and defending techniques.
169. Swimming is part of the physical education curriculum and most pupils are able to meet the swimming requirements of the National Curriculum before the end of Key Stage 2. Pupils with special educational needs are well supported. They make sound progress and achieve results which enhance their self esteem.
170. The majority of pupils work with enthusiasm, enjoyment and commitment in physical education. They clearly enjoy the sessions and the great majority are appropriately changed. Pupils are willing to share ideas, work co-operatively and make good use of opportunities to

used and in competitive situations pupils show due regard for laws and fair play.

171. The quality of teaching is satisfactory overall, but there are some unsatisfactory features. Teachers manage pupils well, and use pupil performance effectively to demonstrate achievement and to encourage others. Pupils are active for most of the time and the majority of lessons are soundly planned and appropriate. However in some lessons activities do not sufficiently challenge the pupils and in others the arrangement of apparatus encourages queuing with a consequent reduction in the time available for pupils to consolidate and improve their skills. The best practice sees teachers encouraging pupils to observe and evaluate their own actions and those of others to improve performance.
172. The good provision for a number of successful extra-curricular activities considerably enhances the curriculum, as does the experience gained by pupils on residential visits to activity centres. Resources overall are satisfactory, with a suitable hall, adequate playground area and playing fields.

176. **PART C: INSPECTION DATA**

176. **SUMMARY OF INSPECTION EVIDENCE**

173. A team of six inspectors, including a lay inspector, spent a total of 21 days in the school. The inspection included 126 observations including 96 lessons or parts of lesson observations, registration sessions and discussions with pupils.

174. Time spent on lessons, interviews with pupils and work scrutiny was a total of 69 hours.

175. Discussions were held with members of the governing body, the headteacher, teaching staff, members of the support staff, parents and visitors to the school:

- the work of a representative sample of 43 pupils was scrutinised, and 24 were heard reading;
- discussions were held with pupils on their mathematical, scientific, information technology knowledge and design and technology knowledge and geography;
- a range of documentation and information was studied including all policies whether pastoral or educational;
- at a parents' meeting inspectors listened to their views on the work of the school;
- 36 questionnaires were returned and analysed;
- 6 parents also submitted additional written comments, which were read in confidence by the registered inspector before the inspection;
- budget figures were also discussed and analysed.

• **DATA AND INDICATORS**

• **Pupil data**

	Number of pupils on roll (full-time equivalent)	Number of pupils with Statements of SEN	Number of pupils on school's register of SEN	Number of full- time pupils eligible for free school meals
YR – Y6	233	14	80	113
Nursery Unit/School	23.5	0	4	0

- **Teachers and classes**

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

Total number of qualified teachers (full-time equivalent):	13.5
Number of pupils per qualified teacher:	23:1

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

Total number of education support staff:	14
Total aggregate hours worked each week:	260

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

Total number of qualified teachers (full-time equivalent):	1
Number of pupils per qualified teacher:	23.5

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

Total number of education support staff:	3
Total aggregate hours worked each week:	50.0

- **Average class size in the school**

Average class size:	23.9
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· **Financial data**

Financial year:	1998 - 1999
	£
Total income	319,598.00
Total expenditure	293,315.00
Expenditure per pupil	922.37
Balance brought forward from previous year	-1,132.00
Balance carried forward to next year	25,151.00

PARENTAL SURVEY

Number of questionnaires sent out: 162

Number of questionnaires returned: 36

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	39	53	6	3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	47	47	3	0	3
The school handles complaints from parents well	28	41	25	3	3
The school gives me a clear understanding of what is taught	33	61	0	6	0
The school keeps me well informed about my child(ren)'s progress	39	56	3	3	0
The school enables my child(ren) to achieve a good standard of work	36	58	0	6	0
The school encourages children to get involved in more than just their daily lessons	22	64	6	6	3
I am satisfied with the work that my child(ren) is/are expected to do at home	21	58	15	3	3
The school's values and attitudes have a positive effect on my child(ren)	26	57	11	6	0
The school achieves high standards of good behaviour	6	56	21	9	9
My child(ren) like(s) school	42	50	6	3	0