

# INSPECTION REPORT

**St. Oswald's Church of England (Aided)  
Primary School**

Burneside

LEA area : Cumbria

Unique Reference Number : 112314

Headteacher : Mr J Douglas

Reporting inspector : Mr D Byrne  
28076

Dates of inspection : 20<sup>th</sup>-23<sup>rd</sup> September 1999

Under OFSTED contract number: 707142

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

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## INFORMATION ABOUT THE SCHOOL

Type of school : Infant and Junior

Type of control : Voluntary Aided

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Howgill Close  
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Kendal  
LA9 6QR

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Appropriate authority : The governing body

Name of chair of governors : Rev. Nigel Davies

Date of previous inspection : January 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr D Byrne (Registered Inspector)	English Science Information Technology Design and Technology Physical Education	Special Educational Needs Attainment and Progress Attitudes, Behaviour and Personal Development Teaching The Curriculum and Assessment The Efficiency of the School
Mr K Ross (Lay Inspector)		Attendance Support, Guidance and Cultural Development Partnership with Parents and the Community Equal Opportunities Staffing, accommodation and learning resources
Mrs C Deloughry	Areas of Learning for Under Fives Mathematics Art History Geography Music	Spiritual, Moral, Social, and Cultural Development Leadership and Management

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## MAIN FINDINGS

### What the school does well

- By the age of 11, the majority of pupils make good progress from a mostly below average level of attainment on entry.
- Pupils with special educational needs make good progress due to good levels of support.
- The provision for information technology is very good.
- The curriculum provides stimulating and exciting activities for pupils of all ages.
- Standards in art are high.
- There is good provision for pupils' spiritual, moral and social development. Pupils are given many very good opportunities to learn about their own culture and that of others.
- The school successfully provides a warm, welcoming and secure learning environment, where each child is treated as an individual
- The school is a valued part of the local community with which it has excellent links.
- Pupils are successfully encouraged to form good relationships with each other and with adults.

### Where the school has weaknesses

- I. Standards in spelling are weak across the school
- II. The planned curriculum for the children under -five does not meet the requirements of the desirable learning outcomes.
- III. Some policies and schemes of work do not provide a clear guidance as to which skills should be taught in each age group.
- IV. Pupils' skills of performing independent practical activities in science and mathematics are below average.
- V. Job descriptions for curriculum co-ordinators are out of date and do not define their role in monitoring standards in each subject. This restricts the ability of the school to identify aspects of some subjects which can be improved
- VI. Very little recorded work exists in some subjects at some stages of the school.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

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

The school has made satisfactory improvement since the last inspection. Sound standards have been maintained in English, mathematics, science and information technology. High standards have been maintained in art and design and technology. Pupils make good progress in history in Key Stage 2. National Curriculum assessment results are now used to monitor standards at the end of both key stages in English, mathematics and science. There are targets for further improvement in English, mathematics and science that are rigorously checked but the monitoring of standards in other subjects is weak. The school

has continued to provide a rich and exciting curriculum for its pupils. The staffing of the school has recently stabilised which gives the school the capacity to improve and develop in future.

## Standards in subjects

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

Performance in	Compared with all schools	Compared with similar schools	Key
English	E	E	
Mathematics	D	D	
Science	C	C	

The information shows that the pupils' performance at the end of Key Stage 2, in the National Curriculum assessment tests of 1999 was in line with the national average in science, below the national average in mathematics and well below the national average in English. When the school's performance is compared to schools with pupils from similar backgrounds, the information shows that pupils performed as well as other pupils in science, but in English and mathematics their performance was not as good. Trends between 1996 and 1998 show that standards of achievement at the end of Key Stage 2 have been well below the national average in English and mathematics and also below the national average in science. This school has an above average percentage of pupils with special educational needs that can cause considerable year to year variations in the school's average National Curriculum results. This means that care must be taken in interpreting changes that may occur in results from one year to the next. At the end of Key Stage 2, inspection findings agree with the 1999 published National Curriculum assessment results for science which is that standards are close to the national average. In English and mathematics, however, inspection findings are that standards are now better than the 1999 results and are broadly in line with the national average. In other subjects, pupils at the age of eleven are attaining the expected standards in religious education and information technology. Key Stage 2 pupils make particularly good progress in art, design and technology and history.

At the end of Key Stage 1, standards in the 1999 National Curriculum tests in English are close to the national average but in mathematics the percentage of pupils attaining the expected standard of level 2 was well above national average. In science, teacher assessments show that the percentage of pupils attaining the expected standards of attainment for seven year olds is also well above the national average. In comparison with schools with pupils from similar backgrounds, the performance of pupils at the end of Key Stage 1 was below average in reading and writing but well above average in mathematics and science. Trends between 1996 and 1998 show that pupils' performance has been below national average in reading, close to the national average in writing and above the national average in mathematics. Inspection findings show that attainment at the end of Key Stage 1 in reading and writing is broadly in line with the national average but the proportion attaining level three is below national average. Pupils are confident to write imaginatively, but their spelling is weak. In mathematics and science, attainment is currently close to the national average. In both these subjects pupils could do better in performing independent practical work. Standards in religious education meet those expected of the locally agreed syllabus and in information technology pupils attain the nationally expected standard by the age of seven. Good work is occurring in Key Stage 1 in art and design and technology.

By five years of age, almost all children do well across their work. By the age of five, they reach the standards expected by the desirable learning outcomes in mathematics, their knowledge and understanding of the world, and their physical and creative development.

Many children, however, have difficulties with aspects of their language and literacy and some aspects of their personal and social development.

## Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	satisfactory	good	good
Mathematics	satisfactory	good	good
Science		good	good
Information technology		satisfactory	good
Religious education		N/A	N/A
Other subjects	satisfactory	satisfactory	good

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

The quality of teaching was satisfactory or better in 97% of lessons observed, good in over 50% and very good in 9%.

## Other aspects of the school

Aspect	Comment
Behaviour	In Key Stage 2, behaviour is usually good both in the classroom and in the playground. In Key Stage 1, behaviour is satisfactory but some pupils are very lively and can be rather noisy and disruptive.
Attendance	Overall, attendance matches the national average and is satisfactory. There are a significant number of pupils, however, who take holidays during term time which adversely affects their progress
Ethos*	Good. The school promotes good attitudes to school life and forges good relationships between everyone in the school and with the local community. The school strives to improve standards.
Leadership and management	The management team provides the school with a clear educational direction although some aspects of curriculum management need to be improved. The governing body is very supportive, knowledgeable and effective.
Curriculum	All subjects of the National Curriculum are taught although, in some classes, the planned time for science investigations is below what is normally found. There is a good emphasis upon using the local environment. Art and information technology feature strongly in the school. Schemes of work for many subjects do not provide enough guidance for the progressive development of skills and knowledge of pupils as they move through the school.
Pupils with special educational needs	There is a high proportion of pupils with special educational needs and the school makes good provision for them. Able pupils are successfully identified and given additional support.
Spiritual, moral, social & cultural development	Good provision overall for pupils' spiritual, moral and social development. The school is very good at promoting pupils' understanding and knowledge of their own and other cultures.
Staffing, resources and accommodation	The number of teaching staff is satisfactory but the number of support staff is less than normally found. The school has enough resources to teach the National Curriculum with strengths in equipment for information technology. The accommodation is very good providing a very pleasant learning environment both inside the school buildings and in the school grounds.
Value for money	The school gives good value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
VII. The warm and welcoming environment.	XI. There is some confusion about the

VIII. The standards attained by their children	
IX. The positive attitudes to learning promoted by the school	
X. The close community links especially with the church.	

The inspection findings support the parent's positive views. Although the level of homework is suitable for the majority of pupils, there is no consistently applied homework policy across the school.

## · KEY ISSUES FOR ACTION

In order to raise standards even further, the governing body, headteacher and staff should:

- XII. improve spelling standards across the school (*para 84*)
- XIII. write and implement a policy and accompanying scheme of work for children under five so that their activities more accurately reflect all elements of the desirable learning outcomes. (*paras 22, 62*)
- XIV. update curriculum policies and improve schemes of work in non-core foundation subjects so that knowledge and skills are clearly identified for each age across Key Stage 1 and 2. (*para 24*)
- XV. ensure that there is a more consistent approach to the way that pupils record their work in science, history, geography and design and technology so that the breadth of the curriculum is more accurately reflected. (*paras 99, 102, 117, 126*)
- XVI. give pupils more opportunities to use and apply mathematics in practical situations and in solving problems. (*para 90*)
- XVII. find ways of ensuring that pupils in Key Stage 1 and lower Key Stage 2 are regularly given opportunities to perform and record independent practical activities in science. (*paras 99, 100*)
- XVIII. improve the ability of the school to evaluate its own performance by clearly defining the role of curriculum co-ordinators and establishing systems which enable them to monitor the standards attained in each subject across the school. (*para 44*)

In addition the following minor points may be considered for inclusion in the action plan:

- XIX. When funds are available, increase the level of classroom support, especially in Key Stage 1. (*para 48*)
- XX. The school should maintain its efforts to encourage parents not to take their children on holiday during term time. (*para 16*)

## INTRODUCTION

### Characteristics of the school

1. St. Oswald's is a small voluntary aided Church of England primary school situated in the village of Burneside near to Kendal. Most pupils live in the village although a small number attend from nearby villages and the town of Kendal. The number on roll has increased recently from 115 to 134 giving a pupil to teacher ratio of 22.3 to 1. A high proportion of pupils have special educational needs. 36 pupils (27%) are on the school's register for special educational needs with 15 pupils (11%) at stage 3 or above of the Code of Practice. Four pupils have statements of special educational needs which is above the national average.
2. The socio-economic background of pupils is broadly average. A high proportion of housing is small and was, until recently, owned by the local mill but has recently been transferred to a housing association. There is also a significant number of council owned properties and also some which are privately owned. Twenty-one pupils (16%) are eligible for free school meals which is broadly in line with national average. All pupils are white with no pupils from minority ethnic backgrounds or pupils who need support for English as an additional language. Pupils begin school in the September of the year in which they are five and the majority of children benefit from pre-school experience. At the time of the inspection, twenty three children were under five, all of whom were attending part-time to ease them into school life. Attainment on entry is below average with particular weaknesses in language and literacy and aspects of personal and social development.
3. The school identifies its aims as being to:
  - develop the best possible relationships between all individuals in the school community, based upon mutual respect, trust and co-operation.
  - provide a happy, safe and highly stimulating environment where children can learn effectively
  - offer high quality learning opportunities which are challenging, relevant and meaningful to the children, working where possible from first hand experiences.

## 1. Key Indicators

### 1. Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for

Year	Boys	Girls	Total
1999	11	12	23

<b>National Curriculum Test/Task Results</b>		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	9	10	11
	Girls	10	9	12
	Total	19	19	23
Percentage at NC Level 2 or above	School	83	83	100
	National	82	83	87

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	11	11
	Girls	10	12	12
	Total	19	23	23
Percentage at NC Level 2 or above	School	83	100	100
	National	82	86	87

### Attainment at Key Stage 2 1998/99

Number of registered pupils in final year of Key Stage 2 for

Year	Boys	Girls	Total
1999	10	8	18

<b>National Curriculum Test/Task Results</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	6	7
	Girls	6	6	8
	Total	11	12	15
Percentage at NC Level 4 or above	School	61	67	83
	National	70	69	79

<b>Teacher Assessments</b>		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	7	8
	Girls	7	7	8
	Total	12	14	16
Percentage at NC Level 4 or above	School	67	78	89
	National	68	69	75

## Attendance

Percentage of half days  
(sessions)  
missed through absence for the  
latest complete reporting year

		%
Authorised Absence	School	94.7
	National comparative data	93.8
Unauthorised Absence	School	0.5
	National comparative data	0.7

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	9
Satisfactory or better	97
Less than satisfactory	3

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

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

#### **Attainment and progress**

1. The children's attainment when they begin school is below average. There is particularly low attainment in the children's language and literacy skills and in their personal and social development. The provision for the children under-five enables them to make good progress in mathematics and satisfactory progress in developing their language and literacy, personal and social, and creative skills. Although the children make satisfactory progress in their physical development there is a lack of access to suitable outdoor experiences which reduces progress. Many children have a limited knowledge and understanding of the world but the school's provision broadens and extends this so that by the age of five pupils achieve the desirable learning outcomes in this area of learning.
2. At the end of Key Stage 1, standards in the 1999 National Curriculum tests in English were close to national average and well above the national average in mathematics. In science, teacher assessments show that the percentage of pupils attaining expected standards of attainment are also well above the national average. In comparison with schools with pupils from similar backgrounds, the performance of pupils at the end of Key Stage 1 was below average in reading and writing and well above average in mathematics and science. Trends between 1996 and 1998 show that pupils' performance has been below the national average in reading, close to the national average in writing and above the national average in mathematics. The school has an above average percentage of pupils with special educational needs that can cause considerable year to year variations in the school's average National Curriculum results. Inspection findings show that attainment at the end of Key Stage 1 in reading and writing is broadly in line with the national average but the proportion of pupils attaining level three is below the national average. Pupils are confident to write imaginatively, but their spelling is weak. In mathematics and science, attainment is broadly in line with the national average although there is a comparative weakness within each subject in pupils' independent, investigative skills.
3. At the end of Key Stage 2, inspection findings agree with the 1999 published National Curriculum assessment results for science which is that standards are close to the national average. In English and mathematics, inspection findings are that standards overall are better than the 1999 results indicate and are broadly in line with the national average. Since the last inspection, standards at the end of Key Stage 2 have been maintained although serious staffing disruptions and an increased proportion of pupils with special educational needs have depressed the National Curriculum assessment results especially in 1998. When the school's performance is compared to schools with pupils from similar backgrounds they performed as well as other pupils in science, but in English and mathematics their performance was not as good. This school has an above average percentage of pupils with special educational needs that can cause considerable year to year variations in the school's average National Curriculum results. This means that care must be taken in interpreting changes that may occur in results from one year to the next. There are currently over a quarter of pupils with special educational needs, which is above the national average.
4. In other subjects, pupils at the end of both key stages are attaining standards in line with the expectations of the locally agreed syllabus in religious education. Standards

- in information technology at the end of both key stages are broadly in line with national expectations with some very good work occurring in Key Stage 2. Particularly good progress occurs in art, design and technology and history.
5. The majority of pupils make good progress from a below average level of attainment on entry to the school. Progress dipped in 1997 and 1998 partly as a result of major disruptions in staffing in Key Stage 2, and partly because there was a particularly high percentage of pupils with special educational needs, but with the stabilisation of staffing, the majority of pupils are now reaching the expected standard of level four.
  6. Pupils in Key Stage 1, make good progress in English, improving from a particularly low level at the age of five. Their writing progresses well although spelling is weak. Pupils learn to speak confidently but their range of vocabulary is narrow. By the age of seven most pupils have learned to listen politely and attentively to each other and to adults. Progress in reading is satisfactory. Pupils with special educational needs make good progress in response to targets in their individual education plans. In mathematics, pupils make good progress overall, especially in basic numeracy. The impact of the National Numeracy Strategy is positive, it is enhancing the progress of pupils especially in their ability to solve simple mental arithmetic problems. Progress of pupils in information technology and religious education in Key Stage 1 is currently satisfactory. In other subjects, pupils in Key Stage 1 make satisfactory progress except in art where it is good.
  7. Progress in Key Stage 2 is improving as the positive impact of staff stability begins to take effect. Progress in mathematics, and English is satisfactory. In science, a greater emphasis is being placed upon developing pupils' practical investigative skills which is beginning to improve the progress made by Key Stage 2 pupils. The progress of pupils in information technology is currently very good with particular strengths in word processing and design activities. Key Stage 2 pupils make satisfactory progress in religious education, geography, music and physical education is satisfactory and good progress in art, design and technology, and history. The good quality provision for pupils with special educational needs successfully promotes good progress towards the targets in their individual education plans. In Key Stage 2, higher attaining pupils have in the past not always made the progress of which they are capable. The school's recently introduced More Able Policy is beginning to guide teachers so that all pupils are suitably challenged and make appropriate progress.

### **Attitudes, behaviour and personal development**

8. The children under five are settling well into their school life. They respond well to a structured approach to activities by behaving sensibly and enthusiastically, but in lessons where directions are unclear and expectations low, many children can be noisy and disruptive. Children enjoy school and respond positively to the support and guidance of teaching and support staff.
9. In Key Stage 1, the majority of pupils behave well both in school and outside in the playground but a significant minority of pupils can be noisy and disruptive in some lessons. Good teaching manages behaviour well. During the literacy hour, most pupils are quiet and attentive during class and group discussions but a significant number find some elements of independent work difficult and are easily distracted. Most pupils, however, respond well to discipline and are able to concentrate upon what teachers say and do. Generally they persevere with their work and try to complete tasks; and most are able to use simple equipment properly to help their learning. By

the age of seven, positive attitudes to school have developed and pupils are happy and enjoy learning. The vast majority form healthy relationships with others and demonstrate good skills of co-operation. Pupils are tolerant of the opinions and views of others and respect ideas which differ from their own.

10. In Key Stage 2, behaviour is mostly good both in lessons and in the playground. Pupils move around the school sensibly and show respect for each other and for adults. During group activities, most pupils work quietly and sensibly which ensures that progress is made. They enjoy their lessons and respond well to the curriculum. Most pupils try hard and show a pride in their work. They are particularly proud of their art work which is of a good standard. During literacy lessons, pupils are independent and get on with their work sensibly and maturely. All property is respected and great care is taken to look after it. Relationships between pupils and adults are good and pupils feel they can discuss concerns with teachers, in the knowledge that their discussions will be treated sensitively and confidentially. Most pupils take initiative in many aspects of their education. They are familiar with studying independently and contribute to the smooth running of lessons by taking out and putting away equipment. Pupils are caring and considerate and older pupils take care of younger ones during outdoor play. In lessons pupils willingly help others out, for example in Year 5/6, more able pupils on the computer happily help out less confident, knowledgeable pupils.
11. Pupils are independent. The introduction of the school council offers pupils an opportunity to take responsibility for their own actions and promotes good personal development. Pupils respond well to opportunities for taking responsibility both during lessons and as part of extended residential activities. Pupils are often involved in local community events for example local residents are helped as part of harvest festival activities. Close links exist with the village church and pupils regularly take part in its events.

### **Attendance**

12. Attendance is satisfactory and not significantly different from the national average for primary schools. However, a significant number of parents take children out of school for family holidays in term time which has an adverse effect on attendance levels and, inevitably, on children's progress. The school has made efforts to address this issue, but needs the support of parents. Pupils are punctual for school, the school day begins promptly and lessons begin and end on time.

### **16. QUALITY OF EDUCATION PROVIDED**

#### **Teaching**

13. The quality of teaching is good overall and has been maintained since the last inspection. The quality of teaching observed during the inspection was satisfactory in 97% of lessons and very good or better in 9%. In over half of lessons, teaching was good. Throughout the school, teachers treat each pupil as an individual and successfully create a warm, friendly and secure learning environment which ensures that pupils make good progress overall.
14. The quality of teaching of children under-five is satisfactory overall. The lack of an appropriate school policy for under-fives and supporting scheme of work to promote

the desirable learning outcomes means that there is not suitable guidance to planning for children under-five. Children are well prepared for learning the National Curriculum but they are not always given activities recommended for their age. Difficulties exist for the development of outdoor physical development because of the lack of suitable resources. Great attention is given to developing pupils' language skills and their mathematical knowledge and understanding.

15. In Key Stage 1, teaching is mostly good. Lessons are mostly well prepared with clear aims and objectives. Teachers know and understand the requirements of the National Curriculum and have a secure knowledge of the subjects appropriate to Key Stage 1. The National Literacy Strategy has been effectively implemented. Literacy lessons are taught within the spirit of the framework, although there are times when it is sensibly adapted to accommodate children with special educational needs. During literacy lessons, good use is made of parent helpers to support independent group activities and maintain pupils' attention. Teachers are working hard to introduce the National Numeracy Strategy and have adapted their planning to accommodate it. In science there are too few opportunities for pupils to develop their skills in practical and investigative work. In most subjects however, high expectations are made of pupils which ensure that pupils make good progress during lessons. Most lessons are well structured and proceed with a brisk pace which maintains progress. Great care is taken to plan work which matches the needs of pupils with special educational needs and the skilful grouping by ability, enables more able pupils to be provided with challenging work. Despite the noisy and potentially disruptive nature of some of the pupils, teachers' relationships with pupils are good which ensure that discipline is maintained and pupils' energies are directed towards learning. Lessons are often brought alive by very good use of resources to interest pupils. During an art based history lesson, very good use of objects such as kettles successfully inspired some six year olds to produce some outstanding sketches.
16. In Key Stage 2, the quality of teaching is good overall. Since the last inspection there have been many changes in staffing which disrupted the progress made by pupils. There is now a stability which is benefiting pupils and their progress across the key stage is beginning to improve. Teachers have a secure subject knowledge of the National Curriculum and recent training in information technology has ensured that there is an increasing understanding and use of computers. The teachers work as a team and share their expertise well so that individual strengths are shared and pupils have an exciting curriculum. Literacy is taught effectively and is improving standards in basic grammar and punctuation. It is recognised by teachers that spelling amongst pupils is weak and recent strategies to improve it such as using computer programmes such as Wordspell, are beginning to have a positive impact. The numeracy lesson is already a daily routine and broadly reflects the Numeracy Strategy. Teachers are carefully evaluating the impact of the Numeracy Strategy upon the standards attained and the progress made. Science features in medium term plans but in lower Key Stage 2 especially, there are too few planned opportunities for pupils to develop their skills of recording their work. This reduces the value of the work that is done. There is a particular strength in the teaching of art. The local environment is effectively used to inspire pupils' learning. Teachers use both literacy and numeracy effectively to support learning in many subjects. Good use is made of computers in lessons and pupils are encouraged to develop the confidence and skill to use information technology as a tool to support learning. Although standards in information technology are satisfactory, the quality of teaching has improved greatly recently and is good overall

17. In most lessons, teachers set high expectations and give pupils clear, precise instructions which ensure that everyone knows what they are doing. During lessons, pupils are given good support and guidance. Teachers constantly check on pupils' progress and the quality of work and gently prompt pupils if necessary so that they keep working on their tasks. There are occasions, however, when pupils do not set their work out neatly and this is not always identified by teachers. Most work is marked promptly and in Key Stage 1 especially, work is often marked alongside the pupil. In some classes, corrections are demanded but this is not a consistent feature in each class. Day-to-day assessment is effective in guiding the way teachers deal with individuals during lessons as well as informing future lesson planning. Homework is only intermittently used to extend learning at home. Regular reading, spelling and tables work occurs but there is no consistently applied homework policy across the school.

### **The curriculum and assessment**

18. There is no school policy for the teaching of children under-five and the planned curriculum for children under-five does not match the requirements of the desirable learning outcomes although the taught curriculum does prepare pupils well for the National Curriculum. Children under-five are given many experiences to improve their mathematical skills, language and literacy and their knowledge and understanding the world around them but planning does not ensure that skills are developed systematically up to the age of five. Curriculum provision for outdoor physical development is weak due to lack of appropriate resources and this reduces the progress made in developing their skills of outdoor play.
19. The curriculum provided for pupils in Key Stage 1 and 2, is rich and exciting and involves pupils in a wide range of practical experiences. The provision, diversity and breadth has been maintained since the last inspection. All subjects are taught, including religious education. The national initiatives to promote literacy and numeracy are successfully implemented and the school successfully emphasises the use of information technology to support learning. Not enough time however is given to science in some classes. It is regularly taught, but in some classes it is too closely integrated with other subjects as part of a topic which contributes to its distinct nature being lost. All foundation subjects are taught but art features very strongly in each class and results in some outstanding work throughout the school. Very good use is made of the local environment to inspire pupils to learn history and geography and educational visits and visitors are used effectively to bring learning alive. Provision for personal and social education, sex education and drugs education is satisfactory.
20. Although teachers' daily planning is effective, curricular planning over the longer term is less so. Schemes of work for some subjects do not include plans for systematically developing pupils' skills and this makes it difficult to plan for the development of skills in subjects such as history, design and technology and music. Due to major staffing disruptions, some curricular policies and schemes of work are yet to be formalised. Medium term planning is diligently carried out. Although a great deal of effective planning exists, it does not always guide teachers enough so that pupils are given enough opportunity of moving from one level of skill to the next as they mature and grow up. Pupils' progress in acquiring and consolidating skills although satisfactory, is reduced by this lack of clarity in planning.

21. The provision for pupils with special educational needs is good. Each pupil identified as requiring support is provided with a suitable individual education plan. Individual education plans are clear in their targets and realistic in their timescales. All procedures meet the Code of Practice recommendations for special educational needs and promote good progress for the vast majority of pupils on the school's register for special educational needs. In addition to identifying pupils with learning or behavioural difficulties, the school has recently established a register of More Able pupils. This is a particularly encouraging initiative which enables pupils with strengths in any aspect of their personal or academic development to be recognised. The school plans to use the register to develop pupils' strengths to an even higher level.
22. A good range of extra-curricular activities is provided and many pupils take advantage of them. There are opportunities to take part in gymnastics, sports activities and music, including playing in a brass band. Pupils are encouraged to take part in a range of inter-school events when opportunities arise. Pupils' horizons are being broadened by the good use of the computer to create a school Web-Site which is used to exchange messages and information with other schools and organisations.
23. Procedures for assessing pupils' attainment and progress are satisfactory. When children begin school, they are assessed using the Local Education Authority approved baseline assessment. The results are analysed and used to identify children's individual needs and, where necessary, provide activities which are suitable for them. In Key Stage 1 and 2, procedures for assessing pupils' attainment and progress meet statutory requirements and are satisfactory overall. At the end of each key stage, pupils are assessed in English, mathematics and science against National Curriculum expectations for seven or eleven year olds. Recent innovations to assess pupils on a termly basis have improved procedures greatly in English, mathematics, science and information technology, which ensures that progress can be more effectively monitored. Procedures for moderating teacher assessments are being re-established after a period of decline during staffing changes. Portfolios of pupils' work demonstrating examples of work at each level are being reorganised and brought up to date. Very good analyses of National Curriculum assessment results occur and the information is used to inform planning.

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

24. This aspect was regarded as a strength in 1996 and the school has sustained the high quality of provision. In both key stages, and for pupils under five, provision for the pupils' spiritual, moral and social development is good and for cultural development, is very good.
25. Pupils' spiritual development is not only fostered through the daily acts of worship, but also at other times of the day, for example at the start of the lunch hour. The collective acts of worship always begin and end with music, which creates a suitably quiet and calm atmosphere. On some occasions the music is provided by the brass band or the violin group. The school conservation area is a good resource where the pupils can go during break times. There are also plans to develop the courtyard space as another quiet area. Other spiritual experiences are provided through appreciating the paintings of famous artists and experiencing poetry.
26. Moral development is fostered well by the teachers, who set the pupils a good example. There is a code of conduct which the pupils helped to draw up and some of

the classrooms have the school rules on display. There are often times during the day when groups of older pupils are trusted to work in an area of the school without direct supervision. The school promotes equality of opportunity and through respecting pupils, staff enable them to develop and express their views about a range of moral issues. The school council gives pupils the chance to take part in debates which often have a moral link. As part of literacy linked activities, stories are often used to raise pupils' awareness of moral issues.

27. Provision for pupils' social development is good. They are provided with some opportunities to take responsibility around the school, such as the reorganisation of the library, watering the plants and litter picking. Pupils are able to use their initiative by organising stalls and side shows during fund raising events. Two members of each class are elected onto the school council, which meets each half term and makes suggestions for improvements in the school, for example, tidying the conservation area. Various activities are organised each year in order to raise funds to be donated to charity, which is helping the pupils to become aware of the needs of those less fortunate than themselves. Participation in after-school clubs and in competitive sport makes a good contribution to the pupils' social development.
28. Many opportunities are arranged for the pupils to widen their experiences and gain insights into their own culture and that of others. They are involved in many aspects of local village life and close links with the Anglican church reinforce pupils' understanding of the predominantly Christian culture in which they live. Very good use is made of the local environment and educational visits underpin much of the topic work in the school. The pupils are taken annually to the theatre, and theatre and puppet groups visit school. Pupils are given many opportunities to appreciate cultures other than their own. An Indian artist, Subodh Gupta was in residence for a week, Elizabeth Dodd has organised some Tudor dancing and David Horner, the poet is to visit next year. Books and stories from around the world are often used in collective worship or introduced in the Literacy Hour. Good use is made of information technology to communicate with other pupils in schools in the UK.

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

29. The support and guidance provided for all pupils is good overall. The school succeeds in its aim to provide a happy, safe and highly stimulating environment where children can learn effectively. All staff are caring, dedicated and know pupils well. There are good relationships between pupils and teachers and between the pupils themselves. Procedures for monitoring progress and personal development are good.
30. Procedures for introducing the under-fives to school are very good. Pupils who have special educational needs are well supported throughout the school. All pupils on the special educational needs register have appropriate individual education plans and teachers use them to guide their planning. More able pupils are identified and included on a school register. This recent initiative is beginning to successfully guide teachers in supporting more able pupils.
31. Procedures for promoting and monitoring behaviour are satisfactory and are applied consistently throughout the school so that it operates as an orderly community. Lunchtime routines are well established, orderly and are understood by pupils. No instances of bullying or oppressive behaviour were observed during the week of the inspection. The school does not have an appropriate policy for dealing with bullying,

but pupils and parents believe that incidents of bullying are infrequent and, if they do occur, they are dealt with effectively. There have been no exclusions during the previous year.

32. The school monitors pupils' attendance effectively, but does not yet make provision for rewarding and promoting good attendance. Attendance information is reported to parents in pupils' annual written reports. There are good arrangements for the induction of pupils entering the reception class including home visits. Satisfactory arrangements are made each year to help pupils transferring between classes, including a "move up" morning during the summer term when pupils spend time in their new classes. Arrangements for the transfer of pupils to secondary school are good ensuring a smooth and effective transfer of pupils to the next stage of their education.
33. Procedures to promote child protection are good. There is a designated member of staff responsible for dealing with any issues and the school has a policy which reflects Local Education Authority policies. Appropriate procedures are in place to assist pupils who become ill or get hurt during the day. Suitable provision is made for sex education and drug awareness education. Procedures for handling pupils' well-being, health and safety are good. Risk assessment has been completed and safety checks are carried out regularly and prompt action taken when required. The previous inspection reported that advice to teachers for educational visits was insufficient. The school has rectified this concern by carrying out risk assessment and by the headteacher checking teachers' plans for school visits. Fire extinguishers, portable electric equipment and physical education equipment are checked annually for safety. Fire drills occur at regular intervals and are recorded appropriately.

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

34. Parents hold the school in high regard and the partnership with parents and the community is very good overall. From the first contact that parents have with the school when their child starts in reception, a partnership with parents is encouraged. Parents feel that the school encourages their involvement, is approachable and promotes positive attitudes and values, which encourage their children to do better. They are particularly impressed by the way they were consulted in drawing up the Home-School agreement which is in the process of being launched. This view is confirmed by inspection evidence. The quality of information provided by the school is good. Suitable newsletters, written in an appropriately friendly style are sent home regularly and parents feel they are kept well informed. They also receive half-termly topic and curriculum information and advice on how they might help their child with topics to be studied. The school provides parents with an appropriate number of opportunities to discuss their children's progress. Pupils' annual written reports are satisfactory, but do not generally include targets for future development. Parents of those pupils who have statements of special educational needs are appropriately involved in annual reviews.
35. The school prospectus is of very good quality. It is a useful document which provides many valuable insights into the life of the school. The governors' annual report to parents is reader friendly and gives useful information about the work of the governing body and aspects of school life. It does not, however, include a statement on the school's progress in implementing the 1996 post inspection action plan.

36. Parental and governor involvement in school is very good. Parents and governors are actively encouraged to help in school and a number do so on a regular basis. They give time to activities such as listening to readers, information technology and working with numeracy and literacy groups. The school has a "Friends of St. Oswald's Association" which organises social and fund raising events. The funds raised make a useful contribution towards purchasing school resources, for example, books for the library, construction equipment and school visits.
37. The school has excellent links with the community including the church, which do much to enrich the spiritual, moral and social development of pupils. Valuable links have been developed with local industry, farms and local craftspeople which are used well to enhance the curriculum.
38. The development of the school as a community development centre through the Cumbria CREDITS Scheme, has significantly raised awareness of the school in the area and has enabled parents and other adults to attend courses in computer studies and study for recognised qualifications at the school. There are also very good links with a pre-school group and a "Mothers and Toddlers" group which meets in the school premises throughout the school year. These excellent quality links contribute very positively to pupils' learning, personal development and understanding of the wider world.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

39. The headteacher and the senior management team give the school a clear educational direction. The headteacher has successfully maintained the development of the school over the last four years despite major disruptions in staffing due to illness and death. The governing body is very supportive of the headteacher and staff and contributes very positively to the progress occurring in the school. The school provides an effective learning environment for all its pupils. A good range of aims exist which are well implemented to create a positive ethos in which pupils have good attitudes to learning, are mostly well behaved and are committed to attaining the standards of which they are capable. Many of the subject policies, however, are out of date and need to be revised to reflect changes in the curriculum.
40. The ability of the school to evaluate the quality of teaching and learning has been adversely affected by the instability in staffing. The responsibility for the management of the subject areas is now shared by all members of staff, but their role is not yet clearly defined or established with up-to-date job specifications. There are deficiencies in the level of support and monitoring of the teaching and the curriculum development in the school. This shortcoming is impacting on the progress being made in some curriculum areas. The provision for pupils with special educational needs is well managed by an effective co-ordinator and ensures good provision for these pupils. The headteacher, oversees all the planning and supports the teaching of mathematics. Appraisal is currently suspended awaiting national guidance.
41. The governing body is very well informed and makes a substantial and important contribution to the management of the school. It has formed suitable and effective committees, which meet regularly. There are designated governors for special educational needs, literacy, numeracy, and health and safety. The governors are well informed regarding the Numeracy and Literacy targets set by the school and most of

governors visit the classrooms regularly, which ensures they are aware of standards. Several of the parent governors help in the school on a voluntary basis. All members of the governing body have received training.

42. The governors successfully monitor the effectiveness of decisions taken in the school and are involved in drawing up the school development plan. The plan is an effective working document and accurately identifies the needs of the school coupled with ways of achieving the targets. The teaching staff are consulted early in the school development planning process. The plan is manageable and is based on a three year time span. It is audited and reviewed annually when some of the priorities may be altered.
43. The school is meeting its statutory requirements.

### **Staffing, accommodation and learning resource**

44. There are sufficient, suitably qualified and experienced members of the teaching staff to support the needs of all pupils and the demands of the curriculum. The current staff is a blend of new and experienced teachers. They work effectively as a team and are committed and hard working. There are, however, insufficient support staff for the size of the school. There is presently no non-teaching support in Key Stage 2 and much of Key Stage 1.
45. Staff training needs are identified and planned to fit in with the agreed targets of the school development plan so that it benefits pupils. Staff do not have up to date job descriptions and they have not been reviewed with a view to defining and clarifying the role of subject co-ordinators. Staff willingly attend special needs courses to learn about the needs of pupils in their care and this benefits the progress of pupils on the special educational needs register. Suitable procedures are in place for the induction of newly qualified staff. The school secretary completes her duties very efficiently and makes a valuable contribution to the smooth running of the school community. Kitchen and lunchtime staff work hard and effectively to ensure that lunchtimes run in an orderly manner. All staff are considered important members of the school team.
46. The accommodation is very good providing a very pleasant learning environment, both inside the school buildings and in the school grounds. Colourful and attractive displays of pupils' work further enhance the visual environment. Classrooms are of sufficient size and all are equipped with sinks but the school does not have a first aid room. The governing body has developed a five year properties plan for the maintenance and decoration of the buildings.
47. The previous inspection reported that the storage of dining tables was unsatisfactory. The school has addressed this concern and a new store has been built which now houses all the dining furniture. A new extension, funded by the Anglers Trust, has been built which is used by the village playgroup and has enabled the school to reorganise to five classes. The library has been redecorated and fitted out with a computer suite which is also used by the local village community to study for accredited information technology courses.
48. The quality of resources for teaching and learning is adequate overall to meet the needs of the curriculum, except for music where there is a shortage of musical instruments. Resources for information technology are very good with some state of

the art computers. Resources in art including artefacts and information technology are good. The range of reference books in the library is comparatively small, but adequate. Resources beyond the school are used effectively, for example, a day trip to the wildlife oasis at Hale and the residential experience for Year 6 to Keppleway. These and other visits enrich the curriculum in geography, science and history and contribute to the effective development of pupils' personal and social skills. The school makes good use of the local education authority's loan service for the loan of books and artefacts.

49. The school grounds are attractive and spacious and effectively provide for both recreation and learning. A very interesting wildlife area and a pond are used as a learning resource to extend the science and art curriculum.

### **The efficiency of the school**

50. Since the last inspection in 1996, the school has maintained its efficient management of the school. The governing body plays a valuable and important part in the effective management of resources and finance. It works closely with the headteacher and his staff to support initiatives and developments within the school. Governors are aware of their role and responsibilities and undertake their duties with rigour and diligence. The committee structure is well organised and works to tightly defined terms of reference.
51. The strategic management of resources is very good and ensures that pupils are given an appropriate curriculum. Very good financial control and monitoring systems are in place. The day-to-day organisation and administrative practices of the school are very good. The latest audit report did not identify significant concerns and praised the school's procedures.
52. The process of creating the school development plan is good and involves the headteacher conferring with whole staff and the governing body to create realistic and relevant priorities for the school's development. During the course of the year, the governing body uses the school development plan to keep them informed of the financial progress being made.
53. The headteacher encourages governors to take an active part in the school. Where possible, governors visit the school during the day to gauge what is going on. Governors for literacy and numeracy make efforts to find out about how successfully the new initiatives work. This contact with the school helps the governing body to monitor the effectiveness of the school in improving standards. Governors are conversant with the significance of statistics such as National Curriculum assessment results and school targets and they effectively use such information to measure the cost-effectiveness of financial decisions made in relation to their impact upon pupils' attainment.
54. The school is well funded and its income is further supplemented by generous donations from the parents' association and local community groups. The Angler's Trust has been particularly generous and contributed sufficient funds to extend the school to create a base for the village pre-school group. In consultation with the headteacher, the governing body is involved in setting the budget and monitoring its expenditure. The priority over recent years has been to use an above average surplus to maintain staffing and reduce class sizes. The governors' decisions regarding the

use of specific grants, including standards funding, are appropriate. Funding provided for the support of pupils with special educational needs is used effectively and the decision to use further funds from within the school's income is justified by the good progress made by most pupils with special educational needs. A governor with a particular interest in this aspect of the school's work monitors the quality of special educational needs provision.

55. Throughout the school teaching staff are deployed appropriately. The support staff for special educational needs are used effectively to work alongside pupils in need of support. The number of non-teaching assistants is low and, although appropriately deployed working with children under-five, there is no regular support in other areas of the school. Very good use is made of information technology and the CREDITs room is a superb resource both for the community and for staff and pupils of the school. Accommodation is good and used well. The quality of the external environment and grounds is good and provides pupils with a quality learning resource which is well used.
56. Since the time of the last inspection the school has reduced its budget surplus and the increased income from improved pupil numbers has enabled staffing levels to be improved. It is clear that the effects of doing this are having a positive impact of the standards of learning and the attainment of pupils in the school. When taking into account the below average level at which children begin school, the high proportion of pupils with special educational needs, the quality of education, especially the quality of teaching, and the level of resources available to the school, the school is providing good value for money.

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

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

57. At the time of the inspection there were 23 children under five, who were being taught in the Reception class together with six Year 1 pupils. The under-five children were attending part-time only during the week, but were due to start full time the following week. The school carries out baseline assessments, and these indicate that the attainment of many of the children on entry is below average. Most of the children have had pre-school experience, either in a nursery or playgroup. A classroom assistant supports the class teacher on a part-time basis.
58. The overall provision for children under-five is satisfactory although the school lacks a suitable policy or scheme of work based on the desirable outcomes for children's learning. This means that at times not enough emphasis is given in planning to providing structured creative play activities appropriate for under-fives.

#### **Personal and Social Development.**

59. Children begin school with below average personal and social skills. During their first year in school they make satisfactory progress, but there are some weaknesses. Under-fives confidently join in with classroom activities and whole school assemblies. They are able to take turns and usually approach their activities with interest and enthusiasm. Many display a lack of confidence however, when speaking to visitors.
60. The teacher and the support staff, successfully promote the children's personal and social development by encouraging them to take responsibility, such as in dressing themselves and caring for their personal hygiene. The teacher, however, does not always provide the children with sufficiently clear instructions for their activities or firm enough guidance regarding their behaviour. The children then become over boisterous and uncertain of what is expected of them. Despite this, most children make satisfactory progress and reach the targets of desirable learning outcomes by the age of five.

#### **Language and Literacy.**

61. When children begin school, their skills in language and literacy are below average and although satisfactory progress is made, by the age of five, many of the children are not sufficiently articulate to express themselves with clarity and have still not reached the targets of the desirable learning outcomes. Although the majority have learned to write letters, their own names and short sentences, their poor language and speaking skills limit their written vocabulary and narrow the breadth of their ideas. By the time they are five the children know how to handle books, know that print carries meaning, and have begun to recognise some words by sight, but their recognition of letters and the sounds they make is limited which inhibits their ability to spell words correctly.
62. Teaching is satisfactory. Although planning is not always guided by the desirable learning outcomes the teacher matches the questions, instructions and activities to the children's level, so that they make satisfactory progress. Children are given a range of fun activities which develop their early reading and writing skills.

#### **Mathematics.**

63. When they start school the children's level of mathematical development is below average, but good progress is made so that by the time they are five, they reach the targets of the desirable learning outcomes. Most pupils count to 20 and know their number bonds to 10. They are beginning to understand some of the patterns in number systems and the importance of place value. They are able to sort objects into sets, know their colours and can name the basic two dimensional shapes.
64. The teaching in this area is good. The children spend time practising their number skills through the use of work books prepared by the teacher. Good practical experiences are provided to increase their mathematical awareness, for example, while playing in the sand and water they gain an understanding of position, shape, size and quantity and begin to solve practical problems. There is also a class sweet shop which helps children progress in their knowledge and use of the money systems.

### **Knowledge and Understanding of the World.**

65. The children's attainment on entry is below average and many have limited experiences out of school. Satisfactory progress is made by the time they are five and most children reach their expectations of the desirable learning outcomes by the age of five.
66. The under-fives are provided with opportunities to discover and talk about things in the world around them, for example there is, currently, an attractive food display in the classroom and the children are able to describe a wide variety of foods in terms of feel, smell and colour. In one lesson observed, the children enjoyed an interesting session tasting foods from India, China and Greece. They also derived much pleasure from the experience of cooking, decorating and eating their own gingerbread men.
67. The children are introduced to the computer and begin to use computer skills such as using the mouse and keyboard. They are able to construct a design from a painting program. Opportunities are also provided for children to compete jigsaw puzzles and make models from construction toys. Their finer motor skills are satisfactorily developed, for example by cutting and sticking activities, such as in collage work. Children learn about scientific ideas such as the properties of common materials and the way in which their body works. Most children have satisfactory knowledge of the local area of Burnside and can talk about events which happened in the recent past.
68. The teaching in this area is satisfactory. The teacher has provided some stimulating and well displayed areas for the children to touch and investigate, such as the collection of various types of beans. These experiences, however, do not always fully exploit the opportunities for language development at a level which match the abilities of the children.

### **Physical Development.**

69. Children's physical skills are about average when they start school. With the exception of the development of some outdoor skills, most children make satisfactory progress and by the age of five reach the targets of the desirable learning outcomes. There are however, shortcomings in the provision the school is making for their outdoor physical development and the children's needs are not being fully met.
70. Although a broad range of physical activities is provided, the activities are not always

planned with reference to the desirable learning outcomes. The school recognises its weaknesses in this aspects of its provision and is in the process of finding ways of improving facilities for outdoor play including providing access to suitable toys and large play equipment. Good use is made, however of indoor physical education equipment and the under-fives benefit from working with pupils in Key Stage 1.

71. Teaching in the one lesson observed was not however satisfactory. It was not effectively planned or organised to help the children improve their control or their skills of using small apparatus. The children displayed little awareness of space or the needs of those around them. Guidance for the children left them confused so that they were unsure of what they were supposed to do or what was expected of them.

### **Creative Development.**

72. The children's attainment on entry is below average. The school is satisfactorily compensating for this and the children are making satisfactory progress. By the age of five most attain targets of the desirable learning outcomes with good achievement in some aspects.
73. The under-fives listen to the music in assemblies, and join in with the singing of songs and rhymes. They are also provided with opportunities to make music with the percussion instruments, using them to illustrate stories, such as The Gingerbread Man. They draw and paint with very good control and are able to mix colours using powder paint expertly. By the end of the year many children are reaching a good standard in observational drawing and beginning to shade their work competently
74. The teaching is satisfactory in this area, the resources are good, and well prepared and the children are given opportunities to work collaboratively.

## **ENGLISH, MATHEMATICS AND SCIENCE**

### **English**

75. At the end of Key Stage 2, standards in English in 1999 were very low in comparison with the national average and very low when compared to pupils from similar backgrounds. Between 1996 and 1998 standards in English were well below the national average. Inspection findings, however, are that standards have improved and are currently close to the national average in terms of the percentage reaching the expected standard of level 4. At the end of Key Stage 1, the latest reported end of key stage results show that the proportion of pupils reaching or exceeding the national standard of level 2 in reading and writing was close to the national average but when compared to similar schools it was below average. Between 1996 and 1998, however, Key Stage 1 results were below the national average in reading but close to the national average in writing. Inspection findings are that standards at the end of Key Stage 1 are close to the national average in all aspects of English. The discrepancy between the inspection findings and the most recent National Curriculum results at the end of both key stages is explained by the fact that there were a high percentage of pupils with special educational needs linked to literacy which depressed the overall attainment figures. When the majority of pupils without special educational needs are considered, attainment matches the national average at the end of both key stages.
76. Many children enter the school with poor speaking skills. Pupils of all abilities make

good progress however in English. However, there is a weakness in the accuracy of spelling in most pupils. The school has analysed the National Curriculum assessment results over the last three years and considered the nature of current year groups, especially the high proportion of pupils with special educational needs, and set realistic targets for further achievement.

77. At Key Stage 1, pupils make satisfactory progress in improving their speaking and listening skills through well established classroom routines which offer opportunities for pupils to speak and discuss ideas, views and the recounting of events. Pupils increase their vocabulary and this gives them the confidence to talk freely with others, including adults. Opportunities are provided for pupils to develop language skills as part of investigative work and role-play activities. By the end of Key Stage 2, most pupils continue to make satisfactory progress and express themselves clearly. During a history based project about Henry VIII, pupils demonstrated good questioning skills and devised and posed sharp, pertinent questions. During the literacy hour, pupils showed how well they could listen to others whilst talking appropriately. There is a school council which encourages pupils to debate and argue effectively and class debates in Year 5 and 6 offer further opportunities for pupils to make progress in speaking and listening.
78. With the introduction of the National Literacy Strategy the school has extended the resources available to support group reading activities and most parents support their children at home when required. Pupils make good progress in reading up to the age of seven and the majority attain standards in line with the national average. By the end of Key Stage 1, the majority of pupils can read important words at the expected standard for seven year olds (level 2). They can read common words such as the days of the week and common colour words. They are able to read common spelling patterns such as words with "or", "er" and "oo" in them and pupils are aware of what vowels are and can recognise them in words. By the end of Key Stage 1, most pupils enjoy books and reading and have developed a basic understanding of different types of books such as fiction and non-fiction. Most are willing readers who share their books with others. Pupils in Year 1 develop good early reading skills. They are taught the alphabet and gain an understanding of letter sounds which can be used to read challenging words. They are given regular practise at reading and are encouraged to read regularly with adults at home. Pupils with special educational needs receive good help from special educational needs assistants and parents who help the school.
79. At Key Stage 2, most pupils make satisfactory progress towards becoming competent readers. They develop a range of strategies for reading unknown, challenging words. By the age of eleven, the majority of pupils read fluently and with satisfactory levels of understanding. They develop strong opinions about what they read and learn how to discuss their views about favourite authors and titles. Older pupils complete book reviews which enables them to express their views about what they read. They learn reference skills and know how to use a library cataloguing system based upon a colour coding system. They become increasingly able to undertake independent research. Pupils use a dictionary correctly and can use a thesaurus to extend their knowledge of vocabulary. The school has a small library and book corners in each class and pupils are encouraged to use these whenever possible. As part of research into the life of Henry VIII, good research skills were observed amongst older pupils.
80. Pupils' attainment in writing is just in line with the national average at the end of both key stages. In Key Stage 1, pupils make good progress from a low point of entry. Pupils learn to write in simple sentences using capital letters. Their handwriting is

generally of a satisfactory standard and pupils acquire a formal linked style of writing at an early age. They make good progress from writing in an unstructured way to beginning to write in short sentences using capital letters and full stops. In Key Stage 2, particularly good progress is made by pupils in the lower key stage in expressive and imaginative writing although it is satisfactory overall. They write personal accounts and make a good attempt to write stories. In so doing they show an increasing ability to use vocabulary well to describe things and events. Whilst recounting the story of Cinderella, pupils show an ability to use grammar and punctuation with reasonable accuracy. Their handwriting shows increasing fluency and control. Older pupils broaden their writing to include writing for a wide range of audiences including letters, lists of directions, accounts of events or activities and a range of poems. In composing a letter to the Environment Agency, they wrote well using a persuasive style of text. Some good poems based upon the river were written, for example the skilful use of blank verse was used to compose a poem about the journey of a salmon. Opportunities to develop writing in other subjects are provided but in some classes and in some subjects, the amount of written, recorded work is meagre. The quality of pupils' handwriting is generally good but at times care is not taken to set work out neatly and it is not always clearly dated, titled and with underlined headings. By the age of eleven, many pupils can write extended pieces of both factual and fictitious writing. They become involved in planning and drafting their work and improving it. A very good "booklet" entitled, "The Cumberland Show" shows how well some pupils can combine the skills of writing to create an imaginative, extended piece of work. Good use is made at times of information technology to complement such activities. Word processing is particularly well used to apply planning, drafting and editing skills. The majority of pupils have satisfactory skills of sentence construction, and use of punctuation and grammar but spelling remains a weakness across the school.

81. Pupils respond well and their attitudes and behaviour in lessons are mostly good. In Key Stage 1, however, some pupils get restless during independent group work. Pupils usually listen attentively and show interest and enthusiasm for the objectives of the lesson. In Key Stage 2, pupils work well in groups and are co-operative and supportive of each other. Older pupils sustain their concentration well and respond well to the tasks provided for them.
82. The quality of teaching observed during the inspection was good overall. Because many teachers are recently appointed the good quality of teaching is only just beginning to improve the progress and attainment of many pupils, especially in Key Stage 2. Pupils are grouped effectively so that they can be given work which challenges them. Good use is made of parent helpers and special educational needs support staff, particularly for supporting Key Stage 1 reading. Teachers understand the requirements of the National Literacy Strategy and have worked hard to successfully apply it across the school. Teachers' short term, lesson planning reflects the demands of the National Literacy Strategy. Teachers have recently increased efforts to raise standards of spelling, grammar and the use of vocabulary. Efforts to improve presentation are succeeding but greater consistency is still required. Tasks are usually provided which match the attainment of all pupils and, in the case of pupils with individual education plans, match the targets in them. During shared reading activities, teachers convey enthusiasm for reading. Good displays of books and reading material in and around the school, reinforce in pupils the idea that reading is fun and a valuable activity. When reading, teachers pick out appropriate teaching points to teach points about grammar, spelling and use of words. In the best lessons, good use is made of the plenary session to revise teaching points, evaluate the progress made by pupils in the lesson and establish expectations for future work.

Teachers mark work regularly but corrections are not always insisted upon being completed. Homework is only intermittently provided over and above reading and spellings. Good use is made of information technology to develop and extend pupils' writing and apply it to new situations.

83. English is well managed. Staff are suitably trained to teach the literacy hour and this is contributing to the successful implementation of the National Literacy Strategy. Pupils are provided with a small library which has a system of classification which enables pupils to develop secure library skills. Resources are adequate. The range of books, although small in number, is of good quality and is supplemented by Local Education Authority loan schemes. There are an adequate number of "Big Books" for class and group reading.
84. Much of the pupils' English work is linked to topics and pupils make good use of the ir reading, writing and speaking and listening skills across the curriculum. A range of assessment strategies is employed which measure pupils' attainment in spelling and reading and the results are used to identify the needs of pupils so that these can be planned for. These include use of standardised assessments as well as day-to-day teachers' assessments. Teachers' planning is regularly monitored but opportunities for the co-ordinator to check on the standards in each class are limited and therefore cannot be used to inform future planning.

## **Mathematics**

85. The National Curriculum assessment results of 1999 show that at the end of Key Stage 2 pupils' attainment was below the national average and was low when compared with similar schools. Between 1996 and 1998, the results in mathematics at the end of Key Stage 2 were well below the national average. The high number of pupils with special educational needs however, means that there are considerable year to year variations in the average National Curriculum results. In 1998, for example, half of the pupils aged eleven had special educational needs which contributed to low results. The 1999 National Curriculum test results for pupils show that at the end of Key Stage 1, the proportion achieving the nationally expected standard of level 2 or above was well above national average for all schools. It was also above average for schools with similar intakes. Between 1996 and 1998 the performance of pupils at the end of Key Stage 1 has been above average. The inspection findings, indicate that the overall achievement of pupils, at the end of both key stages, is now close to the national average. There is a comparative strength in pupils' understanding of basic numeracy, but a comparative weakness in their skills of performing practical investigations.
86. The majority of pupils, of all ability and gender make good progress in Key Stage 1, and satisfactory progress as they move through Key Stage 2. Throughout the school pupils with special educational needs are effectively supported, and are making good progress. The progress most pupils make in number work is good and satisfactory in other aspects of mathematics namely, shape, measures and data handling. The 1996 inspection judged that the school was not providing enough opportunities for the pupils to use and apply mathematics in practical situations and in solving problems. Although there has been a considerable improvement in this area, both in mathematics lessons and in other subject areas, this aspect remains the weakest element in the mathematics curriculum

87. The school is beginning to implement the national numeracy strategy. In some classes the pupils are becoming very competent in quick mental recall and the use of number facts, and they are developing the ability to explain the strategies they are adopting, very well. By the end of Key Stage 1, most pupils are confidently counting and recognising number patterns to 100, and can add and subtract numbers to 20. A majority understand place value, and can use some of the multiplication tables. They know how to halve and double figures and are able to tell the time in half and quarter hours. They are able to collect information and represent their findings on simple graphs.
88. By the end of Key Stage 2 most pupils have a good understanding of the four rules of number, and place value to 1,000. They know their tables and are able to add, subtract, multiply and divide whole numbers and decimals. They successfully inverse these operations in order to check their answers. They are able to collect and interpret data and to use a range of graphical representations. They understand percentages and are able to draw mirror reflections of simple shapes. There is some use of information technology to support learning in mathematics, but not as part of a cohesive scheme.
89. Throughout the school, the pupils' response to mathematics is good. The majority enjoy the subject and have a positive attitude. They are keen to answer questions and join in the plenary sessions. They work hard, sustain concentration and are willing to learn from their mistakes. They are confident and are able to work independently. They relate naturally and easily to staff and other pupils in the class, with whom they co-operate well in pairs or small groups. Most pupils take pride in the quality and presentation of their written work.
90. The quality of teaching is good overall. Good use is made of team teaching in some parts of Key Stage 2 which benefits pupils by improving progress as well as helping teachers to become confident in teaching the National Numeracy Strategy. Most teachers have a good knowledge of the subject, use the correct mathematical vocabulary, and provide effective support during the activity sessions. The best lessons, are well structured, move at a good pace, with teachers exploiting many opportunities to help pupils learn from their mistakes and teaching them new strategies to solve problems. The teacher in Year 5/6 effectively provided opportunities for the pupils to explain the method they had adopted to answer a question.
91. The school has now adopted the numeracy hour. Teachers are already following the framework and successfully combining the school scheme with the Numeracy Strategy. There is no policy for encouraging pupils to develop numeracy in other subjects, but teachers take opportunities to do so regularly in science, geography and design and technology.
92. The school has set itself challenging, yet realistic, targets for future improvements in standards which recognise the high proportion of pupils with special educational needs in some year groups. The co-ordinator provides good support for teaching staff by working with them in the classroom and is monitoring the learning and teaching of the subject throughout the school by analysing information such as the National Curriculum assessment results.

## Science

93. The most recently published National Curriculum assessment results for science, 1999, show that the percentage of pupils at the end of Key Stage 2 reaching the expected standard of level 4 or above was in line with the national average. Between 1996 and 1998 results at the end of Key Stage 2 were below national average. The above average number of pupils with special educational needs in this school, means that there are considerable year to year variations in the average National Curriculum results. When compared to schools with pupils from a similar background, pupils' performance at the end of Key Stage 2 is close to average. The findings of the inspection are that pupils' performance at the end of Key Stage 2 is now close to national average and standards have been maintained since the last inspection. There is a strength in the pupils' knowledge and understanding of science but despite recent improvements, pupils' progress in performing practical investigations and experiments is satisfactory overall but it varies between classes. It is unsatisfactory in lower Key Stage 2.
94. At the end of Key Stage 1, the results of the most recently published National Curriculum assessment tests of 1999 indicated that the percentage of pupils attaining the expected standard of level 2 was well above the national average. The percentage of pupils attaining level 3 was close to the national average. Inspection findings support the picture that attainment is currently in line with the national average and standards have been maintained since the last inspection.
95. A significant number of children have a limited experience of life outside the village and this, coupled with a narrow vocabulary, reduces the level of understanding of a range of basic scientific ideas in Key Stage 1. From this below average level, pupils make good progress so that by the age of seven, the majority have a sound understanding of basic scientific ideas. Pupils with special educational needs make good progress although some have difficulties writing about their work. All pupils develop an understanding of life and living things and, at the age of seven, most confidently explain the way seeds need certain conditions to germinate and grow. They know about the parts of their body and understand the way people need to eat, breathe and keep warm. Through simple investigations, pupils learn about the properties of common materials. Younger pupils name materials such as card, wood, glass and metal and as they mature they begin to be able to classify materials by the way they behave e.g. lets light through or can be shaped or bent. Pupils increase their knowledge of materials by learning about the way some are magnetic whilst others are not. They also learn about electricity, its dangers and the way simple circuits can be made. Although practical science features in lessons in Key Stage 1, the progress made by pupils in developing skills of investigation is reduced because there is not enough emphasis given to encouraging pupils to record their work systematically.
96. In Key Stage 2, all pupils, including those with special educational needs, make satisfactory progress overall in developing and extending their knowledge and understanding of science but the rate of progress varies between classes. In the lower part of the key stage, science features very little in recorded work and progress is barely satisfactory. In the middle part of the key stage it improves and in the upper part it is good overall. There is a greater emphasis in upper Key Stage 2 upon the teaching of independent investigational skills. A regular, structured approach to independent investigations is improving standards here steadily. Pupils learn to plan and carry out fair tests and record what they do in a wider variety of ways. Good links are made with mathematics in recording data and the use of the computer increasingly features in pupils' learning. As pupils mature, they improve and extend

their use of scientific vocabulary which assists in pupils' explanations of scientific ideas and events. Pupils increase their knowledge of their body and the need for a healthy diet. They know the components of a healthy diet and how to maintain a healthy body. Use of the environment contributes to an increasing knowledge and understanding of basic ecological ideas such as habitats and food chains. Younger Key Stage 2 pupils understand the properties of solids, liquids and gases and some older pupils are able to explain their properties using basic molecular theory. Investigations into the thermal properties of materials enable pupils to plan and record whole investigations and activities linked to the river focuses on materials in the local environment. Pupils learn the way sounds and light are made and begin to use scientific vocabulary correctly and appropriately associated with ideas to do with forces and their effects.

97. During science lessons, pupils work diligently and show good levels of independence. By the age of eleven, they are capable of carrying out independent research and using the information to explain why or how things happen. The majority of pupils enjoy science and respond by working hard during lessons. In group activities, pupils share and co-operate well with each other not only in terms of resources but also ideas and opinions. They take pride in the work they do, but because there is no science book or folder in which they can store their work over time, some pupils do not value written work and this is especially the case in lower Key Stage 2. Throughout lessons, pupils respect each other and take care of resources and equipment.
98. The quality of teaching is satisfactory overall although it varies from class to class and is dependent upon the confidence of the teacher. It is particularly good in upper Key Stage 2. In both key stages lessons are well planned and reflect the National Curriculum programmes of study for science. Science is linked into a topic and shared with art, geography and history but this results in some aspects of the science in a topic being lost. Most activities occur alongside other activities in the topic. Whilst this approach can be effective, there are times when the science focus is not always emphasised enough. Essential scientific vocabulary is not systematically planned for even though teachers do refer to key words during their lessons. Most activities proceed at a suitable pace, but at times, the group work approach results in a slow pace amongst some pupils because the teacher is diverted to deal with other groups and other activities. Good use is made of resources. During a lesson looking at nutrients in foods, a good range of everyday foods was made available for pupils to use. The local environment, including the use of the school grounds, is effectively used to stimulate learning about life processes and living things. Expectations usually match the attainment of pupils and ensure that progress occurs but the expectations for pupils to write and record with independence are low in some classes and very little recorded work exists. Teachers make use of day-to-day assessment to guide and support pupils during their lessons.
99. The subject is managed by two staff. They monitor teachers' planning but do not have opportunities to look at the quality of teaching or learning. The National Curriculum assessment results are analysed each year and pupils in Year 6 are prepared for the tests, but there is an over-reliance upon using teacher assessments across the school. The recent introduction of a simple individual record matching the National Curriculum programmes of study has improved opportunities for monitoring individual attainment and progress. The science policy has recently been redrafted and includes good plans for implementing a systematic way of teaching science investigations across the school. Resources are adequate and very well organised and stored.

## OTHER SUBJECTS OR COURSES

### Information Technology

100. Pupils' attainment in information technology at the end of both Key Stage 1 and 2, is broadly in line with national expectations. In Key Stage 2, there are particular strengths in word processing and design but a weakness in using the computer for control or sensing. Substantial improvements have occurred in the provision of resources with an influx of equipment from the National Grid for Learning and the development of the CREDITS suite. These are beginning to have a positive impact upon the progress occurring in information technology. Standards have been maintained since the last inspection.
101. By the end of Key Stage 1, pupils are familiar with using the keyboard in order to create short pieces of writing. They can effectively use the mouse to make choices on screen associated with spelling programmes. Pupils are familiar with the processes of saving, loading and printing and can perform such activities with help. Pupils have used paint programmes to create simple designs and pictures and are familiar with using CD ROM programmes such as World Atlas and Musical Instruments.
102. By the end of Key Stage 2, pupils are confident to use computers as a tool to support research. During the topic about the Tudors, pupils used CD ROMs to find and select information about the wives of Henry VIII. Pupils confidently cut, paste and move text and combine it with selected images from encyclopaedias. They are able to edit text and, when necessary, use tools such as the spell-checker. The school has established its own Web-Site which is used to communicate with other schools. As part of a project involving the National Rivers Authority, pupils have benefited from using an excellent CD ROM package entitled "From Source to Sea" which illustrates the changes in the environment of the River Kent as it progresses to the sea. The school was involved in its development through the expertise of the headteacher. Opportunities for pupils to perform activities involving control and taking measurements using control are limited and attainment dips in these aspects of the subject. This is recognised by the school and plans are in place to improve pupils' progress and attainment in these areas.
103. The majority of pupils, including those with special educational needs, make satisfactory progress overall as they move through the school. The recent improvements in the quality of computers have contributed to an increased rate of progress, especially in Key Stage 2. Pupils in Key Stage 1, learn to use the computer to select and move images and text associated with PB Bear and some pupils enjoy using the talking books associated with their reading scheme. Pupils increasingly use the computer to write short pieces of text on screen. Pupils are introduced to ways of using the computer to make simple graphs. In Key Stage 2, progress increases as they have more access to the CREDITS suite. They develop their skills of design using Clip Art to merge text and pictures and also to make their own "talking books". Most pupils improve their design skills using paint programmes and develop their skills of writing and editing on screen. They are able to alter the font, select the style and size of text. Pupils increase their skills of sending and receiving information using E-Mail and they become familiar with using the digital camera and editing and printing images. By using adventure packages such as Crystal Rainforest, most pupils develop ways of controlling movement on screen. Good quality computer generated graphs have been produced representing information from a study of the River Kent.

Pupils have developed some excellent information sheets about places such as Burneside and Keppleway. These involve combining computer generated photographs with text. Some data collected from weather records has been transferred into graphs for interpretation.

104. Pupils are very enthusiastic about using computers and confident to use them. Most will work well independently and those who find it difficult willingly seek the support and advice of others. All share their skills with others and work very co-operatively together. Pupils in Key Stage 2 especially see the computer as a tool not only for communication but also for research. The school is successfully fostering an attitude amongst pupils and staff that the computer is an invaluable tool which makes learning easier. Pupils turn to it whenever they can and see it as an integral part of their education.
105. The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. Information technology appears in the weekly planning of each teacher. Recent INSET has improved the subject knowledge of teachers and there is a willingness for continued staff development. The computer is an integral part of most topics and many lessons. High expectations are made of pupils to use the computer which results in the computer being used to support many aspects of virtually every subject of the curriculum.
106. The subject is very well managed. There is a clear vision for its future development and a commitment to extending the curriculum so that all elements of the programmes of study are taught regularly as pupils move through the school. A very detailed action plan for information communication technology contains ambitious but realistic plans which should push standards attained by pupils even higher. Plans exist to improve communication by developing the use of video conferencing in addition to using E-Mail. The heavy investment made through initiatives such as the National Grid for learning and the CREDITS programme and the good use of funds from the school budget is beginning to have a very positive impact upon the attainment, progress and attitudes of pupils. The current assessment and record system for pupils is adequate but very brief and needs developing further.

## **Art**

107. This subject is a strength of the school. The attainment of the majority of pupils at the end of the key stages is above that expected for their age in Key Stage 1, and well above in Key Stage 2. The progress pupils make is good in Key Stage 1 and very good in Key Stage 2. Pupils with special educational needs make satisfactory progress.
108. Pupils in Key Stage 1 are introduced to a range of experiences and know how to mix colours and use a variety of brushes correctly and sensitively. They know how to use paint in different ways in order to produce a particular effect, for example, mixing it with glue. As early as Year 1 many pupils' observation skills are well developed and they are able to sketch and shade in pencil, creating drawings of common objects or artefacts borrowed from the museum. They successfully transfer these skills when using paint. Pupils in Year 2, for example, have been looking carefully at the shape, colours and texture of a variety of fruits and vegetables and have produced some very good, detailed still life paintings. Reproductions of pictures painted by Van Gogh and Seurat have inspired pupils to create some good paintings in the style of these great artists.
109. Pupils' skills are further developed in Key Stage 2, where the pupils make studies of the work of famous artists and then adopt the style to create their own paintings. They extend their knowledge of the work of Van Gogh and Seurat and learn about L.S.Lowry with some outstanding results. Much of the work produced, in both key stages, arises from, and enriches the topic work in other subjects, for example the paintings of Henry VIII, which have been inspired by the Holbein portrait. The school makes very good use of its extensive collection of stuffed animals and birds and its environmental area to stimulate the art work. There are many fine examples of paintings on display of birds and animals where the pupils have created the texture of fur or feathers, using a subtle and skilful combination of colour and brush strokes. Their observational drawings are also of a high standard. The pupils confidently choose from a range of pencils in order to create a specific effect through shading.
110. The pupils' attitudes to their art lessons are good. It is a popular subject and most are eager to participate. They behave well and can be trusted to work sensibly without close supervision. Their concentration is good, and they take pride in the finished product. They are willing to take responsibility for their own resources and for clearing up. Pupils are beginning to use information technology as one way to create designs and pictures.
111. Art lessons are given a high priority in the school and the subject is taught well. Only one lesson introduction was observed during the inspection, which was judged as satisfactory. Several groups of pupils were, however, painting and drawing at various times and in various areas around the school. On these occasions, effective teacher intervention was often observed, directing the pupils' attention to the appropriate skills and techniques. The teachers are encouraging and clearly demonstrate the high value they place upon the efforts of the pupils by the excellent quality of the mounting and displaying of their work around the school. The role of the curriculum co-ordinators is unclear especially with regard to the way they monitor standards across the school.

## **Design and Technology**

112. In Key Stage 1 and 2, most pupils, including those with special educational needs, make good progress. This reflects the findings of the first report.
113. In Key Stage 1, pupils are provided with a range of exciting activities. They make good progress in learning about the properties of everyday materials and in using them to design and make things. Clay has been used to design and make Divas as part of a study about the Hindu festival of Divali. Pupils have also made and tasted food from India and, during a topic featuring China, they learned how to cook a Chinese rice dish. Some intriguing activities have been pursued involving extracting juice from berries which is used to create natural dye used on fabrics. Pupils have explored food technology further by making bread, biscuits and butter. Links were made with the literacy hour when pupils followed and wrote their recipe for making bread. Links with information technology are encouraged through activities such as pupils using the paint programme to design their own butterfly. In Key Stage 2, pupils extend their skills in the use of resistant materials such as wood. Pupils have designed and built some good quality working land yachts involving producing a three dimensional plan which guided construction. Careful evaluations were carried out in order to consider ways of improving the product. As part of a river project pupils learnt about how some shapes are strong and others weak and applied their knowledge to the construction of a range of very well made model bridges. As part of the Tudor topic, pupils in the middle part of the key stage are in the process of designing and making ships based upon those used in the that era. Older pupils are developing skills of precise measurement and construction techniques in order to make model Elizabethan houses. Although pupils are aware of the need to design and evaluate on paper, the progress in both these areas is comparatively weak.
114. Pupils are proud of their work and during lessons they work diligently to achieve the aims of any project. They have good skills of co-operation and sharing and organise themselves well. More able pupils support less able ones in a sensitive and tolerant manner. Good levels of independence exist with the organisation of resources being effective and neat and tidy.
115. The quality of teaching is satisfactory overall. Evaluations of teachers' planning and scrutiny of pupils' work indicates that design and technology is part of the curriculum of each class. The quantity of recorded work, however, is very brief and does not reflect the breadth of design and technology evident in planning. Good use is made of parent-helpers in Key Stage 1 and Key Stage 2. Resources are adequate for teaching design and technology and pupils have access to an excellent food technology area with hygienic work tops and an oven with a hob protected with a heat shield. Although design and technology is taught regularly, the school lacks a suitable detailed scheme of work to guide the progression of pupils' skills as they move across the school. The role of the curriculum co-ordinators is unclear especially with regard to the way they monitor standards across the school.

### **History and Geography.**

116. Standards have been maintained since the previous inspection. In geography, in both key stages, most pupils are working at a level appropriate for their age. Attainment in history is in line with expectations at the end of Key Stage 1 but many pupils go beyond this at the end of Key Stage 2. Pupils in both key stages, make satisfactory progress in geography. Progress in history is satisfactory in Key Stage 1 and is good

in Key Stage 2. Pupils with special educational needs make satisfactory progress in both key stages.

117. The pupils in Key Stage 1 are beginning to gain some knowledge of the geographical features in their own area, such as hills, valleys and lakes. The topic they are studying on food from around the world, has given them good insights into the way of life of people from further afield, such as China, India and Italy, and where these countries are located on the map. In history they are able to make informed comparisons based on, "then and now", for example, the cooking utensils and the methods used for washing clothes in the past.
118. Pupils in Key Stage 2 are able to describe the water cycle and, as a result of their visits to the River Kent, display a very clear understanding of how rivers are formed and the variations in the courses. Their geographical vocabulary is sound. They are able to talk about Burneside and its history, making intelligent suggestions as to why it became a settlement, referring to the physical, industrial and farming features. As noted in the 1996 inspection, their knowledge of contrasting localities including other countries is less well developed.
119. Pupils in Key Stage 1 are developing a satisfactory understanding of the way people lived in and around Burneside in the past. In Key Stage 2 pupils are gaining a broad understanding of the Tudor Period, including life at court and in the towns, medicine, diet, Shakespeare and the journeys of the explorers. Their understanding of historical concepts is developing well. The pupils in Year 6, have a very good understanding of chronology and are able to sequence the main civilisations and Royal Houses from the past, in the correct order. They are also beginning to be able to supply possible reasons for events in history, for example, the battle of Bosworth, or the dissolution of the monasteries.
120. Most pupils' attitudes to their history and geography lessons are good, especially in Key Stage 2. They talk enthusiastically about their topics and visits and show interest in the lessons. They are able to work independently and make good use of the resources available especially the Encarta programme on the computer. They handle the artefacts with care, and study the details carefully when drawing them. They are willing to participate in the discussions and to ask and answer questions. All the pupils, in Key Stage 2 fully entered into the atmosphere of the occasion when 'interviewing' Henry VIII and benefited from the experience of being actively and imaginatively engaged in the past.
121. The teaching of history and geography in Key Stage 1 is satisfactory. In Key Stage 2 the quality of teaching in the geography lesson seen during the inspection was good and in the history lesson, very good. In this lesson the teacher displayed very good knowledge and understanding of the subject which he presented well. The pupils had been carefully prepared for the occasion and the teacher fully exploited the opportunities provided by the pupils' questions, to increase their interest in Henry VIII and extend their knowledge and understanding of the period.
122. The teachers plan their history and geography lessons around a topic, and often link them to the work in literacy and art. There are no progressive, detailed schemes of work for history and this sometimes means that there is a lack of breadth and depth to the work. The curriculum, however, is very much enriched by providing pupils with opportunities to handle artefacts and to be taken on educational visits. The role of the curriculum co-ordinators is unclear especially with regard to the way they monitor standards across the school.

## **Music.**

123. The progress of most pupils in music, including those with special educational needs is satisfactory although many good features exist despite increased pressure upon music within the curriculum.
124. The pupils all have the opportunity to sing during the act of collective worship. On these occasions, the majority join in enthusiastically and are, in the main, in tune. They are also, at this time, introduced to a variety of music to listen to, which ranges from classical to music hall songs. In Key Stage 1, pupils are given some opportunities to experiment with the percussion instruments, both tuned and untuned and to begin to record their work, using their own form of notation.
125. All the pupils in Key Stage 2 are taught to read musical notation by learning the recorder. The pupils in Classes 3 and 4 are playing well. Their tonguing is good, and they play well together, maintaining a good rhythm. The Year 3 pupils learn the words and tune of a new song quickly and are able to change the dynamics of their voices. They are able to clap a rhythm and maintain a beat.
126. The pupils enjoy their music lessons. They listen carefully to their teachers' instructions when playing the recorder or learning a new song. They behave well and their concentration is good. They are prepared to ask questions and are willing to practise and correct errors in order to improve their performance.
127. No music lessons were observed in Key Stage 1, but the teaching in the three short sessions seen in Key Stage 2 was good. The teachers have good knowledge, clear objectives and manage their pupils well. The lessons progress at a good pace and in well sequenced steps. They utilise all the opportunities to reinforce the correct musical vocabulary and allow time for repetition and practice.
128. The school makes arrangements for pupils to receive peripatetic tuition for violin and brass. There is also a thriving school brass band led voluntarily by the village band master. The curriculum is also enhanced by the inclusion of music in the school performances, such as 'Baboushka', 'Noah', and 'The Man Whose Mother was a Pirate'.
129. The music co-ordinator is now taking some of the music lessons in the school, which is to be commended. The weaknesses in the subject arise from the fact that there is no policy or scheme to ensure full coverage of aspects of the music curriculum. The role of the curriculum co-ordinator is unclear especially with regard to the way standards are monitored across the school. There is a satisfactory range of resources but some of the percussion instruments are wearing out and need replacing.

## **Physical education**

130. The vast majority of pupils, including those with special educational needs, make satisfactory progress in all aspects of physical education. Pupils are making satisfactory progress in developing their co-ordination and gymnastic skills and are attaining the minimum national expectation of swimming 25 metre by the age of eleven.

131. Pupils in Key Stage 1, have satisfactory levels of co-ordination and balance. Scrutiny of teachers' planning indicates that pupils are provided with a broad curriculum in which they regularly learn to play games, express themselves in dance and develop gymnastics skills. In Key Stage 2, pupils increase their skills. In games, they learn to hit and stop balls during hockey lessons as well as developing small team skills. In gymnastics, pupils develop their ability to move with good levels of co-ordination and balance and improve their confidence to travel over and under climbing frames, ladders and benches. During a dance lesson, older Key Stage 2, pupils showed how well they can move to music. A good sense of rhythm and balance was applied to perform a Tudor dance. Most pupils have reasonable levels of fitness. They are agile and are able to turn, twist and jump demonstrating good levels of control.
132. Physical education is popular amongst pupils. They enjoy the opportunity to use their energy. Pupils in Key Stage 2 are well behaved during lessons and respond well to the guidance and advice of teachers. Some pupils in Key Stage 1, are very lively and can be rather noisy during lessons. During the dance lesson, older pupils were a little reserved at the beginning but as the lesson progressed, they relaxed and began to enter into the spirit of the activities. Pupils are usually enthusiastic and try hard to do well. More able pupils are tolerant of those less skilled and they help and support each other.
133. The quality of teaching is good overall. Planning reflects the National Curriculum and builds upon previous learning. Lessons are well organised and due care and attention is given to issues of pupils' welfare, including health and safety. During lessons, mostly good control ensures that pupils act safely and sensibly. Most lessons progress at a brisk pace and pupils are given the time to warm up and warm down but opportunities are not always given for pupils to evaluate how well they are doing.
134. The subject is well managed. Good use is made of local resources so that pupils can experience outdoor activities. There is no way of recording pupils' progress or attainment however and long term curriculum planning lacks detail which means that opportunities do not exist for individual's strengths and weaknesses to be planned for. Resources for physical education are sufficient for teaching the National Curriculum. The role of the curriculum co-ordinators is unclear especially with regard to the way they monitor standards across the school.

## **PART C: INSPECTION DATA**

### **135. SUMMARY OF INSPECTION EVIDENCE**

- A team of three inspectors were in the school for a total of 10 days and spent 45 hours 30 minutes observing lessons, sampling pupils' work and talking to pupils.
- All subject co-ordinators and teachers with specific areas of responsibility were interviewed.
- Non-teaching support staff were talked with. Discussions were held with Special Needs Support staff and the School Educational Psychologist
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about procedures for monitoring attendance and finance.
- Pre-inspection meetings were held with the staff, governing body and parents and with members of the governing body during the inspection
- Discussions were held with the headteacher.
- Samples of pupils' work were scrutinised across all classes.
- Teachers' planning was reviewed.
- Pupils from each year group were heard reading aloud and discussions about reading were held.
- Frequent discussions took place with pupils of all ages about aspects of their learning and views on aspects of codes of behaviour.
- Inspectors observed behaviour at lunchtime.
- Playtimes were observed and some informal discussion with pupils took place.
- Additional documentation was scrutinised including long term planning.
- Inspectors attended assemblies for both key stages.
- A selection of finance documents was scrutinised.
- A detailed tour of the site was carried out to inspect the accommodation.

## 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	134	4	36	21

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	6.2
Number of pupils per qualified teacher	21.6

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

Total number of education support staff	2
Total aggregate hours worked each week	30

#### Average class size

26.8
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### Financial data

Financial year:	1998/99
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	£
Total Income	247369
Total Expenditure	254418
Expenditure per pupil	1898
Balance brought forward from previous year	10980
Balance carried forward to next year	3931

## PARENTAL SURVEY

Number of questionnaires sent out:	134
Number of questionnaires returned:	52

### 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	47	51	2	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	86	14	0	0	0
The school handles complaints from parents well	30	41	27	2	0
The school gives me a clear understanding of what is taught	25	69	4	2	0
The school keeps me well informed about my child(ren)'s progress	45	49	5	0	0
The school enables my child(ren) to achieve a good standard of work	35	57	8	0	0
The school encourages children to get involved in more than just their daily lessons	29	55	14	2	0
I am satisfied with the work that my child(ren) is/are expected to do at home	24	51	21	4	0
The school's values and attitudes have a positive effect on my child(ren)	47	35	18	0	0
The school achieves high standards of good behaviour	22	60	2	0	0
My child(ren) like(s) school	57	39	4	0	0

### Other issues raised by parents

- Parents expressed high levels of satisfaction with the standards attained by their children.
- The care and concern of staff for all pupils, especially those with special educational needs, was praised.
- Parents valued the way in which they were involved in decisions about initiatives such as the home-school partnership.
- There was some confusion about the school policy for homework.

