

INSPECTION REPORT

St. Patrick's Catholic (VA) Primary School
Workington

LEA area : Cumbria

Unique Reference Number : 112340

Headteacher : Sr. I. Ryan

Reporting inspector : Mr R. W. Burgess
OIN 20950

Dates of inspection : 2nd – 5th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school : Junior and Infant

Type of control : Voluntary Aided

Age range of pupils : 4 – 11

Gender of pupils : Mixed

School address : Derwent Street
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CA14 2DS

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Appropriate authority : Governing Body

Name of chair of governors : Mrs M. A. Fisher

Date of previous inspection : January 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr R. W. Burgess, Rgl	Science	Attainment and progress
	Information technology	Teaching
	Physical education	Leadership and management
		The efficiency of the school
Mrs S. Stevens, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development
		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
		Staffing, accommodation and learning resources
Mrs G. Dunkling, TI	English	The curriculum and assessment
	Art	
	Design and technology	
	Under fives	
Miss J. Sargent, TI	Mathematics	Pupils' spiritual, moral, social and cultural development
	Geography	
	History	
	Music	
	Special educational needs	

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The Registrar
The Office for Standards in Education
Alexandra House

REPORT CONTENTS

Paragraph

MAIN FINDINGS

What the school does well
Where the school has weaknesses
How the school has improved since the last inspection
Standards in subjects
Quality of teaching
Other aspects of the school
The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

Characteristics of the school 1 – 4
Key indicators 5

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

Attainment and progress 6 – 19
Attitudes, behaviour and personal development 20 – 23
Attendance 24

Quality of education provided

Teaching 25 – 31
The curriculum and assessment 32 – 39
Pupils' spiritual, moral, social and cultural development 40 – 44
Support, guidance and pupils' welfare 45 – 47
Partnership with parents and the community 48 – 51

The management and efficiency of the school

Leadership and management 52 – 60
Staffing, accommodation and learning resources 61 – 64
The efficiency of the school 65 – 68

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 69 – 76

English, mathematics and science 77 – 108

Other subjects or courses 109 – 153

PART C: INSPECTION DATA

MAIN FINDINGS**What the school does well**

- ◆. The excellent relationships throughout the school.
- ◆. The very good attitudes, behaviour and personal development of pupils.
- ◆. The very good procedures for assessment of pupils' attainment and progress.
- ◆. The very good leadership by the headteacher and governing body.
- ◆. The very good ethos within the school.
- ◆. The very good provision for pupils' spiritual, moral and social development.

Where the school has weaknesses

- I. The variability in short term planning.
- II. Limited range of extra-curricular activities.
- III. Development of links with the wider community.
- IV. Coverage of multicultural aspects in art and music.

The school has many more strengths than weaknesses. The governors' action plan will set out how the weaknesses identified during the inspection are to be tackled. The plan 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 a good improvement since the last inspection. The headteacher, staff, governing body and parents have formed a very good and effective partnership. The school has successfully developed and implemented plans to tackle all the weaknesses identified in the last report. The standards of teaching observed during the inspection represent a significant improvement since the last inspection. The curriculum is planned as a whole, to include literacy and numeracy hours. It is monitored and evaluated effectively by the headteacher, governors and curriculum co-ordinators. The school has identified clear and realistic targets and is well placed to continue to develop its commitment to high standards, for example, by improving the quality of teaching by sharing best practice and in targeting higher attaining pupils' performance in the core subjects.

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
English	A	A
Mathematics	A	A
Science	A	A

Key	
<i>well above average</i>	A
<i>above average</i>	B
<i>average</i>	C
<i>below average</i>	D
<i>well below average</i>	E

The information shows that standards in English, mathematics and science are well above average in comparison with the national average and in comparison with those in similar schools. These results reflect the standards seen during the inspection. The overall trend in standards has been one of improvement since the last inspection. There is clear evidence of improvement in English, mathematics and science since the last inspection. Pupils' competence in information technology is improving and is generally average at the end of Key Stage 1 and above average at the end of Key Stage 2. Progress is at least satisfactory and often good in most curriculum areas for the majority of pupils.

Quality of teaching

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

Teaching is good. It was excellent or very good in 44 per cent of lessons and good in 34 per cent, satisfactory in 18 per cent and unsatisfactory in only two out of 51 lessons seen. It was particularly good in literacy sessions and information technology lessons, particularly at Key Stage 2, and in other lessons where teachers' good subject knowledge and enthusiasm made a strong contribution to the quality of teaching.

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

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour around the school and in the playground is very good.
Attendance	Attendance is good. The majority of pupils arrive punctually. Attendance rates are adversely affected by a number of pupils taking holidays during term time.
Ethos*	The school has a very good ethos. Pupils have a very good and positive attitude to their work. Relationships are excellent throughout the school. The staff are very hardworking and committed to the care and education of the pupils.
Leadership and management	Leadership and management by the headteacher and governors is very good. The school has well planned priorities for further development. The school has addressed well all the weaknesses identified in the previous report.
Curriculum	The curriculum is good, being broad and balanced. There are very good procedures for assessing the attainment of children in the core subjects. Provision of out of school activities is satisfactory.

Pupils with special educational needs	The school makes good provision for special educational needs. Records of progress are clear and are used well for individual education plans.
Spiritual, moral, social and cultural development	Provision for pupils' spiritual, moral and social development is very good. Provision for cultural development is good.
Staffing, resources and accommodation	There is an appropriate number of staff to meet the needs of the curriculum, who are well deployed. Resources are good in both range and quality. The accommodation is adequate, although uncovered access to outside classrooms create problems of safety, particularly during bad weather.
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
V. Their children like school. VI. Easy to approach. VII. High standards of behaviour. VIII. Good standards of work. IX. Very good attitudes and values.	X. Some parents would welcome more

The responses to the questionnaire sent to parents and at the meeting with inspectors prior to the inspection indicate a high level of satisfaction with the education provided and the standards achieved by the school. Inspectors' judgements support the positive views expressed by the parents.

.. **KEY ISSUES FOR ACTION**

In order to further raise standards and the quality of education, the governing body, headteacher and staff should:

XI. Maintain the school's commitment to high standards by improving the quality of teaching where it is less than good by;

- *improving the consistency of short term planning;*
- *reviewing and sharing best practice within the school;*
- *making best use of subject specialisms amongst the teaching staff;*

(paragraphs 27, 134, 139 and 146)

- ◆. Improve the range of extra-curricular activities available to children;

(paragraphs 33, 147 and 151)

- ◆. Improve the school's links with the wider local community;

(paragraph 51)

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This can be found in paragraphs 44, 121 and 147:

- ◆. Develop provision for multicultural education by identifying opportunities for learning about art and music of different cultures.

.. INTRODUCTION

Characteristics of the school

1. St Patrick's R. C. Primary School is situated in the Cumbrian coastal town of Workington. The pupils come from a range of social backgrounds, where the majority of housing is privately owned. Most pupils live in the immediate locality of the school. On entry to the school, children's levels of attainment cover the full ability range and baseline assessments indicate that attainment overall is slightly above average. The school operates an admissions policy for children to start school at the beginning of the school year before their fifth birthday. Only a minority of children have not previously attended a nursery or playgroup. There are 22 children under five on roll who are accommodated in the Reception class. On entry to the school many children have positive attitudes to learning. There are 98 girls and 111 boys on the roll, aged from five to 11 years. The school has recognised 19 pupils as having special educational needs which is below average for a school of this size and type and none of these pupils has a Statement of Special Educational Need. Eighteen pupils are eligible for free school meals; this figure is below the national average.

2. The accommodation consists of the main building, which was completed in 1970 and extended in 1992, plus three temporary buildings. There is an adequate playground and grassed area. The outside play area has been marked out for various activities.

3. The school aims to serve its community by providing a high quality of education, within the context of Christian beliefs and practice. The school seeks to inspire children to find joy in learning.

4. The school's priorities for the immediate future are to further raise standards by:

- continuing the effective implementation, monitoring and evaluation of the National Numeracy Strategy;
- continuing to monitor and evaluate the National Literacy Strategy;
- reviewing current art, music and physical education schemes in the light on new documentation;
- monitoring school improvement targets.

Key Indicators

5. Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	17	11	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or Above	Boys	16	14	17
	Girls	11	10	11
	Total	27	24	28
Percentage at NC Level 2 or above	School	96 (95)	85 (87)	100 (95)
	National	82 (80)	83 (81)	87 (84)

Teacher Assessments		Reading	Mathematics	Science
Number of pupils at NC Level 2 or Above	Boys	16	17	17
	Girls	11	10	11
	Total	27	27	28
Percentage at NC Level 2 or above	School	96 (91)	96 (95)	100 (97)
	National	82 (80)	86 (85)	87 (86)

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	13	12	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	10	10	10
	Girls	12	11	12
	Total	22	21	22
Percentage at NC Level 4 or above	School	88 (83)	84 (70)	88 (80)
	National	70 (65)	69 (59)	78 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or Above	Boys	9	10	10
	Girls	11	11	12
	Total	20	21	22
Percentage at NC Level 4 or above	School	80 (57)	84 (67)	88 (67)
	National	68 (65)	69 (65)	75 (71)

Attendance

			%
Percentage of half days (sessions) missed through absence for the	Authorised	School	4.7
	Absence	National comparative data	5.7

¹ Percentages in parentheses refer to the year before the latest reporting year

² Percentages in parentheses refer to the year before the latest reporting year

latest complete reporting year

Unauthorised	School	0.1
Absence	National comparative data	0.5

Exclusions

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

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	44
Satisfactory or better	96
Less than satisfactory	4

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

6. The overall trend in standards has been one of improvement since the last inspection. The performance in English, mathematics and science at the end of Key Stage 2, of pupils aged 11, in the 1999 National Curriculum assessments, was well above the national average and the performance of pupils in similar schools. The number of pupils attaining the national expectation (level 4) was very high in comparison with the national average in English, mathematics and science. The number of pupils achieving above the national expectation (level 5) was close to the national average in English and well above the national average in mathematics and science.
7. The performance in reading at the end of Key Stage 1, of the pupils aged 7, was very high when compared with all schools and with pupils in similar schools. The number of pupils attaining the national expectation (level 2) was well above the national average. The number of pupils achieving above the national expectation (level 3) was very high. In writing the performance of pupils was above the national average and the performance of pupils in similar schools. The number of pupils attaining the national expectation was above the national average. The number of pupils achieving above the national expectation was well above the national average.
8. In mathematics at the end of Key Stage 1, the number of pupils attaining the national expectation was above the national average. The number of pupils achieving above the national expectation was also above the national average.
9. These results in English and mathematics reflect the judgements of the inspection. In science teacher assessments indicate that the performance in science of the pupils aged 7 in 1999, was above the national average. Levels of attainment, in science, seen during the inspection were satisfactory for the majority of pupils and in line with national expectations at Key Stage 1. They were good and above national expectations at Key Stage 2. Further progress is likely before the end of key stage assessments in May 2000.
10. These standards reflect an improvement in most areas of the curriculum, in particular English and mathematics. There is clear evidence of improvement overall when compared to the judgements in the previous inspection report and from results of National Curriculum assessments from previous years. The school has set clear targets for improvements in pupils' attainment and has developed strategies, particularly in literacy and numeracy, to help achieve these targets.
11. Most children start school with knowledge, skills and understanding in all areas of learning which are slightly above what might be expected of children of their age. Baseline assessment, administered soon after children start school, confirms this picture. Inspection evidence indicates that children make good progress during their early schooling. By the age of five, the overall levels of attainment exceed the nationally recommended Desirable Learning Outcomes.
12. Pupils' attainment in information technology is satisfactory and in line with national expectations at the end of Key Stage 1. It is good and above national expectations at the end of Key Stage 2. All pupils, including those with special educational needs, make good

progress.

13. Pupils make good progress overall. It is particularly good in English and mathematics. Progress is good for children under five. Pupils with special educational needs receive well-targeted support and make good progress. In general, they make appropriate progress towards the clear and concise targets set for them.

14. Pupils make good progress in English. Throughout the school pupils attain good standards in speaking and listening. By the end of Key Stage 2, pupils listen attentively and speak confidently. In their writing, skills are good. Standards of presentation improve throughout the school. Most pupils are fluent readers by the end of the key stage. By the age of 11, most pupils acquire an appropriate joined handwriting style. Across the school standards in the basic skills of writing are good. Pupils are able to write for a range of different audiences and purposes, for example, in their work in history and geography. Spelling and punctuation are generally good.

15. In mathematics, progress is good. Most pupils are working near the levels expected for their age and a significant number of pupils exceed them. The good teaching of mathematics linked to the National Numeracy Strategy is having a positive impact. At both key stages there is no significant difference between the attainments of boys and girls.

16. By the time they leave the school, pupils are competent in adding and subtracting numbers up to 1000. They solve simple problems involving multiplication and division. Pupils measure lengths using centimetres and metres accurately. When exploring the properties of different angles and two and three-dimensional shapes they can classify and record their results. They use their data handling skills confidently using a variety of graphs to represent information, when working in subjects such as science and geography.

17. In science, progress is satisfactory at Key Stage 1 and good at Key Stage 2. The evidence of inspection in science is that most pupils are working close to the levels expected of them with a significant number of older pupils at Key Stage 2 working at the higher levels. There are no significant differences in the attainments of boys and girls.

18. By the age of 11, pupils understand the need to make a test fair. They have a sound knowledge of the different organs and systems of the body and relate this to their work in health education on keeping their bodies healthy. They know that heat or cold can change materials and that some of these changes can be reversed. The majority of pupils can confidently explain their experiments, using appropriate scientific vocabulary. Many can predict and hypothesise, for example, when studying the effects of different soil types on seeds and plant growth. They carry out a wide range of investigations, predict, observe and measure with appropriate precision.

19. Pupils with special educational needs make good progress, supported by detailed, high quality individual education plans, which show clear targets for learning. The class teacher initially identifies pupils with special educational needs. All pupils on the special educational needs register have individual education plans which set targets for learning and monitoring and give dates for reviewing progress.

Attitudes, behaviour and personal development

20. The very positive attitudes shown by all pupils, make a substantial contribution to their

progress and general attainment. Pupils are industrious, enthusiastic and concentrate well. They, and their teachers exchange views and share opinions in a friendly, cheerful and respectful manner. The quality of the learning and the life in the school, which was seen at the previous inspection, has been very well maintained and was endorsed by the parents at the pre-inspection meeting. Pupils show an interest in, and a commitment to, tasks they are given to do, such as stacking chairs after lunch in the hall. They listen well and give considered, articulate responses to questions, confident that staff will respond with equal consideration. Pupils treat one another with kindness, courtesy and respect.

21. The behaviour of the pupils is very good and has a direct impact on the quality of life in the school. Class teachers and staff have high expectations of good behaviour and orderly conduct. They set very good role models. Pupils respond well to rules, are polite and self-disciplined in the classroom and in the playground. Pupils are encouraged to develop self-discipline and to develop listening skills from their earliest entry to the school. Bullying is very rare, but pupils are confident that any concerns they may have will be listened to with care by the adults in the school. Pupils are respectful of one another, the staff and their school. Resources and displays are treated with care and the school grounds are tidy and litter free.

22. Pupils' personal development is very good and they readily accept responsibility for tasks or for helping one another. Older pupils set good role models for younger ones and are generally patient and kind in their attitudes towards them. Pupils with special educational needs join in all aspects of the life of the school and are fully integrated into day-to-day activities.

23. Relationships are excellent and a strength of the school. Pupils work and play well together, collaborate and share resources such as working in partnership to study the effect of light on the pupil of the eye during a science lesson in Key Stage 2. Staff consistently emphasise politeness and consideration for others, encouraging pupils to take responsibility for helping one another. For example, researching words in the dictionary, beginning with a Roman prefix during a study into a day in the life of a Roman citizen during a history lesson or collaborative work on the construction of a model fort with good exchange of skills and ideas. The quality of the relationships between staff and pupils provides an orderly, harmonious community where under-fives are able to settle happily into school routines for example, and sets the values and aims for a caring compassionate society.

Attendance

24. Attendance levels are consistently good and above the national average. Unauthorised absence is rare and registers are monitored carefully. The school emphasises the impact on pupils' learning when holidays are taken in term time. Pupils arrive on time and registration periods are brief, polite and efficient leading to a pleasant start to the day. Pupils are eager to attend school and this has a good impact on attainment and progress.

QUALITY OF EDUCATION PROVIDED

Teaching

25. Teaching is good and has a beneficial effect on the pupils' attainment and progress. It was very good or excellent in 44 per cent of lessons seen, good in 34 per cent of lessons seen, satisfactory in 18 per cent and unsatisfactory in only two lessons at the beginning of the

inspection. The quality of teaching of pupils with special educational needs is good. Teaching is focused well and pupils are helped to recognise their own improvements. Class teachers have well planned tasks for pupils with special educational needs who are well integrated with their peers.

26. In the very good lessons, teachers' planning shows suitable learning objectives, which are carefully matched to pupils' prior levels of attainment. Lessons proceed at a good pace, and a range of teaching strategies is used to good effect. Skilled questioning techniques ensure that all pupils are challenged and teachers monitor pupils' progress carefully during the lesson. Older Key Stage 2 pupils enthusiastically develop their written work, following clear guidance, explanation and encouragement from the teacher.

27. Where teaching is satisfactory, teachers plan carefully, following National Curriculum programmes of study. Most teachers give clear explanations, instructions and demonstrations and provide careful support for all pupils. Lesson objectives are often appropriate, but tasks do not always accurately reflect the range of attainment within each class. Where teaching is unsatisfactory, tasks lack suitable challenge.

28. The quality of teaching is good for children under five. The teacher provides a caring environment. Appropriate consideration is made of children's attainment on entry, using the baseline assessment, which shows their prior attainment to be slightly above the Desirable Learning Outcomes for their age. Activities reflect children's prior attainment. Good emphasis is placed on early reading and writing skills and in most lessons there are good opportunities for the children to discuss their work and improve their listening and speaking skills. The teacher makes effective use of voluntary helpers to work with the children so that she can focus on the needs of a group. There are pleasant relationships between children and adults. Other adults who help, provide skilled support in the classroom. Medium term planning is good and includes all elements of the appropriate areas of learning.

29. In both key stages, there are strengths in the teaching and few shortcomings. The teaching of English is good, particularly for pupils at Key Stage 2. The staff use the approaches in the National Literacy Framework well and make good use of resources to interest the pupils. They make good teaching points about different methods of writing and link this well to the sharing of texts as a class. They provide appropriate challenge for the pupils and give clear guidance on the teaching of skills such as spelling and punctuation. Handwriting is taught in each class. The teaching of reading includes appropriate opportunities for the pupils to build words from letter sounds. In the teaching of mathematics, teachers correctly emphasise the quick and accurate recall of number facts during mental mathematics at the beginning of each lesson. Lessons have good pace and include challenging tasks. In science teachers plan good investigations to stimulate pupils' interest in science. They make good use of skilful questioning to ensure that the pupils have understood what is taught through sessions at the end of lessons, for example, during a Year 3 lesson on the effects of heat and cold. The school has developed a consistent approach to homework, which is well supported by parents, the activities provided offer additional challenge to extend the pupils.

30. In the other subjects the teaching is at least satisfactory and often good, with some very good features, particularly in information technology for Key Stage 1 pupils. The good use of support staff and parents and friends of the school has a good impact on the standards attained.

31. The teachers have appropriate knowledge of the subjects and use it to set clear

objectives and focus on what is to be achieved. Class teaching is used effectively at the start of lessons and many lessons end with discussion of what has been learned. The teachers provide good support through verbal comments which include guidance on how the pupils might improve. They mark the pupils' work regularly and offer comments to help the pupils improve. The teachers use praise effectively to motivate the pupils. Discipline is good. Teachers have very good control, and relationships between them and their pupils are excellent.

The curriculum and assessment

32. The curriculum for children under the age of five includes all the essential areas of learning and provides very good provision for their personal and social education. The good opportunities provided effectively promote the children's knowledge, understanding and skills in preparation for work within the Key Stage 1 curriculum. The use of baseline assessment is very good. It successfully involves parents and is used well to inform the teaching and learning process.

33. The curriculum for the rest of the school is broadly based, well balanced and includes all the subjects of the National Curriculum and religious education. The curriculum is also enhanced by visits into the school by groups and individuals and by educational visits by the children to such places as the Manchester Science Museum and a residential visit to York. These visits are very well supported by parents. There is satisfactory provision for extra-curricular activities, which includes football, netball and keyboard. The school's strategy for developing the literacy and numeracy hours is very good and is making a significant contribution to maintaining high standards in English and mathematics.

34. There is clear provision for the pupils' personal and social education in the school's programme; there is also a well planned programme of health education, which includes sex education and drugs awareness. The curriculum reflects the school's aims and is very successful in promoting the pupils' intellectual, physical and personal development.

35. The curriculum is planned very well. Policies and schemes of work for all subjects are detailed and give good guidance in developing work. Teachers plan together effectively to ensure that all pupils are offered access to the broad range of activities. Good links are made across subjects, as reflected in the good, long term planning of work for the school. The comprehensive curriculum map provides clear detail of when programmes of study, for all areas of the curriculum, are to be taught throughout the year. Higher attaining pupils are consistently challenged to achieve above average standards throughout both key stages. However, the overall high quality of short term planning is not consistent throughout the school.

36. All pupils have equal access to the curriculum, including those with special educational needs. The school makes good provision for pupils with special educational needs. Pupils are supported effectively, both in and out of the classroom. Clear and realistic individual education plans are regularly reviewed and attainment and progress noted. From an early stage of concern, the school systematically involves parents of pupils at all stages of discussion. The detailed special educational needs policy meets the requirements of the Code of Practice and the pupils make good progress. The governing body has a special educational needs governor who monitors the special educational needs work of the school.

37. National Curriculum assessment requirements are met at the end of both key stages. During the past year, the staff have worked very hard to review record keeping and

assessment procedures. As a result, the school now has very good procedures for the assessment and recording of pupils' progress and attainment. In response to a key issue identified in the school's previous inspection report, parents and pupils are involved in setting detailed targets, using information gained from analysis of test results.

38. Teachers know their pupils well. They keep up to date mark books of pupils' progress within their classes and assessments are consistently accurate. The comprehensive record of achievement folder, kept for each pupil, is an important document, which, besides being informative to parents, is a useful guide to pupils' attainment as they move through both key stages. The school keeps moderated assessment portfolios, which act as a good reference against which individual attainment can be assessed. Daily assessment and evaluation of work is used very effectively in both key stages. In information technology, assessment is used effectively in order to ensure that work is planned to build upon prior knowledge and understanding.

39. The school has a detailed marking policy and there are good examples, in both key stages, of helpful and encouraging comments that tell pupils how they might improve their work. Good work and behaviour are encouraged throughout the school by an effective system of rewards. Annual written reports meet statutory requirements, contain good detail of work covered and clearly state the standards attained by individual pupils.

Pupils' spiritual, moral, social and cultural development

40. The provision for pupils' spiritual, moral and social development is very good and is a significant strength of the school. Provision for cultural development is good. The school has a strong commitment to these areas and the pupils respond well. The school provides a secure environment and offers a strong moral foundation for its pupils. People are valued and both pupils and adults treat one another with respect and friendliness.

41. Provision for pupils' spiritual development is very good. During daily acts of collective worship and during lessons, pupils are provided with opportunities to reflect upon what is important in their lives. They consider the benefits that can be derived from mutual co-operation and support and apply this to their daily life, both at home and at school. Spiritual awareness is fostered through many subjects of the curriculum. For example, through work in science and geography, pupils experience moments of awe and wonder when they make discoveries about the complexity and beauty of the world in which they live. Pupils develop an understanding that people value and believe different things; they learn that people value experiences and memories as well as objects. For example, they are taught that within the Hindu faith, the ceremony held when a baby is born is a treasured moment. They consider the importance of symbolism within Christianity and other faiths. At other times, pupils are encouraged to reflect on their feelings, their behaviour and their response to others in need. The school's daily acts of collective worship meet statutory requirements.

42. Provision for moral development is very good. The school has high expectations and relationships between all members of staff and pupils are very good. There is a strong moral ethos in the school. Parents are supportive of the good attitudes and values that the school promotes. The school teaches pupils the difference between right and wrong. Pupils learn that they have personal responsibilities and that they must respect the personal rights of others. They are aware of the school's rules and the reasons for them. There is an effective behaviour policy and parents report that poor behaviour is dealt with appropriately. Pupils show respect for one another and for property. They are encouraged to value one another and to celebrate

one another's successes, for example, during special assemblies when work is shared.

43. Provision for social development is very good. There is a genuine feeling of community throughout the school. There are many opportunities for pupils to help in the day-to-day running of the school. The older pupils help to put chairs away at the end of mass. They help to prepare the hall for physical education lessons by getting out apparatus for the teacher. Younger pupils learn to tidy away chairs or cushions that they have used during lessons, so that others will not fall over them. In lessons, suitable opportunities are created for pupils to work co-operatively on tasks. Teachers frequently promote the importance of listening to one another and working together. Pupils are encouraged to think about the needs of society and the wider world when they are involved in raising funds for charity. The school uses a wide range of visits to support topic work. Residential visits provide pupils in Year 6 with opportunities to become more independent.

44. Provision for pupils' cultural development is good. The school provides opportunities in lessons such as English and history to understand and value pupils' own heritage. In studies of the local area, pupils visit the local shops and buildings. Older pupils visit cities further afield such as York and Chester to pursue aspects of their work. In English and religious education, pupils study a range of texts from Britain and further afield. However, although pupils learn about sacred texts from other religions, there are no bilingual books to help to make pupils more aware of secular texts in other languages. Work in religious education helps pupils to learn of other people's religions and beliefs and to understand a little about the range of different cultures in contemporary society. However, this aspect of the school's work is under represented within other areas of the curriculum, such as art and music, where there is little evidence of pupils studying the work of artists and musicians outside Europe.

Support, guidance and pupils' welfare

45. The school's very effective promotion of the welfare, health and safety of its pupils, noted in the previous report, has been maintained. The very good quality of the pastoral and academic support provided by the staff is a strength of the school and is endorsed by parents. The promotion of positive values in personal development helps to create a close, happy community. Pupils enjoy a safe and secure environment, where courtesy and good humour are respected by all and consideration for the very young is seen throughout the school. Academic progress is closely monitored both formally and informally and results are used to inform teaching to set targets with pupils and parental involvement. Pupils with special educational needs, including those more able, are very well supported with clearly focussed learning plans or more challenging work needed to realise their potential.

46. There are good procedures for monitoring and recording attendance. Absences are followed up effectively. There are clear, well documented procedures for promoting consideration and to encourage co-operation and self-discipline. Pupils are encouraged to respect the rights of others and to accept responsibility for their own actions. Staff, both teaching and support, act as excellent role models and the school's procedures and actions contribute towards a caring community which supports everyone in it. The school's ethos and associated policies successfully promotes good, considerate behaviour in its pupils.

47. Good arrangements are in place for promoting the general well being and safety of the pupils. Safe practices are followed in physical education lessons when moving equipment or warming up before exercise and in handling art materials, as examples. Pupils are well supported during break and at lunchtimes. Staff are trained and vigilant in procedures for health and safety awareness and child protection. The school is very well maintained with

clean facilities and floor surfaces. Pupils are tidy in their daily use of school resources. The stimulating wall displays and large classrooms provide a healthy and pleasant learning environment which pupils treat with pride and respect.

Partnership with parents and the community

48. The school continues to enjoy the active involvement of parents which was reported in the previous inspection. This positive support has a beneficial impact on the quality of the pupils' learning. Parents feel well informed and welcomed by the school as partners in their children's education.

49. The quality of information provided for parents is good. Although there is no regular newsletter, information is always timely and well written as the need arises and always displayed on the notice boards. Parents appreciate the accessibility of the staff, for example, in the mornings before school, when parents talk to class teachers, often accompanied by pre-school siblings. The quality of this daily contact, to exchange views and raise concerns is very good. The annual written reports to parents are very good, pertinent to each pupil and giving detailed information on levels attained and areas for improvement or greater endeavour. Parents value the clear understanding they are given about the work which takes place in the classroom. Parents of pupils with special educational needs are fully involved in all aspects of the provision for their child and endorse the staff response to any issues or sensitive concerns they may have.

50. The responses to the parents' questionnaires and written comments show that the majority of parents are very happy with the dedication and commitment of the staff and appreciate the effort they put into the life of the school. Parents and pupils are now fully involved in setting targets for their future learning. The previous report highlighted this as an issue for action which should be considered and parents endorse this positive development in home/school relations. The Friends' Association is a hard working group of parents and friends who organise social and fund-raising events to provide resources such as books, equipment and gifts at Christmas. A large number of parents assist in the school on a regular basis and their involvement has a significant and beneficial impact on the pupils' learning and the family atmosphere of the school. Parental involvement and commitment is a strength of the school.

51. Links with the wider community are generally satisfactory, although trips to museums, art galleries and concerts for example, are not a regular feature of school life apart from a good range of local visits for children under five. Family assemblies and close links with the church and clergy provide a regular link with the local community and residential trips further afield offer opportunities for social and personal development as well as enhancing topic work. There are few opportunities however for multicultural or ethnic minority visitors to broaden the pupils' understanding of other cultures in a wider world.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

52. The leadership and management of the school are very good. The headteacher, supported by the senior management team, the staff and the governing body, have a clear sense of purpose and educational direction for the school. This promotes an ethos for learning

which is widely respected. Its provision of a caring and supportive place to learn is based firmly on Christian values. There is a focus on developing pupils' self-confidence and pride in their achievements.

53. The school produced a clear action plan in response to the last inspection report and has successfully addressed the issues raised. It has monitored progress in these areas and is continuing to raise standards in the core subjects of English, mathematics, science and information technology. The targets which have been set are for a year on year increase in standards. The school recognises the need to monitor the relative increase in the rate of progress of individual year groups from year to year. The school is making appropriate provision to allow co-ordinators and governors to develop their role in monitoring work across the school in their areas of responsibility.

54. The headteacher provides very effective leadership. Supported by the governors, senior management team and all members of staff, she is providing decisive leadership in order to realise the school's aims. The school has appropriate and well defined aims which are being met. There is a management structure within the school which involves staff at all levels and which has direct links with the governing body. The skills and experience of staff are employed to monitor, evaluate and support developments in curricular, administrative and pastoral aspects of the school. The co-ordination of subjects has recently been reviewed to reflect the experience and expertise of staff who have only been in post since the beginning of this school year, including one newly qualified teacher.

55. The governing body operates very effectively and its direct involvement has increased significantly since the last inspection, for example, through the work of the literacy and numeracy governors. Minutes of the full governing body show that the governors play a clear role in the management of the school. They fulfil their statutory responsibilities and work in conjunction with the staff working closely with subject co-ordinators to monitor the curriculum and ensure that the results of their decisions can be traced throughout the school. The governors meet their statutory obligations for the recording and publication of National Curriculum assessments and other requirements, including those for sex education.

56. The published school development plan was produced following consultation with staff and governors. It is an appropriate planning document which links actions with desired learning outcomes or the means to judge success through learning. It is a costed, effective action plan with valuable, achievable goals, which outline the main needs for development over a five year period. Preparations are well in hand for the next five year plan to cover the period 2000 to 2005.

57. The leadership and management of the provision for pupils with special educational needs are good. The Code of Practice is fully complied with. Regular targets are derived from individual education plans and are evaluated appropriately. Annual reviews for children with Statements of Special Educational Need are properly managed by the school and they meet statutory requirements. The special educational needs co-ordinator arranges regular meetings with staff. There is a designated governor for special educational needs and the governing body is kept fully informed about issues.

58. The school's aims, values and policies are evident in the work of all staff and there is a shared sense of purpose. The implementation of the school's aims and values is very good. There is a shared and positive approach by staff. At the time of the inspection the two new members of staff were successfully developing the implementation of these aims within their own classes.

59. Parents' views, as reflected in the questionnaire and at the parents' meeting prior to the inspection, indicate strong support for the schools aims. Parents are made welcome and viewed as partners in the work of the school. Their views are valued and used to improve the quality of education, such as through the very good homework provision.

60. The management of the school is very good, with effective systems in place to implement planned development, control day-to-day matters and to provide accountability. The pervading ethos in the school is very good and reflects its commitment to quality in education.

Staffing, accommodation and learning resources

61. The school has sufficient, suitably qualified and experienced teaching staff to deliver the subjects of the National Curriculum effectively. This has been successfully maintained since the previous inspection. The staff form a dedicated and hard working team supported well by efficient classroom assistants. This makes a positive impact on the quality of the pupils' learning opportunities and the standards achieved from the earliest entry into the school.

62. All the staff have agreed job descriptions, and there are clear and useful appraisal procedures and mentoring systems for newly qualified staff. Training needs are determined and effectively balanced by the regular use of appraisal to ensure that the school's and the individual staff member's needs are met. All staff have received literacy training and are now engaged in implementing the National Numeracy Strategy. The rationalisation of the teaching workload has been addressed by the action plan following the previous inspection. Priorities identified in the school's development plan have enabled a degree of consolidation as suggested by this report and in-service training is being carefully related to these identified priorities.

63. The school benefits from spacious accommodation which is well decorated and attractively presented. The school and facilities are cleaned to a high standard with spacious and carpeted rooms. The quality of the main accommodation is good, attractive and well organised. There are stimulating, bright and inspiring displays, with pupils' work on all available wall spaces. The school hall is spacious with well maintained floor surface for physical education activities. Storage facilities are orderly and used well, and there is a general high standard of cleanliness and lack of clutter. The external accommodation is spacious and well maintained, although there are few areas for sitting or quiet contemplation in the play areas. The uncovered access to the outside classrooms is a potential safety hazard in bad weather conditions.

64. The range and provision of learning resources are good. There are enough computers to meet the needs of the curriculum and sufficient software. Resources for literacy are good and funding for additional books have been provided by the Friends' Association. Classroom libraries are well resourced with a good range of books and the attractive library area contains a suitable range of reference books. Resources to support the learning of children under five are good, with a suitable range and quality of small apparatus, but there is no large apparatus for climbing or for indoor physical education. This limits the pupils' experience of indoor apparatus work. There is a good range of local visits for children under five but the school makes little regular use of local museums or the neighbouring locality to enhance the learning opportunities or support topic work in the curriculum at Key Stages 1 and 2.

The efficiency of the school

65. The strategic management of resources available to the school is very good. It is well supported by the governing body's oversight of the budget and the detailed, recorded procedures, which guide the school's management. The minor recommendations of the most recent audit have been addressed successfully. Financial planning is very good. A large carry forward in the budget is being retained to maintain staffing levels during a projected period of falling pupil numbers in the next few years.

66. The budget is carefully linked to the school development plan. Regular monitoring is undertaken by the headteacher and the finance committee which reports regularly to the full governing body. The local education authority finance officer provides good support.

67. The school seeks value for money when placing orders. Resources available to the school are used very efficiently. Money allocated to meet special educational needs is used appropriately. Good use is made of teaching and support staff who are effectively deployed. Teachers use their time well. Administration is satisfactory. The school runs smoothly and communications within the school and with parents are good.

68. Expenditure per pupil is slightly below national averages. Taking into account the size of the school, its budget and costs, the deployment of its resources, the quality of education provided and the standards achieved by pupils, the school gives good value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

69. The provision for children under five is good. Children are normally admitted to the school at the beginning of the school year in which they are five, many having had some experience of nursery or playgroup education within the school's locality. On entry to the school, children's levels of knowledge, understanding and skill in most areas of their development are above average. Baseline assessment, administered soon after the children start school confirms this picture. At the time of the inspection 22 of the 25 children in the Reception Class were under five years of age.

70. Parents are welcomed into the classroom at the start of each day. They are very much encouraged to be partners in their child's education. The way in which parents are informed of the life of the school before their children start school, is an important factor in ensuring that their children's transition to formal education is smooth and positive.

71. The children make good progress in their personal and social development and by the time they are five attain standards of personal and social development which are above those expected for their age. They settle quickly into classroom and school routines and establish excellent relationships with adults. They relate very well together socially in class or when working in groups, pairs and in general play. They are courteous and welcoming to visitors. The wide variety of outside visits made by children to such places as the local park and to the beach enhances their social development. They are gaining a good knowledge of their local environment and the world in which they live. The high standards attained in their personal and social development have a positive effect on their learning and prepare them effectively for the National Curriculum.

72. By the age of five, most children attain levels above average for their age in language and literacy and make good progress in developing their skills. Their listening skills are good. They listen attentively to other children's news and enjoy joining in with question and answer sessions. They talk confidently about themselves, their families and experiences within their home environment. Children enjoy looking at books and sharing stories with one another and adults. They concentrate well on stories such as "Three Billy Goats Gruff", and are able to describe the main events and usually order them correctly. Many know the sounds that letters represent and use this knowledge in their reading effectively. Some recognise simple words and read whole sentences with a good degree of fluency and expression. Many children form their letters accurately and make good attempts to write their own sentences with help from the teacher. Groups of children in the home corner hold long conversations about what it is like to live in different kinds of homes. The quality of the teaching of language and literacy is good. The teacher and the education assistants effectively encourage the children to join in conversation and discussion, which help them to listen and respond appropriately. They involve children in activities such as sharing books, encouraging awareness of the links between the sounds of letters to symbols and the sounds of patterns of letters in rhymes and other familiar words. All helpers in the classroom are deployed effectively and well informed about individual children's learning needs.

73. In the mathematical area of learning, the children achieve above average levels of attainment. They make good progress in developing their mathematical understanding. They know common shapes and understand simple patterns. Most recognise numbers to 10 and higher attaining children understand the value of the numbers they count. The children count in sequence, name colours and shapes and match and sort with confidence. They match

numbers and some add on one correctly. They sing and play games based on number rhymes

such as “Ten little squirrels” and improve their mathematical language through practical activities. A significant number of children use mathematical terms such as more and less to compare two sets of objects. They recognise shapes such as squares, triangles, circles and rectangles and are able to discuss where we see them in the classroom, at home and in the locality. Through structured sand and water play the children are gaining a sense of capacity. The quality of teaching in mathematics is good. Lessons are well planned and the teacher makes good use of resources to provide activities that are well matched to the needs of all the children. She provides a good challenge to children of all abilities through a variety of first-hand mathematical experiences. All staff encourage the use of correct mathematical language and teach the children to read and record numbers and other mathematical information using pictures, objects and numerals.

74. The children make good progress and have above average knowledge and understanding of the world. Children's learning is enhanced by carefully planned topics such as “Ourselves”, which encompass different aspects of the curriculum and include visits to places of interest such as the castle and pet shop. A local mother is invited to come into school and bath her baby and talk to the children about its needs. They develop an understanding of past and present and a sense of personal history when listening to grandparents talking about the past and studying books in the class library such as “Grandma” and “In the Past”. They show sound understanding of their own locality. They make models, using constructional toys competently, and have an appropriate understanding of design. Children successfully join materials together to make colourful binoculars. They improve their skills of cutting and shaping and improve their competence in using scissors and other tools. In information technology, the children are becoming familiar with the keyboard and use of the mouse. The quality of teaching is good. The teacher provides a good range of opportunities for children to explore the environment both inside and outside their classroom. By getting the children to talk, draw, paint and model what they see, she links these experiences effectively to activities in the classroom. All staff encourage the children to pay attention to safety issues and handle equipment with care.

75. Progress in creative development is good. By the age of five children attain levels of understanding and skill which are above average for their age. They use paint to make coloured pictures of themselves and their homes. They use straws to blow through paint to create bubble pictures and experiment with dough to model simple people. In role-play they enjoy acting out parts in familiar stories such as “The Three Pigs” and this helps them to improve their speaking and listening skills. The children enjoy listening to sounds and join in the singing of rhymes and songs such as “Heads, shoulders, knees and toes”. The quality of teaching is good. The teacher provides a wide range of opportunities in art, craft, music, dance, story making and imaginative play, providing the children with good opportunities to experiment and explore. Through good, detailed planning and high quality discussion she very successfully develops the children's use of descriptive language.

76. The children make good progress in their physical development. They show an increasing awareness of space and improve their physical skills by using low level apparatus such as benches and balancing equipment. Most children can throw, catch and balance; they make good progress in developing these skills. Children have good opportunities to use tools, scissors and pencils to develop their fine movement skills. The quality of teaching is good. The teacher effectively builds on the children's experiences by providing stimulating, imaginative and safe activities, which encourage the children to develop confidence and

increasing skill. There is a lack of large scale apparatus for outdoor play.

ENGLISH, MATHEMATICS AND SCIENCE

English

77. National Curriculum assessments in 1999 for pupils aged 11 indicated that the percentage of pupils reaching the national expectation of level 4 was very high in comparison with the national average of all schools. The percentage of pupils reaching the higher level 5 was close to the national average. When these results are compared with those of schools deemed similar, the school is still achieving results which are very high when compared with these similar schools at level 4 and broadly in line with the national average of similar schools at level 5 and above. The teacher assessments of these pupils were cautious and results were better than those expected at level 4.

78. National Curriculum assessments taken at the age of 7 in 1999 showed that the pupils' attainment in reading was well above the national average of all schools and very high in comparison with that of schools deemed to be similar. Attainment in writing was above the national average for all schools and above that for similar schools. Closer analysis showed that for both reading and writing, the percentage of pupils reaching the higher level 3 in writing was well above the national average. These results are supported by the teachers' assessments, which also indicated that in speaking and listening the percentage of pupils reaching level 2 was above the national average.

79. Available evidence suggests that standards at Key Stage 1 have improved over the past three years and in Key Stage 2 standards have been consistently above the national average. National Curriculum test results in 1999 indicate that standards in writing have improved even further and a higher percentage of pupils achieved level 3 and level 5 in English.

80. Throughout the school attainment in speaking and listening is above national expectation. Pupils use their oral skills well. This is particularly evident in a narrative poetry lesson in Year 2 when pupils read the "The Owl and the Pussycat" fluently, using their voices effectively with good intonation to emphasise and vary expression. The good opportunities provided for pupils at Key Stage 1 to talk about their interests and their work, enhance progress. The solid foundations laid in the Reception class, where all have good opportunities to talk, are carefully extended throughout the school. Pupils talk about stories, news, games and items of interest and all contributions are valued. The consistent encouragement provided ensures all pupils, including those with special educational needs, develop confidence and a widening vocabulary. They listen carefully to instructions and respond well to questions, showing good understanding.

81. Pupils' increasing use of appropriate language is carefully developed, and, by the end of Key Stage 2, pupils communicate very effectively. The majority of pupils are able to listen well and ask relevant questions designed to extend insight and understanding. Carefully designed opportunities for speaking and listening ensure that pupils speak clearly and confidently. For example, pupils in Year 4 debate at a very mature level when they compare and contrast poems on similar themes, such as "Dog" by Ted Hughes and "Cat" by Eleanor Farjeon. By the end of Key Stage 2, pupils display confidence in a variety of speaking and listening tasks. For example, during the literacy hour, older pupils confidently discuss the differences between biographical and autobiographical forms of writing.

82. Progress is good for the majority of pupils, at both key stages, in this aspect of English. Well developed speaking and listening skills throughout the school, across all subjects, support pupils' learning and their personal development. Those with special educational needs receive

the same careful support in developing an appropriate spoken language, using increasingly widening vocabulary.

83. By the end of Key Stage 1, attainment in reading exceeds national expectations. Pupils read confidently and with accuracy, and the use of phonic clues, knowledge of high frequency words and picture cues enhance their ability. Higher attaining pupils confidently discuss characters and select main features from text. The majority of pupils make appropriate use of the context to predict and anticipate likely words and events in a story. Those who are less fluent use appropriate strategies to help them understand the meaning. Big books are used well to support pupils' understanding of stories, whilst drawing pupils' attention to the conventions of written English.

84. In Key Stage 2, the study of poetry produces good discussions about the features of poems based on common themes. For example, Hunter poems of the Yoruba, such as "Leopard" and "Elephant" are used effectively to compare and identify differences and similarities and develop deeper understanding of style and meaning. By the end of Key Stage 2, most pupils read fluently, from a range of different texts. They are skilfully guided in learning about different types of writing, such as biographies and autobiographies. By the time they are 11, pupils use a range of context cues to gain meaning, understand the need to use different reading strategies, dependent on the purpose, and have sound knowledge of research techniques. The majority of pupils are able to refer to texts in order to answer questions and demonstrate good inferential understanding of text. They understand how to make good use of reading aids such as an index, chapter headings or lists of contents. However, pupils' abilities in reading for information, through the systematic teaching of research and study skills, are not well developed. Adult volunteers, who come into the school to assist in the classrooms, help to develop skill and interest in reading.

85. Pupils' progress in reading throughout both key stages is good. Reading skills develop systematically from the earliest days in school. Planned work builds well onto pupils' achievement from the Reception class to the end of Key Stage 2. Throughout the school pupils are encouraged to build on their knowledge and skills of word patterns, punctuation, grammar and understanding of books and they develop a good level of fluency in reading. Opportunities for higher attaining pupils to read more widely to support their topic work are good and they make good progress.

86. By the end of both key stages pupils' attainment in writing exceeds national expectations. Pupils make good progress in developing letter formation in the early part of the school, and, by the end of Key Stage 1, have developed a well developed letter formation. Most can spell commonly used words and understand sentence structure. They use capital letters and full stops appropriately to demarcate sentences. Pupils in Year 1 recognise and use question marks correctly. Higher attaining pupils also recognise and effectively use exclamation marks to add interest to their writing. By the end of Key Stage 2 pupils write independently and with concentration for a sustained period. Imaginative, expressive and argumentative writing is developing well. Pupils are able to transfer their knowledge of high frequency words when writing for different areas of the curriculum such as when writing good descriptive poems about hedgehogs.

87. By the end of Key Stage 2, pupils are able to complete extended pieces of writing with confidence. They write for a range of purposes and audience and often make good use of their writing skills in other subjects, such as in history, where they write about life in Tudor times and in geography where pupils write about Greek culture. Older pupils are able to successfully

comment on the setting, characters, style, plot and how the story is concluded in “Lenny’s Red Letter Day”, by Bernard Ashley. They insert paragraphs to help identify important aspects. The majority of pupils know about grammatical elements of English such as nouns, verbs and adverbs. In handwriting pupils use a joined script which is neat, legible, reflects their own style and is clear and well formed. Work is consistently well presented and pupils take a pride in their work. The higher attaining pupils in both key stages are consistently stretched to deliver the best of which they are capable. Throughout the school computers are used effectively to present a range of work, in a variety of formats.

88. Across both key stages pupils, including those with special educational needs, make good progress in writing. The literacy hour has improved the range and quality of writing as well as extending the pupils' understanding of a range of literature. These benefits have further improved the high quality of English across the curriculum.

89. Pupils’ attitudes to learning English are very good throughout the school and contribute significantly to the high standards of attainment in literacy. They work well together when undertaking paired tasks and they persevere and complete tasks well. They are well motivated and demonstrate their interest by asking relevant questions and eagerly taking part in discussions and debate. They draw readily upon previous knowledge and their own experience in and out of school. Behaviour in lessons is very good and pupils show initiative and the ability to work independently.

90. The quality of teaching is very good at Key Stage 1 and good overall at Key Stage 2. There is a substantial amount of very good teaching taking place in the subject at both key stages. This has a strong impact on standards and makes a positive contribution to pupils’ attainment and progress in literacy. Teachers are knowledgeable, confident and skilled in the subject. Work is well planned so that pupils’ skills, knowledge and understanding are systematically developed as they move through the school. Daily lesson plans include suitable tasks for higher and lower attaining pupils within each class ensuring that all pupils receive challenging work.

91. The school has very successfully established the literacy hour. The organisation is good and activities carefully guide pupils’ progress in all aspects. Planning is very detailed and good use is made of cross-curricular links to reinforce learning. Teachers collaborate well in planning and teaching strategies are consistent. Both long and medium term plans are very good and ensure that all required aspects are covered. All pupils have equal opportunities. Non-teaching staff contribute well, particularly with children under the age of five and those with special educational needs, often taking responsibility for group activities alongside the teachers. Assessment procedures are well established and make an important contribution in planning work to meet the needs of most pupils. Baseline assessment is carried out with the Reception children, enabling staff to match teaching to children’s needs at the earliest point. Assessment and recording procedures throughout the school are very detailed and consistently applied. Good use is made of the information gained for planning future teaching and learning. Parents are effectively involved in the school’s literacy strategy at home by supporting pupils’ work in English.

92. The co-ordinator gives very good leadership and her role in the co-ordination and monitoring of teaching and learning has a beneficial impact on the quality of learning throughout the school. Resources for English are good. The school has recently acquired some good quality books for the National Literacy Strategy, which has had a positive effect on the implementation of the literacy hour. Parents have also made generous donations to supplement resources.

Mathematics

93. The previous inspection reported that pupils' attainments were in line with national expectations, with some children working at higher levels that were appropriate to their ability. The evidence of the current inspection is that attainment is good at both key stages. National Curriculum assessments in 1999 for pupils aged 11 indicated that the percentage of pupils reaching the national expectation of level 4 was very high in comparison with the national average of all schools. The percentage of pupils reaching the higher level 5 was well above the national average. When these results are compared with those of schools deemed similar, the school is achieving results which are very high when compared with these similar schools at level 4 and well above the national average at level 5 and above. Taking the four years 1996 to 1999 together, the underlying trend is one of improvement. Throughout the school, boys and girls are succeeding at similar rates in mathematics.

94. At Key Stage 1, many pupils are working at levels above those expected for their age. They learn to count forwards and backwards in ones, twos, fives and tens. They learn to write numbers and are careful to record the digits accurately. They learn to make simple calculations using addition and subtraction and learn of the relationship between addition and multiplication. For example, in Year 2, pupils learn that when adding two pence five times, their work can be more quickly recorded as 5×2 . Pupils at Key Stage 1 are able to recognise and name triangles, rectangles, squares and circles. They also learn about cones and cuboids and can identify the number of faces and edges on these three-dimensional shapes. Pupils learn to tell the time, some of them understanding quarter past, half past and quarter to the hour. They gather data and show their information in graph form. By the end of Key Stage 1, pupils can recognise the patterns created by numbers, such as those made by repeatedly subtracting five. They place a series of three digit numbers in correct numerical order and begin work on place value, learning of the importance of the position of each digit within a two digit number. They learn of the difference between odd and even numbers and learn rules, such as knowing that the addition of two odd numbers will always make an even number.

95. At Key Stage 2, pupils multiply and divide numbers by 10, 100 and 1000. They apply this knowledge to their work with metric measurements. They extend their knowledge of place value to seven digit numbers. They learn about percentages as fractions of one hundred and calculate simple percentages of whole numbers. Pupils learn to halve and double numbers and use this information to help them in their mental calculations. They begin to learn of the link between fractions and decimals and of how to record these numbers. Pupils apply their mathematical knowledge in practical situations. For example, Year 6 pupils use their knowledge of how to measure angles accurately with a protractor when working in design and technology. They apply their knowledge of acute and obtuse angles when talking about their scientific work with sundials. Pupils learn correct mathematical vocabulary and use it appropriately when describing their work. Information that pupils collect as tally charts is converted into graphs. They know a graph needs a horizontal and vertical axis. Work is recorded accurately and carefully.

96. Pupils at both key stages, including those with special educational needs, make good progress as a result of good, well-targeted teaching. At Key Stage 1, pupils develop a sound understanding of number. They progress from identifying and counting numbers to being able to use numbers in calculation using addition, subtraction and multiplication. They improve their understanding of number relationships through the identification of patterns in numbers which make totals of up to 10. They identify odd and even numbers. The effect of the National

Numeracy Strategy is already noticeable in pupils' growing ability and speed in performing mental calculations. Younger pupils use number lines to assist them, but older pupils arrive at answers swiftly and, for the most part, accurately, without any assistance. Pupils improve their understanding of shapes and measures and soon learn to correctly identify a range of two and three-dimensional shapes. They compare heights and lengths of everyday objects with themselves and learn to measure using, for example, hand spans. At Key Stage 2, pupils continue to improve their understanding of number operations. In Year 3, pupils become confident with calculations involving addition, subtraction, multiplication and division. They develop an understanding of the relationship between the different number operations, such as

that between multiplication and division, and of the relationships between sets of numbers. Older pupils improve their understanding of fractional numbers and of the relationship between fractions and decimal numbers. The speed of their mental calculations improves as they draw on an increasing number of strategies to help them. They develop a sound understanding of shapes and measures, learning to measure angles accurately, using a protractor. Pupils use their mathematical knowledge effectively to assist their work in other subjects. For example, they use graphs to support their work in science and geography, and use their knowledge of angles when completing design and technology work. At both key stages, pupils are quick to use their knowledge of numbers to identify and explore patterns in numbers. For example, in Year 2 when looking at repeated addition and in Year 3, when looking at a grid showing multiplication tables from one to ten.

97. Pupils at both key stages have very positive attitudes towards mathematics and respond well to the good teaching that they receive. They are eager to answer questions and readily explain the methods that they have used to calculate their answer. They offer sensible alternatives for ways to record their work and take great pride in the presentation of their work. Pupils enjoy working with numbers and respond thoughtfully in discussions. They listen carefully to explanations and often ask sensible, considered questions. Good levels of concentration are sustained from the youngest age groups to the oldest pupils. They are able to organise themselves to work co-operatively and effectively in pairs and in groups.

98. The quality of teaching is good at both key stages. For the most part, planning is detailed and clearly identifies what pupils are expected to learn. It takes account of the different levels of pupils' attainment. Lessons are carefully organised and well resourced, often with simple, but effective equipment. Lessons are mostly conducted at a good pace, sustaining pupils' interest and challenging their thinking. Classroom assistants are used effectively. They are well briefed about the work that they are doing and are familiar with the work of the pupils that they are helping. Teachers give clear explanations and use direct teaching effectively. Through carefully targeted questions, teachers both challenge and support pupils, ensuring that all pupils are involved in all parts of the lesson. Time at the end of lessons is used to good effect to consolidate learning, to share activities and to make assessments on what pupils have achieved, in order to inform the planning for future lessons.

99. The implementation of the National Numeracy Strategy is very good. Teaching has good structure and is effective in ensuring that pupils make good progress in their work. Day-to-day assessments are made against the objectives for each lesson. Results from assessments are used to track pupils' progress. The co-ordinator leads the development of mathematics, which is a shared responsibility with all staff working together. The co-ordinator has offered good guidance to colleagues at Key Stage 2 through demonstration lessons and liaises closely with the curriculum co-ordinator at Key Stage 1. This has produced a thorough and consistent approach to the teaching of mathematics throughout the school.

- Science

100. National Curriculum test results at the end of Key Stage 2 in 1999 indicate that the percentage of pupils attaining levels expected nationally was very high compared with the national average. The percentage of higher attainers was well above the national average. When these results are compared with those of schools deemed similar, the school is achieving results which are well above average when compared with these similar schools at level 4 and at level 5 and above. When the pupils are 11 years of age, their standard of attainment in

science was above average in comparison with the national averages when compared with all schools and with similar schools. These standards reflect an improvement since the last inspection.

101. During the period of the inspection evidence indicated that at Key Stage 1 most pupils were attaining standards which are average in science and that at Key Stage 2 most were attaining above average standards in the subject. Progress for all pupils, including those with special educational needs, in most aspects of science is satisfactory at Key Stage 1 and good at Key Stage 2.

102. The school successfully follows a well planned and balanced programme of science which covers and regularly reinforces all the required areas. It meets the needs of all the pupils with differing levels of attainment effectively, including those with special educational needs.

103. In Key Stage 1, pupils study how to separate solids and liquids. In their study on the human body pupils learn about how their body works and how skeletons of different animals vary. In investigative science, pupils discover which materials are recyclable and record their findings as a graph. By the end of the key stage, pupils have adequately covered all aspects of the subject.

104. At Key Stage 2, pupils can record their work and explain it clearly to others. Their knowledge and understanding of the concept of a fair test is well developed, for example, when monitoring the changes of materials, such as how water changes in response to heat and cold between gas, liquid and solid. They work co-operatively in small groups, planning tests. Pupils have a good understanding of the 'food chain'. In Year 6 pupils study the effects of different soil types on plant growth using different chemicals such as vinegar and lemon juice to create acid, alkaline and neutral soils. By the end of Year 6 pupils have adequately covered all aspects of the subject.

105. Pupils' progress in science throughout the school is satisfactory at Key Stage 1 and good at Key Stage 2. The good links which are made between subjects often enhance pupils' understanding and improves their rate of progress. All pupils with special educational needs, make good progress in the subject helped by good planning by the class teacher and good support from classroom assistants.

106. Pupils' attitudes to work are very good throughout the school and especially in the older class. They listen attentively and concentrate well. Most pupils are enthusiastic, motivated and they respond well to a challenge. There are excellent relationships between pupils and

adults. Pupils are keen to talk about their work and they have a desire to do well. In Key Stage 2 especially, they co-operate effectively in investigative work. Pupils enjoy lessons in science and like to work independently on tasks for extended periods of time. They respond well to opportunities for getting out and putting away equipment responsibly and carefully.

107. The quality of science teaching across the school is good at Key Stage 1 and very good at Key Stage 2. Teachers' knowledge and understanding of the subject is good and they have high expectations of their pupils. They are well organised and make good use of resources and time. Lesson planning uses the science programmes of study and national guidance material well and show realistic targets to be achieved. The literacy and numeracy hours are used well to extend pupils' skills where appropriate. There is ongoing assessment of work with the pupils in the classroom to inform future learning. Work for pupils of different levels of attainment is planned. For example, in an excellent lesson in Year 4 on the solar system, where the teacher had planned a good range of activities and had set tasks relative to the prior attainment of different groups of pupils.

108. There is a good science policy and scheme of work which is detailed and informative. The subject co-ordinator has only recently taken responsibility for the subject and has yet to have appropriate opportunity to monitor science teaching throughout the school. The quantity and quality of resources for the teaching of science throughout the school is good and they are easily accessible. The accommodation, and its use for the teaching of science, is satisfactory.

OTHER SUBJECTS OR COURSES

- Information technology

109. Pupils make at least satisfactory progress at Key Stage 1 and good progress at Key Stage 2. Attainment is satisfactory and in line with levels expected nationally, by the end of Key Stage 1 and good and above national expectations at the end of Key Stage 2. Information technology has received considerable development since the last inspection, in terms of the establishment of suitable programmes of work and is now in need of further resources, particularly for use of the Internet and electronic mail. The school is shortly to receive funding from the National Grid for Learning which it has allocated to these aspects. Skills are taught systematically and are then reinforced in other areas of the curriculum.

110. At Key Stage 1, pupils can use the keyboard, mouse or concept keyboard to interact with the computer. They can use the computer for simple word processing tasks, retrieve and store their work with help. In discussing their work pupils are able to use information technology terms such as mouse, delete, enter and cursor, appropriately. The younger pupils in Key Stage 1 learn how to assemble text, whilst pupils in Year 2 learn how to edit their writing, using the mouse to highlight the text. Although familiar with the mouse, most have yet to understand the combined functions of highlighting and deleting letters.

111. By the end of Key Stage 2, most pupils have secure understanding of a range of functions. They understand that information technology can be used in a range of situations in order to fulfil different purposes. They can collect, access and interrogate information, as when using CD-ROM to gain information on a topic, for example, when studying shadows in science at Year 6 and when obtaining information about Ancient Greece as part of their history topic. Year 6 pupils are very familiar with the keyboard. They know how to use programs, text and graphics to analyse information and ideas.

112. Pupils make good progress overall as they move through the school. The work is planned and organised in such a way as to be accessible to pupils of all abilities. Pupils with special educational needs are well supported and make good progress.

113. The pupils enjoy their work in information technology. They regard the computer as a useful tool and can appreciate its importance as part of the work in many different contexts. Increasingly they come to regard the computer as a tool to aid them in a variety of ways in all curriculum areas. Most are confident in their use of the hardware and can carry out simple operations such as saving work on disk and correcting text with a word processor.

114. The quality of teaching is good at Key Stage 1 and very good at Key Stage 2. Training opportunities have been provided and more are planned. Most teachers have secure subject knowledge. The detailed and good quality policy and scheme of work based on national guidance material provides clear guidance for teaching skills and the use of information technology across the curriculum. Teachers give clear instructions and manage pupils well. Pupils' progress is regularly recorded and is reported in the annual written report to parents.

115. Information technology holds a high priority in the school's development plan. The school has plans to further develop resources. In general, good use is made of information technology to support learning across the curriculum. Display captions are often prepared, using the word processor, whilst many examples of pupils' printed work are exhibited throughout the school.

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Art

116. Progress in art is good throughout the school for all pupils, including those with special educational needs. There are many good examples of good artwork throughout the school. In the Reception year, pupils paint detailed pictures of themselves and have produced a colourful collage of "There was an Old Woman". Pupils in Year 1 use a variety of materials to create texture for "The Three Little Pigs" display. They observe and discuss shapes used in a range of buildings and make wax rubbings of various building materials to create texture. Older pupils in Key Stage 1 confidently mix secondary colours and paint colourful pictures to represent autumn festivals such as Jewish Sukkot, Chinese Moon and Diwali. They explore a range of printmaking materials and techniques, for example, prints and rubbings of leaves collected on a walk in the locality of the school. By the end of the key stage, pupils use a variety of techniques effectively.

117. In Key Stage 2, pupils achieve very pleasing results when they make careful observational drawings using sketching techniques to give different densities of shade to aspects of their pictures of still life and musical instruments. They produce an impressive collage of the Emperor Claudius and paint a life size picture of a Roman Soldier. Pupils in Year 4 use charcoal to produce tonal drawings and create a life-like figure of Henry VIII. Pupils in Year 5 use converging lines and vanishing points to produce a colourful street of houses.

118. In both key stages, pupils study the work of famous artists such as Picasso, Lowry and Renoir to develop their understanding of different drawing and painting techniques. In Year 2, pupils produce pastel pictures of faces based on their studies of "Self Portrait", by Rita Keegan and "Girl with Pigtails" by Amedeo Modigliano. Pupils in Year 6 plan to emulate the style of Leonardo da Vinci in his picture of "The Last Supper" and learn how to create a three-dimensional effect using tone, line and texture.

119. Pupils enjoy their artwork and express enthusiasm for what they do. They are confident in handling materials and a range of tools, and understand the need to do this safely. Pupils make constructive comments about each other's efforts.

120. Across the school, teaching of art is good. Teachers plan carefully and make sure that activities enable all pupils to participate fully; they present challenges, which intrigue pupils and hold their interest. Teachers plan well in order to undertake small-scale modelling with clay and dough, and also use recyclable materials when the occasion demands. Teachers' planning is well focused and the teaching reflects a security in their subject knowledge.

121. Material resources include a good range of media for two-dimensional work. There is a sufficiency of clay and other malleable materials. Visual resources are good and there are artefacts for pupils to handle. There is limited use of resources to develop pupils' appreciation and understanding of art from non-western cultures. There is a policy and detailed scheme of work, which support teachers' planning. Links with and support by information technology are appropriately developed.

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Design and technology

122. The provision for design and technology has improved since the last inspection, notably by the revised policy and scheme of work, which fully meet the requirements of the programmes of study.

123. Two lessons were seen during the week of the inspection. Other evidence was gained from teachers' planning, photographs, display, pupils' work and discussion with teachers, pupils and the subject co-ordinator. All pupils, including those with special educational needs, make satisfactory progress.

124. At Key Stage 1 pupils' skills in design and technology are appropriately developed in the areas of designing, making and evaluating. Pupils develop skills in investigation and apply their knowledge in mathematics, science and information technology. Younger pupils enjoy working with construction kits. To support their studies of homes, they design and make furniture from wood and plan their ideal home. Older pupils are able to select materials and cut and shape them when making moving skeletons, colourful facemasks and puppets. They learn to use apparatus and tools sensibly, making appropriate selections of materials to be used and cutting and fixing with relative accuracy and precision. The majority of pupils are able to reflect on their ideas and suggest improvements to their models. By the end of the key stage, most pupils, including those with special educational needs, have a sound understanding of designing, making and evaluating.

125. At Key Stage 2 an increasing range of tasks is provided. Pupils in Year 3 effectively use their knowledge of products, ingredients and techniques to design, make and evaluate a variety of sandwiches. Pupils in Year 4 use a range of design, measuring, drawing, cutting and fixing skills to produce money containers. Pupils in Year 5 design and make musical instruments and pupils in Year 6 use corriflute and foamboard to design, make and evaluate pencil holders and aeroplanes. By the end of the key stage, most pupils use labelled sketches to show detail when constructing frames for their design proposals as part of their study of shelters. The majority successfully identify the main stages in design, making and evaluating and show good understanding of the tools, materials and processes required.

126. Pupils make satisfactory progress in their designing and making skills throughout both key stages. They consolidate and practice relevant skills as well as refining their design ideas and evaluating more constructively. They explore and use with increasing skill different techniques for cutting, joining and shaping materials. As pupils get older they become more aware of the suitability of the materials they select for their models.

127. Pupils enjoy their design and technology lessons. They discuss their achievements enthusiastically and many describe the processes involved in designing, making and evaluating. Attitudes to work in design and technology are good. Pupils work well in groups and individually. They co-operate with, and support each other, to complete their work. Pupils with special educational needs enjoy the practical aspects of this subject and are well supported by teachers. Pupils handle tools safely and well and use different materials and other resources appropriately.

128. The quality of teaching observed was very good. Good links are made between subjects to reinforce pupils' understanding. Subject knowledge is good and work is matched appropriately to pupils' levels of attainment. Teachers ensure that resources are easy for pupils to locate. Good opportunities to extend pupils' vocabulary are provided and appropriate terms explained. The long term plan identifies the focus and provides a sound base for pupils' work. Teachers maintain records on the work pupils have covered.

129. The newly appointed co-ordinator has plans to provide good support and monitor the implementation of the curriculum. Resources are good, used well and easily accessible for pupils.

- **Geography**

130. The lessons observed, scrutiny of pupils' work, classroom displays, examination of teachers' planning and discussions with pupils, indicate that pupils make satisfactory progress throughout the school. Standards are similar to those seen at the last inspection when pupils' attainment was described as appropriate to their abilities.

131. At Key Stage 1, all pupils, including those with special educational needs, make satisfactory progress in developing their geographical skills and knowledge. By considering their route to school and through discussing books such as 'Rosie's Walk', they begin to develop an understanding of how maps are used to record places. They develop their knowledge of the local area through visits to the seashore and the river. They consider how their actions can affect the quality of the environment through discussions about recycling rubbish. Pupils' knowledge of other areas is developed through visits to different surroundings, for example, during a visit to a forest pupils discussed how life was different away from the sea. In Year 2, pupils study life in an African village and make comparisons with their own lives.

132. At Key Stage 2, all pupils, including those with special educational needs, continue to make satisfactory progress. They develop an understanding of life in other countries through their studies of India. They make comparisons between life in an Indian village and their own life in Britain. Their work is enhanced by their studies of the Hindu religion in religious education. In Year 5, pupils undertake surveys into aspects of the local environment. For example, they examine proposals to make alterations to the traffic flow in the town centre of Workington. They draw detailed maps of the local road system and undertake surveys of the traffic flow, using their mathematical skills to interpret data that they collect and draw graphs. In Year 6, pupils study mountain ranges around the world. They further develop their research skills to discover facts about the mountains. They use atlases, encyclopaedias and CD-ROMs

to extend their knowledge and make presentations to their class about their discoveries. However, their geographical learning is restricted by their limited abilities to skim and scan text for relevant information. In their science work about the earth in space, pupils demonstrate that they have a sound grasp of longitude and latitude.

133. Pupils enjoy learning about other places. They enjoy working on research activities and older pupils organise themselves into effective teams in order to cover the areas of work required by the teacher. They co-operate well and share information and source books. They are interested in engaging in discussion and often offer interesting and thoughtful opinions about their work, for example, when they discuss the leisure and farming activities that might occur on the lower slopes of mountain ranges. Pupils present their work well. Text is carefully written out. Where information technology is available, pupils are learning to import graphics and text into their word processed work in order to improve its presentation.

134. The quality of teaching is sound at both key stages. At Key Stage 1, lessons are well prepared and questions are used effectively to engage and sustain pupils' interests. However, planning is not always sufficiently well linked to the scheme of work or the National Curriculum programmes of study and the division between work in geography and science becomes indistinct. At Key Stage 2, good use is made of resources. Interesting challenges are set which both engage and sustain the interest of the pupils. The effectiveness of the teaching seen was diminished by poor management of time, which resulted in pupils being rushed and unable to pursue their research for an adequate period.

135. There is a satisfactory policy and a good scheme of work that makes effective use of the national guidance for teaching geography. The guidance has been thoughtfully adapted to suit the situation of the school and is used well by the teachers. The co-ordinator has only been responsible for the subject for a short time and is still evaluating how the subject might be developed. At present, there are no opportunities for her to monitor teaching or planning within the subject. Resources are satisfactory. Visits to places of interest extend pupils' understanding of the world.

- **History**

136. Overall, pupils make good progress in history throughout both key stages. This indicates an improvement since the previous inspection, when standards were judged to be average, with some evidence of higher attainment in both key stages.

137. At Key Stage 1, all pupils, including those with special educational needs, make good progress in developing a sense of time and history. They begin to understand about the past through considering their own lives. They create time lines which indicate significant events within their lives. Pupils study life in the past by comparing domestic life 80 years ago with their own experiences of home life. They examine artefacts and make sensible suggestions about possible uses for the objects that they study. In Year 2, pupils develop a sense of history through studying the lives of famous people and discussing the effect that the actions of these people have had on our lives today. For example, they discuss Guy Fawkes and the Gunpowder Plot. Pupils begin to develop good reasoning skills through discussions of past events.

138. At Key Stage 2, all pupils, including those with special educational needs, make good progress in developing their knowledge of the past and in developing methods of enquiring about the past. They know about different historical eras, such as Victorian Britain, Tudor

England and Ancient Greece. They develop a sound understanding of how people lived in the past and an awareness of the very different lives of rich and poor people within these societies. Pupils make good use of their literacy skills to discover information about the past, referring to text books, encyclopaedias and CD-ROMs. Their limited ability to scan and skim text accurately slows down their progress at times. They make good use of photographs and other pictorial sources of information to assist their research.

139. The quality of teaching is good overall in both key stages. However, there is greater inconsistency in the teaching seen at Key Stage 2 than at Key Stage 1. Where teaching is most effective, work builds effectively on past learning and questions are used to improve and promote pupils' understanding. All pupils are challenged by the lessons and make good progress in lessons and over time. Where teaching is unsatisfactory, tasks lack suitable challenge. Questions are not used effectively as they fail to focus pupils' attentions on appropriate aspects of historical enquiry.

140. Pupils are interested in learning about life in the past and are fascinated by their discoveries about the way families used to live. Younger pupils extend their interests by enquiring within their own families how domestic life has changed within living memory. Pupils approach historical work with enthusiasm and enjoy discussing their ideas about the past.

141. There is a satisfactory policy. The good scheme of work makes effective use of national guidance on history. The guidance has been carefully adapted to suit the circumstances of the school and is used well by teachers. There are no opportunities for the history co-ordinator to monitor teaching or planning at present.

- **Music**

142. Overall, pupils make sound progress throughout the school in learning to listen, appraise and perform music. Inspection evidence concurs with the previous assessment that standards were appropriate for pupils in music.

143. Progress in singing is good. However, most singing takes place in classrooms and there are few opportunities for pupils to sing with proper accompaniment. Pupils sing hymns and traditional songs and rhymes rhythmically and tunefully. In Key Stage 2, pupils sing well together in their assembly. There are few opportunities for the whole school to sing together.

144. At Key Stage 1, pupils learn to play percussion instruments and to identify appropriate sounds to add to poems to give them musical dramatisation. They are familiar with the range of sounds that each instrument can make. At Key Stage 2, pupils develop an improved sense of pulse. They explore pitch, identifying rising and falling sequences of notes and learn about famous composers such as Mozart and Beethoven. Pupils listen to one another's work and thoughtfully express their opinions about what they have heard.

145. Pupils engage energetically and enthusiastically in most music lessons, singing and playing with obvious enjoyment. They perform readily and unselfconsciously and appraise each other's work with some sensitivity.

146. The quality of teaching is sound, although there is some inconsistency at Key Stage 2. Within lessons, teachers concentrate on developing what pupils know and can do in order to develop musical skills and understanding in progressive steps. Work is carefully planned in line with the school's scheme of work. Where teachers do not have specialist subject knowledge, they make effective use of commercial schemes to support their work. Classroom

support is generally used effectively, although occasionally assistants are asked to undertake tasks beyond their abilities. Where teaching is less effective, pupils are asked to engage in tasks which do not develop their musical abilities. Some lessons do not follow the scheme of work closely and work lacks focus. Pace is poor and the length of the lesson is too long with insufficient variety of tasks.

147. Resources for music are good. They are clearly labelled and readily accessible. The music co-ordinator is new to the school and has yet to develop her role throughout the school. However, too little use is made of her expertise within the school in order to offer more opportunities for pupils to perform in larger groups or with accompaniment. There is a satisfactory policy and the scheme of work is generally good, although there are no opportunities for pupils to experience music from cultures besides those found in Europe. There is a lack of musical extra-curricular provision. The school has already identified this weakness and has started to make plans to improve the situation.

- **Physical education**

148. Standards in physical education are satisfactory at the end of both key stages. Progress is at least satisfactory throughout the school.

149. At Key Stage 1, pupils learn to throw, intercept and receive a ball. They are beginning to develop an awareness of space by travelling around the room and can use their bodies to make a variety of shapes. By the end of the key stage they have acquired appropriate balance and control of their movements. They know why the body needs exercise and are aware of the need to warm up before exertion and to cool down afterwards.

150. At Key Stage 2, pupils continue to develop gymnastics, dance and games skills. In gymnastics they balance using hands or feet and attain solutions to challenges within the activities. They demonstrate their practised movements and mirror their partners movements. Opportunities for evaluation and discussion of different parts of the activities enable pupils to make sound progress. Pupils are enthusiastic about the subject and generally work well together. The majority of pupils collaborate well, willingly demonstrate to others and are happy to observe others' achievements. Pupils work well independently and in groups.

151. Teaching is satisfactory. Lessons have clear objectives and are well organised, teachers willingly demonstrate their expectations of the pupils; they offer appropriate praise and encouragement. Pupils benefit from a limited range of extra-curricular activities. A variety of team games are taught, including football, cricket and netball. The school plays friendly and competitive sports with other primary schools in the area.

152. The co-ordinator is enthusiastic about the subject. There is a satisfactory policy and scheme of work in place. Resources are adequate and used well.

- **Swimming**

153. All Key Stage 2 pupils attend swimming sessions in the autumn and spring terms each year. Lessons are taken by qualified instructors at a local swimming pool assisted by the class teacher and support assistant. In these swimming lessons, Key Stage 2 pupils make good progress and most are successful in swimming 25 metres by the end of the key stage. Pupils are confident in the water, know how to float and develop effective strokes. Pupils develop suitable arm and leg strokes to swim breaststroke and backstroke. They learn to breathe

correctly and understand the principles of water safety.

PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

154. The school was inspected over four days by four inspectors, and a preliminary visit was made to the school. In total, 14 inspector days were spent making observations of 51 lessons, assemblies or parts of lessons. All classes were seen, a sample of the pupils' work over the previous year was examined, discussions were held with pupils and a wide sample of pupils were heard to read. Discussions were held with all the teachers, governors and the headteacher. Eleven parents contributed their views at a meeting with the inspector and 54 responded to a questionnaire.

DATA AND INDICATORS

1. 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	209	0	19	18

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	26.1 : 1

Education support staff (YR – Y6)

Total number of education support staff	5
Total aggregate hours worked each week	77.5

155. Primary schools

Average class size:	30
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Financial data

Financial year:

1998/99

	£
Total Income	310,748
Total Expenditure	312,056
Expenditure per pupil	1,508
Balance brought forward from previous year	26,932
Balance carried forward to next year	25,624

PARENTAL SURVEY

Number of questionnaires sent out:

209

Number of questionnaires returned:

54

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	26	54	11	9	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	37	55	4	4	0
The school handles complaints from parents well	15	59	24	2	0
The school gives me a clear understanding of what is taught	20	60	9	11	0
The school keeps me well informed about my child(ren)'s progress	35	48	4	11	2
The school enables my child(ren) to achieve a good standard of work	36	56	4	0	4
The school encourages children to get involved in more than just their daily lessons	24	41	24	9	2
I am satisfied with the work that my child(ren) is/are expected to do at home	33	53	6	6	2
The school's values and attitudes have a positive effect on my child(ren)	42	50	6	2	0
The school achieves high standards of good behaviour	43	46	11	0	0
My child(ren) like(s) school	48	48	2	2	0