

# INSPECTION REPORT

**LANGWATHBY CHURCH OF ENGLAND  
PRIMARY SCHOOL**

Langwathby, Penrith

LEA area: Cumbria

Unique reference number: 112255

Headteacher: Mrs Lesley Birtwell

Reporting inspector: Adrian Simm  
21138

Dates of inspection: 5<sup>th</sup> - 9<sup>th</sup> November 2001

Inspection number: 193305

Full inspection carried out under section 10 of the School Inspections Act 1996

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and junior school

School category: Voluntary controlled

Age range of pupils: 3 to 11 years

Gender of pupils: Mixed

School address: Salkeld Road  
Langwathby  
Penrith  
Cumbria

Postcode: CA10 1ND

Telephone number: 01768 881295

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Appropriate authority: The Governing Body

Name of chair of governors: Rev. Richard Moatt

Date of previous inspection: March 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21138	Adrian Simm	Registered inspector	English as an additional language Mathematics Physical education	What sort of school is it? How high are the standards? How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9649	Jean Smith	Lay inspector		Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
21563	Graham Martin	Team inspector	Foundation Stage English Information and communications technology Design and technology	How good are the curricular and other opportunities offered to pupils?
7994	Pam Weston	Team inspector	Special educational needs Religious education Geography History	
15474	John Fairclough	Team inspector	Equal opportunities Science Art Music	How well does the school care for its pupils?

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

Langwathby Church of England Primary School is a co-educational Voluntary Controlled school for pupils aged between three and 11 years. It educates around 206 pupils including 26 pupils in part-time nursery provision and 21 pupils in the reception class. Pupils in Years 1 and 2 are taught in two vertically grouped classes as are pupils in Years 3 and 4 and Years 5 and 6. The size of classes at Years 5 and 6 are large with 36 pupils in each. Some pupils join the school at Year 4 from a local first school and the number varies from year-to-year but can be as low as one pupil and as high as 10 pupils. The school serves 15 villages across 50 square miles to the east of Penrith. Currently, there are more boys than girls on roll although this is only obvious at reception and Year 1. Around seven per cent of pupils are known to be eligible for free school meals, which is below the national average. However, the school manages a Community Development Centre (CDC) on the school premises. This is funded by a European Social Regeneration Funding grant and provides Information and Communications Technology (ICT) and other courses for adults. It is used also by staff and pupils. The funding criteria for this initiative points to some 'pockets' of social disadvantage within the catchment area of the school. About 16 per cent of pupils are on the school's register of special educational needs and require additional support for speech or communication, learning or behavioural difficulties. Four of these pupils have a statement of Special Educational Need. This is above the national average. Most pupils have attended pre-school provision. No pupils have English as an additional language. Overall attainment of pupils on entry to the reception class is similar to that expected nationally although this can vary from year-to-year. The school had a number of Acting Head Teachers in post between 1997 and May 2000 when the current Head Teacher was appointed. The school has been wrestling with a high budget deficit since 1996 because of spending on building extensions. This has reduced temporarily, the number of teachers, support staff and administrative time available to the school.

### **HOW GOOD THE SCHOOL IS**

The school is successful in meeting its aims of providing a high quality education for its pupils and in helping them to become increasingly independent and responsible. Overall, pupils who are of average attainment on entry to the reception, achieve well by the time they enter Year 1. This continues throughout the school so that usually by the age of 11 years, pupils attain well above average. Boys' and girls' standards in English, mathematics and science in 2000 were much higher than those for children in most other schools. Pupils' attitudes and personal development are good and behaviour is very good. Pupils are being prepared very well for living in a diverse society. Very high standards are the result of the good school leadership that encourages high quality teaching overall. The school achieves this with funding that is similar to most other schools and as such, provides good value for money.

#### **What the school does well**

- Ensures that pupils attain very high standards in mathematics and science by the age of 11, and in art throughout the school.
- Provides good quality teaching and learning overall that is particularly strong in the Nursery and Reception class and in Years 5 and 6.
- Recognises its strengths and plans very clearly for improvement. This is because the school is very well led and managed by a head teacher who has the support of a highly effective governing body.
- Recognises quickly the needs of pupils with special educational needs and provides for them very well.
- Provides very good opportunities for parents to become involved in school life. Many families benefit from this, which makes a significant contribution to the quality of pupils' achievement.
- Provides effective learning opportunities that are 'brought to life' through excellent links with the community, very effective links with other schools and very good opportunities for pupils to gain knowledge and to mature morally and socially in the diverse society in which they live.
- Ensures relationships between pupils and between pupils and staff are generally very good. This is part of the school's strength in promoting very good behaviour overall in lessons which lets teachers teach and pupils learn.

#### **What could be improved**

The school is very effective in monitoring its work and identifying areas for improvement. It is already taking steps to improve the following areas, which the inspection confirms as priorities;

- Standards in writing and mathematics by the end of Year 2.
- The monitoring of teaching, including by subject leaders, to improve the consistency in teaching.

- The facilities for physical education both indoor and out.

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

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school went through a period of uncertainty after its last inspection in March 1997. It had a number of acting head teachers. This was eventually resolved in May 2000, with the appointment of the current head teacher. By then, the governing body had taken some very difficult decisions. These included a reduction in staffing that helped to reduce the large budget deficit that was in its early stages at the time of the last inspection. Despite this, the school has improved well. It has introduced the national strategies for English and mathematics; improved subject planning in all subjects; completed a 'new-build' project to reduce over-crowding in many teaching areas; gained funding to open and run effectively a Community Development Centre and overall, retained or improved standards for pupils by the end of Year 6.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	C	A	A
mathematics	C	B	A	A
science	B	B	A	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

In the Foundation Stage, pupils achieve well. This usually continues so that by the end of Year 2, pupils are well above average in reading, writing and mathematics. However, in 2000, standards by the end of Year 2 slipped slightly and whilst reading remained above average, standards in writing and mathematics were average. This is likely to be the case again in 2001. The school is focussing on writing for improvement this year and mathematics next year. The targets set for improvement this year in English, mathematics and science for pupils in Year 6 were based upon an accurate analysis of their previous work. The targets were met or exceeded for pupils gaining Level 4 in each subject, which is the expected level for their age. Those attaining Level 5, exceeded the school's expectations. Overall, results in recent years show a continued improvement in standards achieved by Year 6 pupils although this is likely to have slipped slightly in 2001 in English. Improvement is broadly in line with the national trend for 11-year-olds. Pupils with additional learning difficulties also achieve well with the majority attaining Level 4 by the end of Year 6. The school's analysis of the results points to pupils having some difficulties such as with writing when it is the focus for assessment and they have to write quickly and with problem solving and probability in mathematics. These are correctly being focussed on for development.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are good listeners and keen learners. They sustain their concentration well and are eager to answer questions.
Behaviour, in and out of classrooms	Pupils' behaviour is very good in lessons and they generally show a high level of self-discipline. On the playground it is lively but usually good-natured.
Personal development and relationships	Responsibility and independence develop well and flourishes from the moment children join the school. The very good relationships between pupils and adults help to make this a happy school.

Attendance	Attendance is above average. Punctuality is good both at the start of school and at the end of break times.
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Pupils, who at times have misunderstood something or are unsure of what to do, have no worries about asking for and accepting help. The willingness of pupils to strive to improve their performance, such as in gymnastics, as a result of evaluation by other pupils is outstanding. The working atmosphere developed throughout the school allows adults to concentrate on teaching and pupils to concentrate on learning.

## TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

Most teaching and learning during the inspection was generally satisfactory or better. Overall, it was good. It was satisfactory in English whilst there was much in mathematics, science, art, geography, history, music and physical education that was good or better. Teaching and learning was particularly strong with Nursery and Reception children, with pupils in Years 5 and 6, and to a lesser extent with Years 1 and 2. Using thorough weekly assessments, nursery and reception staff plan effectively to provide each child with key learning experiences at an appropriate level of challenge, particularly in reading, writing and number. With Years 5 and 6, teachers check continuously that pupils are clear what is expected of them and pupils have no concerns at all about asking for help. In effective lessons, work is set for different abilities of pupil, groups are supported in their learning by teachers focusing on each group for short periods of time and when additional staff are available, they are used effectively, particularly with those pupils with additional learning difficulties. This is also the case in effective lessons at Years 1 and 2 although the adult-to-pupil ratio here is generally only good with the support of parents. Overall, pupils' independent work and research skills are developed well. On the few occasions when pupils' learning was unsatisfactory, this was mostly at Years 3 and 4. The main reasons centred on some pupils being unclear what they had to achieve in the lesson and some parts of the work not pitched at the right level causing concentration to wane. This happened in lessons in English, history and music. At Years 1 and 2, also, teachers found it difficult to pitch teaching at the right level for the majority when the Reception class pupils joined in for a story session. As a result, learning was unsatisfactory for a significant number. The National Numeracy strategy has been introduced well and teaching of skills is good throughout school and built in to a broad range of subjects. Introduction of the National Literacy strategy has been satisfactory. On occasions, when other subjects are being used to teach literacy skills, such as history, the literacy objectives become lost and pupils do not learn as effectively as they might. Those pupils requiring additional support to meet their individual education plan targets or who simply need a boost with their work, receive appropriate attention either in class or at times individually or in small groups. Higher attainers are recognised and encouraged to achieve very well. Overall, the quality of teaching and learning is a strength of the school.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Overall, the curriculum is very good and meets statutory requirements. It gives pupils a broad and worthwhile experience of all the subjects.
Provision for pupils with special educational needs	The school has a clear policy for special educational needs and makes very good provision for all pupils who are in need of extra help.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school is very successful at developing pupils' relationships and support for each other within a strong family ethos. The school places very great importance on providing opportunities for pupils' that broaden significantly their understanding of the diverse society in which they live.
How well the school cares	Arrangements for pupils' welfare and support are good. Overall, staff know pupils



for its pupils	well and are successful in providing a safe and caring learning environment. Pupils generally feel happy and secure and are confident that they have someone to turn to when necessary.
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Through their involvement in the Governing Body, the Friends of Langwathby School and their day-to-day support in classrooms, parents have a significant impact on the life of the school. This is very good. On occasions, some parents feel short of information on how their children are getting on or are being cared for, but these are a small minority. Communication with most parents generally works well. The school has appropriate systems to safeguard pupils' access to the internet. There are effective measures to deal with any form of harassment or bullying, should these arise. The important basic skills of literacy and numeracy are emphasised strongly for the children in the Foundation Stage, as are the development of personal and social skills. In this way, the teachers of these children lay a firm foundation for their learning further on in the school. The school enriches pupils learning with a good range of first-hand opportunities offered by visitors into school and day-trips and residential.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	This is good. The head teacher has 'pulled-together' very well the strengths of her staff and has set out to ensure these are focused on raising pupils' standards. Staff with management responsibilities have played their full part within the time available to them so far.
How well the governors fulfil their responsibilities	The governors' contribution to the school is now very good. Difficult decisions were made in 1999 to resolve the budget deficit. These are now paying off. All statutory responsibilities are met.
The school's evaluation of its performance	The head teacher is very clear what the school does well and what else needs to be done. Governors and staff are part of the process of self-evaluation, which is working well.
The strategic use of resources	Since 1999, this has been very good and vital to the school's survival. The school uses a broad range of grants very well to enhance teaching and learning opportunities.

Overall, the school's staffing, accommodation and learning resources are adequate for all but physical education but the numbers of staff and the improvement of resources have been adversely affected by the deficit budget. Although staff work very hard to overcome the drawbacks, the facilities for physical education both indoors and outdoors restrict pupils' learning. The school compares itself rigorously in its standards against other schools both nationally and in its local area. It takes into account what it knows of comparable costs. From time-to-time, the school samples, by questionnaire, for example, how parents feel about different aspects of its work. It is succeeding appropriately in meeting the principles of 'best value'.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• The teaching is good</li> <li>• Children are expected to achieve their best</li> <li>• Children are becoming mature and responsible</li> <li>• How easy it is for parents to approach the school with questions or a problem</li> </ul>	<ul style="list-style-type: none"> <li>• The range of activities outside of lessons</li> <li>• The amount of work children have to do at home</li> <li>• The leadership and management of the school</li> </ul>

Inspectors agree with what pleases most parents about the school. In relation to areas that a significant minority of parents would like to see improved, inspectors consider that for the number of staff available, the school offers an appropriate range of regular activities outside of lessons, which are enhanced very well by day-trips, residential trips and sporting fixtures. Although the school does not have a homework policy, the current amount

given is satisfactory. However, it does not 'build-up' sufficiently as pupils near the end of Year 6. Inconsistency in leadership and management was an issue after the last inspection. This was resolved in May 2000 and is now proving successful.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

- 1 Children's attainment on entry to the Nursery can at times be higher than would be expected for children of this age. However, at the end of the Nursery, some children move to schools nearer to their homes and as such, not all children move into the Reception class. Generally, attainment of the reception children shortly after they start, is what would be expected for children of this age. **During the Reception, pupils achieve well and by five, most children have surpassed the expectations of the Early Learning Goals in all areas of learning for the Foundation Stage.**
  
- 2 **This usually continues so that by the end of Year 2, pupils are above average in reading, writing and mathematics.** However, in 2000, standards by the end of Year 2 slipped slightly and whilst reading remained above average, standards in writing and mathematics were average. This is likely to be the case again in 2001. The school is focussing on writing for improvement this year and on mathematics, next year. The amount of time for learning support staff to work with teachers in Years 1 and 2 has been reduced since 1999, when the school had to take measures to reduce its budget deficit. This has adversely affected how the school is able to support work for the broad spread of ability in these classes. The school works very well with those children who have additional learning needs including those who start at the school in Years 1 and 2. These pupils continue to achieve well. At times, one or two of these children start not long before the Year 2 assessments, which affects the school's overall standards. The school is targeting correctly, the support of those pupils who stand the chance of reaching Level 3 in the Year 2 national assessments. That is, those who could attain higher than expected for their age.
  
- 3 **The statutory targets set by the school for improvement this year in English and mathematics for pupils in Year 6 were based upon an accurate analysis of their previous work.** The targets were met or exceeded for pupils gaining Level 4 in English, mathematics and science, which is the expected level for their age. Those pupils attaining Level 5, exceeded the school's expectations.
  
- 4 **Overall, results in recent years show a continued improvement in standards achieved by pupils at the end of Year 6, although this is likely to have slipped slightly in 2001 in English.** Improvement is broadly in line with the national trend for 11-year-olds. Results are generally well above the national average for those pupils who achieve Level 4, and increasingly for higher attaining pupils who achieve Level 5. This is particularly evident in mathematics and science. **This is the case also in comparison with schools where pupils come from similar backgrounds.**
  
- 5 **All pupils with additional learning difficulties also achieve well with the majority attaining the expected Level 4 by the end of Year 6.** The school's analysis of the results points to many pupils, in addition to those with learning difficulties, experiencing some problems with writing when it is the focus for assessment and

has to be produced quickly. Also with problem solving and probability in mathematics. These are correctly being targeted for development to improve standards even more.

- 6 **There is no significant difference in attainment between the boys and the girls** who attain equally well in lessons. Many pupils attain level 5, which is higher than the expected standards by the end of Year 6. Whilst the school is currently supporting with some extra tuition, those who might achieve these higher levels, including Level 6 in mathematics, there are no pupils identified by the school as being markedly above average and requiring specialist provision. However, the staff know the attainments of all pupils very well and are successfully meeting them. There are a few able musicians who receive additional tuition and are given opportunities to demonstrate their learning. They are encouraged to succeed by the school and their parents.
- 7 **Pupils with special educational needs are identified very quickly when they enter Nursery and Reception. They achieve as well as they are able and respond well to the targets set in their individual educational needs programme.** Pupils with special educational needs make good progress by the end of Year 2 and Year 6 and usually attain standards, which their teachers expect of them. They achieve well in withdrawal groups and in working towards the targets set for them in their individual education plans. In lessons they make good progress when supported by classroom assistants and when their work is carefully tailored to their needs. On some occasions progress is slower when work is not sufficiently well suited to their needs. This can happen because of mixed-age classes when planning for individual year groups and ability levels is not as clear as it might be. Pupils with SEN benefit from the group activities in literacy and numeracy. They make good progress in these groups and achieve well in relation to their previous learning. This is because of the high standard of support from both learning support assistants and parent helpers. For example, the number of parent-helpers in Years 1 and 2 has increased significantly since September of this year.
- 8 **Pupils throughout the school are confident learners.** Most have good attitudes to work, which helps them to make good progress in most lessons and in their personal development. **Standards of pupils currently in the school in English, mathematics and science, are generally good or better and they achieve well. This is the case also in design and technology, geography, history, music and physical education. Standards in art are very good throughout the school.** Numeracy skills are used well in a broad range of subjects. This was very evident in a science lesson with Years 5 and 6. Pupils worked out the mean average of a set of variables that related to the effectiveness of parachutes they had designed. Most pupils were very clear how to work out the average and whilst some used calculators, others worked it out accurately using 'long-hand'. Literacy skills in a broad range of subjects are more variable across the school and whilst satisfactory overall, they were used well in Year 6 where pupils used 'imperative verbs' persuasively in a tourist leaflet they were planning, which would encourage people to visit Barcelona. Pupils are encouraged by staff to develop personal study. On occasions pupils develop ideas of their own at home, upon which they build in school such as the range of good ideas evident in a Year 5 and 6 art lesson with pupils working in the style of Andy Warhol. However, overall, whilst personal development is good, pupils do not yet use the school library sufficiently well to further develop their research skills.
- 9 **Standards in information and communications technology and religious education are satisfactory.** The use of computers in the Community Development Centre (CDC) has helped pupils extend their use of computers for different purposes such as Years 5 and 6 pupils researching answers on internet sites to some

challenging questions about events in history. Staff supervise closely, pupils' access to the internet. Pupils' skills are building up soundly across the school. This is as a result of the increased confidence of staff following their initial training using the CDC in preparation for further training to be provided through the New Opportunities Fund, which is scheduled to start in 2002. In religious education, pupils' standards are sound. They are developing through a broad range of subjects and other opportunities such as understanding Henry VIII's break with the Roman Catholic Church. They are widening their knowledge of other world religions besides Christianity through the school's residential trip to Bradford including a trip to a mosque.

- 10 **By the end of their time in the nursery and reception classes, the children have achieved well and their attainment is good.** The organisation of the Foundation Stage curriculum, the effective use of assessment information to plan for the children's individual learning needs and the good quality of teaching, together contribute strongly to the good progress the children make. This progress is positively influenced by the children's own enthusiasm for learning, which they have acquired from the start.
- 11 In the last two years, with support from the Diocesan Authority and the Friends of Langwathby School (FOLS), the school has been repaying its budget deficit built up over a number of previous years. Despite this financial burden, **overall standards have either been maintained or improved in all subjects by the end of Year 6. The standards in the Nursery and Reception remain strong.**

#### **Pupils' attitudes, values and personal development**

- 12 **Pupils' attitudes, values and personal development are good.** Overall, this is a similar picture to that seen in the last inspection. Particular strengths are pupils' very good behaviour and the very good relationships, which exist throughout the school. Pupils enjoy coming to school and are particularly enthusiastic about the many and varied visits which enrich their learning, including residential trips such as the one to Bradford. They also enjoy their involvement in projects such as the Arts Project, Art Mart and the occasional workshops, which enrich the curriculum.
- 13 **Pupils are keen learners.** Younger pupils are very responsive to their teachers and to support staff. They are good listeners, can sustain their concentration well and are eager to answer questions. They appreciate a challenge. In a numeracy lesson on subtraction, Year 1 and 2 pupils responded very well to some challenging questions and tasks. Year 2 pupils, with the help of a visiting potter, also enjoyed the challenge of developing their ideas in clay and produced some excellent models.
- 14 When required to work in pairs or groups pupils work well, listening to each other and developing their ideas together constructively. For example in a dance lesson Year 3 and 4 pupils worked well in teams to develop imaginative 'underwater' scenes expressed through different dance movements. In a physical exercise lesson the very good behaviour and group work of Year 5 and 6 pupils helped pupils to develop their basketball skills effectively. In a mathematics lesson on probability, Year 5 and 6 pupils worked in pairs and groups to investigate the possible outcomes of throwing two dice; they responded to very good teaching by displaying excellent attitudes and behaviour.
- 15 **Pupils' behaviour is very good.** All pupils, including the youngest who are new to the school's routines, respond very well to the school's well established ways of working and to teachers' high expectations of good behaviour. They display a high

level of self-discipline in the way they move around school. A minority of parents in the parents' questionnaire disagree that behaviour is good. The school has responded to the concerns of a few parents about playground behaviour by drawing up a playground code of conduct and by improving lunchtime arrangements so that pupils are not all on the playground at the same time. During the inspection pupils' play in the playground was lively and vigorous but also good-natured. No bullying was observed. Pupils are polite, friendly and open with visitors. They are proud of their school and take good care of equipment and resources. They use computers responsibly. There have been no exclusions.

- 16 **Pupils' personal development is good.** The very good relationships seen amongst pupils and between adults and pupils help to make this a happy school. Pupils are generally considerate of each others' feelings. In conversations with inspectors pupils showed respect for beliefs other than their own. Bullying is an infrequent occurrence and is always dealt with firmly and promptly by the school. Pupils are always ready to help staff. Older pupils have responsibilities such as preparing the hall for assembly, setting out music equipment and doing the dinner registers. Responsibility and independence is encouraged from the time children join the school. In the early years and in Years 1 and 2 the day begins with children choosing independent planned activities; these help children to learn about choice, taking turns and being responsible for putting away the equipment they use.
- 17 When given opportunities, pupils are keen to use their initiative. For Red Nose Day pupils from Year 3 to 6 successfully devised, organised and ran fairground games to raise money for charity. Pupils' confidence and good independent skills enable them to access a variety of resources when they undertake research projects, such as those which Years 5 and 6 pupils are doing on Barcelona and also on historical change since 1930.
- 18 **Attendance is good.** Attendance for 2000 was above the national average. The drop in attendance in 2001 was caused by the foot and mouth outbreak. Punctuality is good both in the morning and at the end of break times.

## HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 19 Teaching and learning was satisfactory or better in a significant majority of lessons. **Overall, teaching and learning was good.** It was satisfactory in English whilst much in mathematics, science, art, geography, history, music and physical education was good or better. Teaching and learning was particularly strong with nursery and reception children and with pupils in Years 5 and 6. It was also good overall with pupils in Years 1 and 2. Ninety-six per cent of teaching was satisfactory or better and 63 per cent good or better. One lesson was excellent. There were two unsatisfactory lessons. One in English and one in music at Key Stage 2.
- 20 **Using thorough weekly assessments, nursery and reception staff plan effectively** to provide each child with key learning experiences at an appropriate level of challenge. This is particularly noticeable in the important areas of reading, writing and number when the teachers work with small groups of children of similar ability to teach them the essential basic skills. For example, in communication, language and literacy in the reception, teaching that focused on basic reading skills and phonics helped the children to learn by sight and memory a good vocabulary of the key words for reading. They also learned the skill of using their knowledge of the sounds made by letters and letter blends to help them to read new words. This is because of the teacher's good understanding of how children of this age learn.
- 21 **With Years 5 and 6, teachers check continuously that pupils are clear what is**

**expected of them and pupils have no concerns at all about asking for help.** In effective lessons, work is set for different abilities of pupil, groups are supported in their learning by teachers focusing on each group for short periods of time and when additional staff are available, they are used effectively, particularly with those pupils with additional learning difficulties. Examples of this very effective teaching were in a combined art and science lesson where the teacher ensured that the group continuing with their art lesson in developing their designs in the style of Andy Warhol, knew exactly what they had to do and how they were going to proceed. As the art group got underway, pupils decided where to sit and what resources they needed from those readily available. Simultaneously, the teacher chatted to the science group to make sure that they had remembered everything from their last lesson and were clear about how they were going to extend their experiments in air pressure using their own designs of parachutes. Once underway with both groups, the teacher constantly checked with individuals and groups, how they were getting on, offering advice and suggesting ideas but not giving the answers. In a very effective mathematics lesson on probability with Years 5 and 6 pupils, another teacher used a similar approach. Here, the groups in the main part of the lesson were arranged according to ability and appropriately, with slightly different tasks. The teacher focussed on each group in turn and also checked continually how the others were doing. Although the school does not have a homework policy, the current amount given is satisfactory. However, it does not 'build-up' sufficiently as pupils near the end of Year 6.

- 22 In effective lessons at Years 1 and 2 this is also the case but with much younger pupils, the adult-to-pupil ratio is more important than with older pupils who can work more independently. **The adult-to-pupil ratio is currently only good with the support of parents.** The high level of support for lessons seen during the inspection has only become possible with increased parental support since September 2001. This was not available during the last school year. **The low level of staffing because of the budget deficit and fewer parents supporting, contributed to a slight lowering of the overall standards in writing and mathematics by the end of Year 2** in comparison with 1999 which was a very effective year with that year-group of pupils.
- 23 **Overall, pupils' independent work and research skills are developed well.** One excellent lesson in physical education at Years 5 and 6 produced a class-atmosphere where there was a total 'feel of purpose'. All activities, demonstrations and pupil-evaluations were used successfully to promote learning. However, **whilst pupils are encouraged to use the available space very well, the restrictions on activities because of health and safety concerns in a small hall reduce the overall standards that can be achieved.**
- 24 **On the few occasions when pupils' learning was unsatisfactory,** this was mostly at Years 3 and 4. The main reasons centred on some pupils being unclear what they had to achieve in the lesson and some parts of the work not being pitched at the right level causing concentration to wane. This happened in lessons in English, history and music. At Years 1 and 2, also, on occasions, teachers find it difficult to pitch teaching at the right level when the reception pupils join in with Years 1 and 2, for a story session. As a result, learning is unsatisfactory for a significant number.
- 25 **The National Numeracy strategy has been introduced well** and teaching of skills is good throughout school and built in to a broad range of subjects. **Introduction of the National Literacy strategy has been satisfactory.** On occasions, when other subjects are being used to teach literacy skills, the literacy objectives become lost and pupils do not learn as effectively as they might.
- 26 **All pupils with special educational needs are well taught.** Teachers are usually

successful in planning their teaching and the learning materials to pupils' needs and they ensure that pupils know what they need to do to succeed. The very good relationships between staff and pupils and the effectiveness of the classroom support has a very positive effect on pupils' learning. Higher attainers are recognised and encouraged to achieve very well. The teaching assistants are experienced and are well trained for the work that they do. They usefully share lesson planning with the class teachers. This prepares them well at the start of lessons, enabling them to focus clearly on the objectives to be achieved with the group they work with. The staff are particularly well deployed to help those needing most help with special educational needs. The constant encouragement staff give to the pupils motivates them to learn, helps to raise their self-esteem and helps to keep them focused on learning. **Overall, the quality of teaching and learning remains a strength of the school as it was at the time of the last inspection.**

## **HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS OR STUDENTS?**

- 27 The school offers a broad and balanced curriculum that is relevant to the learning needs of all pupils. **The quality and range of learning opportunities is very good overall.**
- 28 The curriculum for the children in the Foundation Stage is well planned, covering all of the areas of learning recommended in the national guidelines for the Foundation Stage. **The important basic skills of literacy and numeracy are emphasised strongly for the children in the Nursery and Reception, as is the development of personal and social skills.** In this way, the teachers of these children lay a firm foundation for their learning later in life. A particularly good feature of the provision is the way in which these children are given the confidence to develop their reading and writing skills. **Overall, the curriculum for children in the Foundation Stage has improved since the last inspection as a result of the recent introduction of systems for tracking progress and planning for learning.**
- 29 **For the children in Years 1 to 6, the curriculum is interesting and well planned in all of the subjects of the National Curriculum and religious education.** As well as providing good opportunities for learning within the subjects of the National Curriculum, the school enriches the pupils' learning with a good range of opportunities for the pupils to extend their experience. Visits to places of interest, such as Eden Camp and the city of Bradford, provide the pupils with a greater knowledge and understanding of history and how people live in other settings. Visiting musicians and dancers, such as a Caribbean Reggae dancer, enliven the pupils' interest in, and knowledge of, culture and art. Displays around the school give the pupils a clearer understanding of the subjects they are learning. For example, a full-scale model of a Victorian hearth, complete with artefacts and archive material, provides a very good focus for the Year 3 and 4 pupils to study the history of the period.
- 30 **The school has implemented the National Numeracy Strategy and its associated planning well** and the strategies for teaching numeracy skills are good for all pupils. Consequently, a good expectation of what pupils should achieve shows through in the teachers' planning. This has a positive impact on pupils' attainment and shows clear improvement from the last inspection.
- 31 **The school has incorporated soundly the National Literacy Strategy into its preferred topic-based approach to teaching English.** This approach is most successful where teachers make use of their good subject knowledge to link the

teaching of literacy with, for example, interesting and relevant topics in history and geography. Writing of good quality often stems from this work. A particular strength of the literacy curriculum is the emphasis on developing pupils' writing skills which, from their study of whole-school assessments, teachers felt could be improved. On occasions, the content of the other subject being used to extend literacy, such as history, takes precedence, and the effectiveness of using literacy skills is lost.

- 32 The requirement to teach religious education according to the locally agreed syllabus is met, as are all other statutory requirements for the curriculum and assessment. Appropriate and satisfactory arrangements are in place for health and sex education and for teaching pupils about the dangers of misusing substances such as drugs and alcohol. Local support services such as the school nurse make a helpful and welcomed contribution to these areas of the pupil's personal development.
- 33 **The school makes very good provision for pupils with special educational needs** and the planning and teaching for special needs pupils is very good indeed. The full integration of these pupils into the life of the school and their contribution to school life has a good effect on their own personal development and that of others. This is clear evidence of the school's good commitment to equality of access and opportunity for all pupils.
- 34 A good range of extra-curricular activities is well supported by staff and pupils. The football and netball clubs are well attended by girls and boys alike and a dance class, French lessons and tuition in playing a variety of musical instruments are well supported. The school has excellent links with the local and wider community and this relationship significantly enhances the pupils' learning. For example, **the involvement of local people in the annual 'Art Mart' project, where pupils exhibit their art work alongside that of well known artists and celebrities, provides a very real sense of community for the school. The pupils gain a great deal from this initiative and all those involved deserve congratulation for the success of the project.**
- 35 Links with other schools in the area and the particularly strong relationship with the partner first school and high schools make a very positive contribution to the school's provision for its pupils. The close knowledge of each other's work and aspirations promotes a strong link, which advantages the pupils' learning.
- 36 The school makes very good provision for the pupils' social, moral and cultural development and good provision for their spiritual development. Opportunities for spiritual development occur in good lessons where pupils reflect on how people are affected by events around them. For example, good poetry about the feelings of children evacuated during World War II show a very real sensitivity to the pain of separation felt by families. Well written letters from a child to a grandfather about conditions in Victorian towns show the pupils understanding of how the lives of people have to change in response to new circumstances.
- 37 Provision for moral and social development is very good. The school has clear guidelines for behaviour and conduct around the school. The very good ethos of the school promotes high standards of behaviour. The great majority of pupils are sensitive to the needs and feelings of others; they are responsible and mature in their relationships. There is a clearly identifiable sense of care and respect for the school as a community. Excellent links with the wider community give pupils a sense of their own and the school's place in society.



- 38 The opportunities for the pupils' cultural development are very good. Visiting artists and performers, such as a Caribbean Reggae dancer, teach the pupils about the diversity of tradition in their own and other cultures. Visits within and beyond the immediate area, such as to farms, museums, factories and cities like Bradford, help the pupils to appreciate the strong traditions in their own culture and to recognise and respect those found in other cultures. In lessons, especially music and art, pupils develop a real sense of the cultural diversity in the world. By providing this variety of cultural experience, the school works hard to encourage the pupils to reach out for experience beyond their own villages, promoting their tolerance, understanding and enjoyment of the richness of life in a society with many cultures. They are well prepared for life in a diverse society.
- 39 **The school has a clear policy for special educational needs and makes very good provision for pupils who are in need of extra help.** The curriculum is accessible to all pupils in the special needs register. Very well targeted classroom support and individual teaching help pupils to improve their basic skills in literacy and numeracy. Individual education plans are very effective in ensuring that pupils' needs are identified and catered for. Short term targets in basic literacy and numeracy, and for behaviour, are clearly defined and achievable

#### **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 40 **All staff know pupils well and work hard to provide a safe and caring learning environment.** Most parents report that their children feel happy and secure and are confident that they have someone to turn to if they have problems. Parents say that they value the way in which the school treats their children as individuals. The school's arrangements for pupils' welfare and support, which were satisfactory at the time of the last inspection are now good.
- 41 **Nursery staff help to ease children's transition to school by making home visits and also by making the nursery a warm, welcoming and stimulating environment.** Children entering reception have a phased introduction to full time school and settle in very well. Very good links with a local First School and good transfer arrangements ease the transition of pupils who join the school in Year 4. There are also very good links and joint activities within the cluster of other local primary schools and also with the local secondary schools, which help to ease this important transition for Year 6 pupils. Parents commented very favourably about all these transition arrangements.
- 42 **The school has good procedures for ensuring pupils' health and safety.** There is a governor with special responsibility for health and safety who, with the support of the governors' 'buildings' committee, makes an annual risk assessment of the premises. Health and safety concerns are acted upon promptly. There is good supervision at lunchtime and a staff member with a first aid qualification takes care of pupils when they are hurt. Pupils who travel by bus are well supervised when they get on to the coaches. The school follows Local Education Authority guidance on child protection. The head teacher is the designated teacher and all staff are aware of child protection issues and procedures. The school has good procedures for monitoring and controlling pupils' access to information on the internet.
- 43 **The school promotes good behaviour well.** All staff have consistently high expectations of pupils' good behaviour and are skilful in behaviour management. Teachers' generous use of praise helps to motivate pupils to work hard and behave well. There is good support for the very few pupils who have difficulty sometimes, in

behaving well. The school has a good bullying policy and when infrequent incidents of bullying occur the school deals with them promptly and effectively. Good records of incidents are kept. However, the school has not yet informed parents about its behaviour policy. The school is aware of this and plans to put this right. Procedures for monitoring attendance are good and absence is properly followed up.

- 44 **The school supports pupils' personal development effectively** in a variety of ways. Teachers boost pupils' self esteem and confidence through their praise and encouragement and pupils' achievements are celebrated in "good work" assemblies. Residential trips to Eden Camp and Bradford help to promote pupils' confidence and independence. The regular raising of money for charity encourages pupils to consider the needs of others.
- 45 **Good procedures for assessing pupils' academic progress provide the school with annual information about attainment.** This is recorded in a system that tracks pupils' progress throughout the school and supports accurate setting of targets for attainment at the end of Year 6. For example, the inclusion of pupils who join the school at other times than the beginning of a key stage can be monitored and their needs identified and met without delay. This ensures realistic annual performance targets that reflect accurate predictions. It also helps to identify pupils who may be falling behind in their learning.
- 46 **The progress of pupils with special educational needs is monitored thoroughly.** The systems for identifying and supporting pupils in need of extra help are very good. Teachers and learning support assistants collaborate successfully in the production of individual education plans, which give precise information on support arrangements and appropriate learning activities. The arrangements for referrals and termly reviews are models of good practice. Learning support assistants know the pupils very well and they make a valuable contribution towards the monitoring of pupils' progress and personal development. The SEN leader tracks pupils' progress well, ensuring that they move up or down the register of special educational needs as appropriate. Some pupils eventually come off the register others move to stages where they receive additional support, with regular review of provision and changes to individual education plans.
- 47 Teachers maintain a good knowledge of their pupils from day-to-day so that they can set challenging annual targets and are clear about attainment when assessing collections of pupils' work in many subjects. Pupils' work in annual assessments is analysed to identify areas of learning that may need to be improved. This has been useful in identifying initiatives in science that have produced improved performance. Class targets are set for attainment and learning objectives are identified for lessons. But, individual short-term learning objectives are not identified for pupils. This means that some lessons use the same challenge for all pupils, even though they are of different ability and in different year groups. This is particularly so in English. In some subjects, different levels of learning are sought by supporting the less able and seeking a higher level of performance from higher attaining pupils whilst all pupils in the class work at the same task. Insufficient examples were found of teachers setting different learning challenges at the beginning of topics. For example, when investigating changes in solutions in science, all pupils followed the same structure for the investigation which meant that pupils were not able to make enquiries or demonstrate findings at their own level of understanding. On the other hand, some good examples of differentiated work were found in mathematics lessons across the school. This is not a consistent picture across the subjects.

- 48 **Although the school does not have an up to date policy for equal opportunity** it does include all pupils in the full range of learning opportunities. Pupils in the mixed year-group classes receive full access to the curriculum and parallel classes share the same planning. Pupils with special educational needs are supported in the same challenge as their fellow pupils. Although challenge is set at one level in most activities pupils are supported in completing the work at a level that matches their age and ability. However, the provision for instrumental music tuition does disrupt learning for pupils who receive this tuition. It interrupts the same lesson each week and consequently, the same subject week-on-week.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 49 **Parents are strongly committed to the school.** The parents' questionnaire reflects the positive views of a large majority of parents on the school's work. Parents are particularly pleased with the good teaching and the way the school expects their children to work hard. Most parents feel very comfortable about approaching the school if they have questions or a problem.
- 50 A significant minority of parents consider that the school does not provide an interesting range of activities outside of lessons. Although the school does have fewer after-school clubs than many other schools, it does provide a wide range of interesting visits, and visitors and workshops further enrich the curriculum. Overall, the range of activities provided outside of lessons is good. A minority of parents consider that the school provides insufficient homework. Taking into account the regular reading and other homework, which is provided and taking into account the long bus journey, which many pupils have, the amount of homework provided is appropriate. Inspection findings do not support the concerns of a minority of parents about leadership and management. Overall, leadership and management is judged to be good.
- 51 **The school has maintained its good links with parents since the last inspection.** These are established right from the beginning of children's school life by the home visits, which are made by nursery staff and the good informal relationships, which are established between parents and staff in the Early Years Unit. A very clear outline of the early learning goals and how the school helps children to achieve them is displayed on a notice board in the entrance to the unit. Parents are also kept up to date with the work their children are doing through the portfolios of work, which are sent home on a half-termly basis.
- 52 Parents who live nearby are able to come into school at the beginning of the morning and help their younger children with planning activities. The school is aware that many parents who live at a distance and whose children come by bus feel more isolated from the school. It encourages these parents to come into school when they can. The school also keeps in regular contact with all parents through its regular and informative newsletters and also by the widespread distribution of governors and Friends of Langwathby School members in different villages. The information, which the school provides for parents, including the prospectus and the annual governors' report is full of information and is good.
- 53 Almost all parents attend the individual consultations on their children's progress, which are held in the spring term. At the beginning of the school year each class teacher holds a parents' meeting to talk about the coming year's work and about how parents can support this. Overall, annual written reports on pupils' progress are good. They reveal teachers' good knowledge of pupils. Pupils also have their own section in

the report to say what they have enjoyed and how they think they can improve their work. Most reports contain a clear outline of pupils' attainment in mathematics and English and include specific suggestions on how attainment in these subjects can be improved. However targets for improvement are not consistently included in all reports. Parents of pupils with special educational needs are kept fully informed and involved in the progress of their children. They are invited to discuss their child's Individual Education Plan and to provide additional support at home if possible.

- 54 **Parents' close involvement in the work of the school is a major strength of the school.** Many parents help in class on a regular basis. The quality of this help together with the way it is well planned and guided by teachers, has a very positive impact on pupils' learning. Parents give good help with visits and with after school clubs. They also help in the organisation of the Art Mart. The school values the Friends of Langwathby School as one of its great strengths. The association puts on regular social and fund raising events. The substantial amount of money, which it raises, provides valuable support to the school in maintaining a broad curriculum.
- 55 Parents provide good support to their children's work at home and at school. Most parents regularly hear their children read and the school provides home school record books for younger children which many parents use for communication. Many of the excellent displays seen in school such as the Second World War display and the atmospheric Victorian hearth have been put together with the help of loans of items from parents.

#### HOW WELL IS THE SCHOOL LED AND MANAGED?

- 56 **The school is successful in meeting its published aims of providing a high quality education for its pupils and in helping them to become increasingly independent and responsible.** These are strengths of the school recognised by a very significant majority of parents responding to the parents' questionnaire for the inspection and by staff from schools to where the majority of pupils move at the end of Year 6. **This is as a result of very capable management by the head teacher and governors.** This leads to effective co-ordination by staff in the school such as those who have particular responsibilities for leading year-groups and the provision for the Foundation Stage pupils, subject planning or developing broader curriculum and assessment approaches.
- 57 The school went through a period of uncertainty in its leadership following the last inspection in 1997. It had a number of acting head teachers. This was eventually resolved in May 2000, with the appointment of the current head teacher. Also during this period, there were changes in membership of the governing body. For some time, there was no sign of the management of the school bringing successfully under control the increasing budget deficit that was in its early stages at the time of the last inspection. From a level of £25922, this deficit had doubled to a deficit of £52470 by the end of the 1999 financial year and was still increasing at an alarming rate. The governing body eventually took some very difficult decisions in 1999, including a reduction in staffing that have resulted in a current prediction that **the budget deficit will be resolved by the end of the current financial year.** The Diocesan Authority and the Friends of Langwathby School have supported the school financially during this period. Profits from the annual 'Art Mart' were a particular part of this. All support helped to ease the difficulties. Art Mart 2000 funded the school's Millennium tile wall, which is striking external feature of the school. Everyone has pulled together to try and resolve the difficulties. This is a good example of the strong commitment of the Church and parents to the school and the overall sense of a school community.

- 58 Despite this, **the school has improved well since the last inspection.** The school has,
- introduced the national strategies for English and mathematics and improved subject planning in all other subjects
  - completed a 'new-build' project to reduce over-crowding in many teaching areas, specific improvements in teaching space for the Foundation Stage, more appropriate siting of the school offices and improved library facilities
  - gained funding to open and run effectively a Community Development Centre, which, whilst geared to adult education has improved staff's and pupils' skills in using ICT in an increasing range of subjects
  - retained sound standards or improved them in all subjects
- 59 **The head teacher is leading and managing this process well and is very clear what the school needs to do to improve further.** This is clearly set out in school improvement planning. Particular areas for development include
- raising standards in attainment in English, mathematics and science for those pupils below average
  - raising standards for pupils in Years 1 and 2
  - further develop schemes of work to be more appropriate for pupils in mixed year-group classes
  - improving the role of senior managers and subject leaders in knowing how well other teachers are improving pupils standards
  - increasing staffing levels when affordable
  - ensuring the Community Development Centre is self-financing by the time the additional funding finishes in 2003
- 60 **All other staff with management responsibilities are playing their full part within the time scales that have been allocated to them so far.** The support of pupils with additional learning difficulties is given appropriate priority and this is reflected in the additional allocation from the school budget and the efficient use of specific funding for pupils with special educational needs (SEN). The head teacher is the special educational needs co-ordinator and ensures day-to-day requirements are met. The school targets successfully a range of pupils who with additional support, might achieve higher standards in national tests. This is both for lower and higher attainers between Years 3 and 6. Reduced staffing levels because of the school's deficit budget has affected the extent of support available to Years 1 and 2. As well as being the co-ordinator for special educational needs and the SEN support teacher, the head teacher also leads the subject planning for mathematics, history for Years 3 to 6 and pupils' personal, social and health education. This is far too much, given the demands of running the school. The head teacher recognises that both her own responsibilities and those of others will need to be reviewed once the school has full use of its annual budget without the requirements of paying off the deficit.
- 61 **The organisation of support for pupils with special educational needs is particularly good** and is fundamental to these pupils' good progress. This is because the SEN leader has a first hand knowledge of the needs of these pupils and works very closely with all staff and parent helpers. Extra support is directed to specific pupils and groups based on needs discovered through the termly review. This good practice is very effective in raising the achievements of lower-attaining pupils.

- 62 **The school currently enjoys the support of a hard working governing body** that has a strong relationship with the staff, pupils and parents. Their contribution to the school is very good. Governors visit the school frequently. At times this is informally, and at other times, for example, in a monitoring role for the curriculum or for health and safety issues. Some governors with specific monitoring roles such as for special educational needs, have first-hand knowledge from working in the school, as does the chair of governors who takes assemblies and teaches religious education to many of the pupils. The governors are now very effective at monitoring the day-to-day financial control of the school and comparisons and more detailed quotations are sought when carrying out major purchases. Governors rightly appreciate the expertise of the school administrative staff in providing up-to-date information upon which decisions can be made. This is also in connection with the management of the Community Development Centre. The school has benefited from a full audit of its budget in 2000, which led to the Local Education Authority agreeing the school's proposals for bringing the deficit under control. Governors have a range of relevant sub-committees, which meet regularly and report back to the main body. All of this work helps them to gain a very good impression of the school's strengths and areas ready for development. Overall, they are very successful now in carrying out their responsibilities.
- 63 **Teachers' planning for lessons is monitored closely by the head teacher.** Subject leaders are aware of what is planned to be covered in different subjects by different year-groups. Teachers working with the same year-groups plan together in detail to make sure that pupils cover the same work regardless of class. This ensures that agreed areas of learning are covered and planned for appropriately. Staff have been monitored teaching particularly with regards to their performance management targets and in connection with the literacy and numeracy strategies. Newly qualified teachers (NQT) have been monitored also as part of their induction process in the school, which is well organised. This also gives NQTs the opportunity to plan with more established staff and to observe other staff teaching. This is continuing. Subsequent discussions with those staff observed helped to raise awareness of individual strengths and how teaching can be improved. **The school has plans for subject leaders to be more fully involved in monitoring teaching** in the classroom. This will happen in those subjects that become the next focus of the school's improvement plan once the budget deficit has been erased. **This will lead to greater consistency in teaching across the school.**
- 64 Teaching and learning support staff are deployed effectively and the school has a sound mix of subject trained and experienced staff. Pupils with special educational needs are given very good support. The accommodation is much improved and used well to provide a range of opportunities in English and mathematics and for a broad range of practical work in science, art and design, music and design and technology. This now lends itself more to pupils being given opportunities to work in groups and more independently. Accommodation overall, is now satisfactory. Access to the Community Development Centre for information and communications technology (ICT) for staff development and for some pupils on two afternoons per week has been instrumental to improving staff's skills and consolidating pupils' standards. This is in advance of the school benefiting from national funding for ICT training, which is scheduled shortly. **In physical education, space is still extremely limited for both indoor and outdoor activities.** Teachers and pupils cope admirably with these drawbacks but standards are still hampered in areas such as gymnastics and dance, and in games activities such as netball and basket ball that require more appropriate indoor and outdoor hard floor-space on which a full class of potentially 36 pupils can

practice. The school is able to provide wheel chair access to most areas of school and on occasions when this is necessary, makes appropriate short-term additional provision for access to parts where there are steps. Premises staff are integral to the smooth running of the school. They are part of the 'school community' and frequently work longer than their contracts require. The quality and quantity of resources to meet the demands of the curriculum are sound overall. The budget deficit has meant that staff have restricted buying resources to absolute priorities and that at times, pupils have to share resources such as in map-work in geography. However, when a particular focus is needed, such as with multicultural resources at the moment for Years 1 and 2, money is found or resources borrowed which allows teachers to develop more interesting and successful lessons when resources are matched to exactly what is needed.

- 65 The school analyses and interprets data in detail, sets targets for itself and compares its standards with other schools. **The school has high expectations and is setting itself challenging but achievable goals to achieve in a broad range of areas; such as pupils' attainment in comparison with other schools.** It knows how well pupils are progressing individually including in much detail about pupils with special educational needs, pupils as year-groups, by gender comparisons and has specific information on pupils who start at the school other than in the nursery or reception class. It is in the early stages of using computerised management information systems to support the processing of information and the target setting process. It has already set its performance management targets for all teachers including the head teacher. The school measures itself at times in other ways such as by questionnaires to parents. The head teacher, governors and staff recognise what is working and what else needs to be done. They have the drive and commitment to develop further and the planning is in place to support this. The school applies the principles of best value soundly.
- 66 The school has developed well since the last inspection with an income that was similar to most other schools. However, since 1999, expenditure has been restricted by having to repay the budget deficit. However, this has not hindered standards rising overall. As such, the school currently provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

In order to improve further the high quality of education provided for the pupils, the governing body and head teacher should;

Monitor progress in addressing the areas which both the school and this inspection report identified for improvement, especially

- Improving standards in writing and mathematics by the end of Year 2. (Paragraphs 2, 84 and 97)
- The monitoring of teaching, including by subject leaders, to improve the consistency in teaching. (Paragraphs 63, 94, 100, 107, 119 and 128)
- The indoor and outdoor facilities for physical education. (Paragraphs 64, 143, 144 and 145)

## **PART C: SCHOOL DATA AND INDICATORS**

### ***Summary of the sources of evidence for the inspection***

Number of lessons observed

48
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Number of discussions with staff, governors, other adults and pupils

42
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### ***Summary of teaching observed during the inspection***

	Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
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Number	1	8	21	16	2		
Percentage	2	17	44	33	4		

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about two percentage points.

### **Information about the school's pupils**

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	13	193
Number of full-time pupils known to be eligible for free school meals		15

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs		4
Number of pupils on the school's special educational needs register		32

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	0

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	14
Pupils who left the school other than at the usual time of leaving	10

### **Attendance**

<b>Authorised absence</b>	%
School data	6
National comparative data	5.2

<b>Unauthorised absence</b>	%
School data	0.15
National comparative data	0.5

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

### Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	10	12	22

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	86(100)	86(100)	91(100)
	National	83(82)	84(83)	90(87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Total	19	19	20
Percentage of pupils at NC level 2 or above	School	86(100)	86(100)	91(100)
	National	84(82)	88(86)	88(87)

Percentages in brackets refer to the year before the latest reporting year.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2000	8	26	34

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	32	28	32
Percentage of pupils at NC level 4 or above	School	94(70)	82(80)	94(89)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Total	30	27	30
Percentage of pupils at NC level 4 or above	School	88(68)	79(75)	88(84)
	National	70(68)	72(69)	79(75)

Percentages in brackets refer to the year before the latest reporting year.

Information for both Year 2 and Year 6 has been restricted to totals because of the small number of boys involved in the assessments. This retains confidentiality for individual pupils.

The 2001 assessment data was not available during this inspection.

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	173
Any other minority ethnic group	

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.1
Average class size	27.6

#### **Education support staff: YR – Y6**

Total number of education support staff	4.5
Total aggregate hours worked per week	69

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0.5
Number of pupils per qualified teacher	26
Total number of education support staff	0.5
Total aggregate hours worked per week	13
Number of pupils per FTE adult	26

*FTE means full-time equivalent.*

### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	3.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

### **Exclusions in the last school year**

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

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

### **Financial information**

Financial year	2000/2001
	£
Total income	417891
Total expenditure	404478
Expenditure per pupil	1744
Balance brought forward from previous year	-28240
Balance carried forward to next year	-14827

*FTE means full-time equivalent.*

## **Results of the survey of parents and carers**

### **Questionnaire return rate**

Number of questionnaires sent out	206
Number of questionnaires returned	90

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	38	3	1	1
My child is making good progress in school.	43	50	3		4
Behaviour in the school is good.	26	60	11		3
My child gets the right amount of work to do at home.	36	44	16	1	3
The teaching is good.	60	38			2
I am kept well informed about how my child is getting on.	39	45	8	3	5
I would feel comfortable about approaching the school with questions or a problem.	61	34	3	1	1
The school expects my child to work hard and achieve his or her best.	55	43	1		1
The school works closely with parents.	35	46	8	1	10
The school is well led and managed.	39	34	11	2	14
The school is helping my child become mature and responsible.	46	50	2	0	2
The school provides an interesting range of activities outside lessons.	28	37	18	2	15

## **PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES**

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 67 The children of nursery and reception age, up to the age of five, are taught in two classes, which work together as an 'Early Years Unit'. Children aged three and four attend part-time in the Nursery class. In the September at the start of the school year immediately before their fifth birthday, the children transfer to the Reception class, where they are taught full time.
- 68 In the nursery, a part-time teacher and a qualified nursery nurse teach the children. A full time teacher works in the Reception class, assisted by the nursery nurse who divides her time between the two classrooms in the Early Years Unit. The staff in the Early Years Unit work together very much as a team. This is a strong feature of the provision for the children under five and it makes a significant contribution to the children's learning.
- 69 When they enter the nursery the teacher's assessments of the children show that they are a little above average attainment for children of a similar age nationally. Some children transfer from the nursery to Reception classes to schools nearer to their home while some other children are admitted to the Reception class from other pre-school settings. These later arrivals in the Early Years Unit are soon fully integrated into the routines of the Reception class and they settle quickly. On entry to the Reception class all of the children are assessed using a nationally approved 'baseline' assessment scheme. These assessments show that the children's attainment is very similar to the average for other children found nationally. The findings of the inspection confirm these assessments.
- 70 By the end of their time in the Nursery and Reception classes, the children have achieved well and their attainment is good. The organisation of the early years curriculum, the use of assessment information to plan for the children's individual learning needs and the good quality of teaching, together contribute strongly to the good progress the children make. This progress is positively influenced by the children's own enthusiasm for learning, which they have acquired from the start.
- 71 The teachers, nursery nurse and other adult helpers establish a very effective environment for learning. They provide very good role models for the children under five and for the students on a placement from a child care course at a local college. The caring and supportive ethos of the Early Years Unit is a major influence on the children's willingness to learn. Parents too play a significant role in encouraging their children to be happy and keen to learn in the early years classes. The very good links with most parents and families help them to work in partnership with the teachers to make the most of the opportunities for the children to learn effectively. For example, teachers discuss the progress of individual children regularly with their parents and advise on what parents can do at home to extend the learning at school.
- 72 From the very beginning the teachers set clear routines with which the children soon become familiar. The children learn to make choices about the activities they must do and each of these activities is structured well to maximise the opportunities for learning. By making these choices the children learn to plan their own time and they very quickly become confident and independent. While the teachers and other adults

work on teaching the essential basic skills of literacy and numeracy with small groups of children, other groups are productively busy on activities, which promote other important areas of their development.

- 73 The teachers have developed an efficient system for planning the children's learning. Although the children choose their activities, they are not aware that their choices are guided and monitored, so that the teachers can track each child's learning experiences. This system ensures that all children experience the full range of activities for learning that are available in the Nursery and Reception classrooms. By the end of each week the teachers have a clear idea of what each child has learned and what needs to be done to take each child's learning on further.
- 74 The quality of teaching in the Early Years Unit is good. This good teaching is crucial to the children's learning. The teachers and nursery nurse have high expectations of the children. From their thorough weekly assessments they plan effectively to provide each child with key learning experiences at an appropriate level of challenge. This is particularly noticeable in the important areas of reading, writing and number when the teachers work with small groups of children of similar ability to teach them these essential basic skills.
- 75 By the end of their time in the nursery class the children have achieved well and they are making good progress towards the Early Learning Goals described in the national guidelines for the Foundation Stage curriculum. In all of the areas of learning they have experienced a wide range of activities which helps them to make very good progress along the 'Stepping Stones' of learning for young children. By the end of the Reception year the great majority of children have surpassed the expectations of the Early Learning Goals in all areas of learning and many are working towards Level 1 of the National Curriculum in the basic skills of literacy and numeracy.
- 76 The Foundation Stage curriculum is made up of six key areas of learning.

### **Personal, social and emotional development**

- 77 There is a particular strength in the support provided for the children's personal and social development. In the nursery the children settle very well into the routines and they are comfortable with the challenges presented to them in their activity choices. The organisation of the Early Years Unit gives good support for the development of the children's independence. By the end of the Reception class, the children have achieved good standards in this area of their development. They learn to choose their activities carefully and plan their own time to good effect. They mix well with other children and they understand how their actions can have good and bad effects on other people. They grow in confidence and show initiative when solving a problem within a planned activity. When asked to explain something they express their views well and give well considered accounts of why they have chosen to do something. The high quality of the relationships between the adults and children in the nursery and reception class significantly and positively impacts on the children's personal and social development.

### **Communication, language and literacy**

- 78 The children achieve well. By the end of the Foundation Stage nearly all of the children have met the expectations stated in the Early Learning Goals for Communication, Language and Literacy. They soon recognise that the text printed on a page has some meaning and that it can be read. Children aged three and four in the nursery

point to the words printed on a page and ask an adult to read them. Some of them recognise the initial letter of their own name and some other letters within their name. When they practise tracing over a card printed with their name, they hold their pencil correctly and trace with care, producing letters which are well formed and legible. Some children go on to write their own names without the use of a tracing card and they are very proud of this achievement. The majority of children in the nursery have well-developed speech and they articulate their words well. They confidently tell an adult what they are doing in their activities and they speak clearly. A few children have attainment in speaking skills which is below the average for their age but the adults in the nursery talk frequently and clearly with these children help them to develop more mature speech. In the Reception class the teacher has a very good knowledge of the attainment of the children in speaking, listening, reading and writing and plans effectively to move the children on with their learning. Teaching focused on basic reading skills and phonics helps the children to learn by sight and memory a good vocabulary of the key words for reading. They also learn the skill of using their knowledge of the sounds made by letters and letter blends to help them to read new words. This developing phonological knowledge helps the children to make good attempts at writing words they have not learned from their reading, such as when writing 'btr' for butter in a list of ingredients needed to make a sandwich.

### **Mathematical development**

- 79 This is good. Throughout the Nursery and Reception classes the children learn the key concepts of sequencing numbers, matching objects one-to-one and sorting objects according to a defined property, such as when using jigsaws. Nursery children can count up to and back from five, such as when singing a rhyme about the five caterpillars who turned into butterflies. Some children in the nursery can count beyond five and can match the correct quantity of objects to a number. This skill is extended in the Reception class where the children can recognise the symbols for numbers up to, and, for some children, beyond ten. Many of the children can make marks on paper which accurately resemble the digits 1 to 9. There are good examples in the classrooms of how numbers can be found in different settings, such as on doors or in the area used as a hairdresser's shop. The children can find the sum of two numbers by counting on in ones and some children are proud of their knowledge of basic sums when they recall from memory, for example, that  $2 + 2 = 4$ ,  $3 + 3 = 6$  and  $5 + 5 = 10$ . A few children can accurately work out a subtraction sum by counting back. The work in the children's Record of Achievement folders shows that, by the end of Reception, they have also learned to identify simple regular two and three-dimensional shapes such as squares, circles, cubes and cylinders. In the nursery, children learn about time from the routines of the day, such as snack time, outdoor time and tidying up time. The children in the Reception class recognise that the times for these activities can be identified on a clock face.

### **Knowledge and understanding of the world**

- 80 By the end of their time in the Reception class the children have developed a good knowledge and understanding of the world. They have experienced a wealth of well-planned and good quality activities in the Nursery and Reception classes, enriched by the quality of the guidance and support given by the adults. In the Nursery class the very young children are encouraged to use all of their senses to explore the indoor and outdoor environment. When they play independently and with friends the resources presented to them give the children interest and stimulus for self-discovery. When working with the teacher or another adult they are encouraged to use their senses to investigate natural and man-made objects. The teachers ask



challenging questions to encourage the children's thinking, such as when the reception children plan which ingredients to use to make a tasty sandwich. In this activity the teacher introduces the vocabulary of 'sweet' and 'savoury' ingredients and asks the children to make decisions about which ingredients go together well. There is good learning in the use of information and communications technology, such as when nursery children learn to control a computer mouse to draw a colourful picture. This learning is extended well in the Reception class, where children discuss how they should move pictures on the computer screen to form matching pairs of objects.

### **Physical development**

- 81 In the area of physical development the children achieve well. There are good opportunities for the children to practise their fine motor skills, such as when being taught how to hold a pencil or paint brush correctly or when they are pretending to cut the nursery nurse's hair in the hairdressers! Tracing letters and shapes, manipulating the pieces of a jigsaw or playing with equipment for measuring sand also help to develop good hand and eye co-ordination. When they get ready to go to the outside area the teachers are insistent about the children putting on their own coats to encourage the independent use of zips and buttons. In the outside area the children have a range of wheeled toys to play with and from their use of these they learn good balance and co-ordination. Similar skills are developed well when they use a climbing frame and a wooden bridge in the outside area. In the school hall, Reception pupils developed control and balance in making themselves 'as tall as a house - as wide as a gate' and began to consider different ways of sliding, spinning, pushing and pulling themselves across the floor. Adult support for the teacher in one lesson observed was good. The parent moved quietly around the hall encouraging improvement in pupils' performance and maintaining their concentration. This allowed the teacher to concentrate on assessing and extending pupils' skills, frequently using both teacher and pupil-demonstration to show good practice. This gave pupils new ideas for them to develop or improve their own technique. However, timetabling currently only gives Reception pupils 25 minutes in the hall for each lesson, which is insufficient for the teacher to develop a worthwhile experience both on floor work and in transferring their skills onto apparatus work. No doubt as pupils become quicker at changing their clothes ready for physical education, this will gain a little extra time for the lessons. This will, however, still be insufficient.

### **Creative development**

- 82 The children's creative development is very good. In the Nursery and Reception classes the children explore different textures and media through painting and work with paper, card and textiles, clay and play dough. The teachers ask the children probing questions about the nature of the materials and tools they are using and they extend the children's vocabulary with words to describe features of their work. For example, children making sandwiches used words such as 'sticky', 'sweet', 'slippery' and 'spread' to describe their ingredients and what they were doing with them. Some reception children working with the teacher learned well when they were comparing the different sounds made by musical instruments. The children using these instruments chose carefully and made thoughtful decisions about how they would play each instrument to achieve a pleasing sound.
- 83 Overall there has been good improvement in the provision for children in the Foundation Stage since the last inspection. The effective quality of teaching has been maintained. The organisation of the curriculum for children under five has been carefully reviewed using the guidance found in the curricular guidance for the

Foundation Stage. Strengths in the provision for personal and social development highlighted in the previous inspection report have been consolidated. Further, provision for the crucial basic skills in language and mathematical development has been improved, resulting in very good levels of attainment in these areas of learning. Effective curriculum planning and good systems for assessing children's achievements have been introduced as a further improvement since the last inspection. Together, these enable teachers to plan carefully for the learning needs of each child and to provide good opportunities for the children to achieve their potential. Consequently, by the time they move into Year 1 of the National Curriculum, the children have well established basic literacy and numeracy skills alongside their good achievements in the other Early Learning Goals.

## ENGLISH

- 84 Overall, by the end of Year 2, most pupils' attainments in English are above average. The national test results from 2000 show that attainment is above the national average in reading and is about average in writing. This is likely to be similar for 2001. The results show similar levels of performance in the attainment of girls and boys. The trend in results by the end of Year 2 is, however, slightly downward in comparison to the improving results found nationally. Consequently, attainment as measured by the national tests is not as high as found at the time of the previous inspection. The school's own analysis shows that this trend may be due to the low level of staffing because of the budget deficit, fewer parents supporting in classes at that time, the effect of differing cohort-sizes and the attainment on entry to the school of different year-groups of pupils. Careful analysis of the annual trend in results helps the school to make comparisons between the performance of their own pupils against those of similar schools. These turn out to be slightly higher currently in reading and around average in writing.
- 85 Although fewer pupils than that found nationally achieved the higher Level 3 at Year 2 in writing in 2000, a scrutiny of the quality of writing amongst current seven-year-olds showed that they are performing better in their class work than is indicated by the test results. The unconfirmed results for 2001 show that the school has maintained the standards in reading and writing and that a larger percentage of pupils attained the higher Level 3 in writing in 2001 and similar in reading, than in previous year.
- 86 The 11 year-old pupils at the end of Key Stage 2 were also attaining good standards of reading and writing during the inspection. The achievement of girls and boys is similar. The pupils who read their books to inspectors were confident and fluent readers. Examples of writing in workbooks and displayed around the school were of a good standard. The test results for 11 year-old pupils taken in May 2000 confirmed that standards of reading were above the national average and the results show an improvement since the last inspection.
- 87 From its own analysis of results, the school has learned that, compared with schools in similar circumstances, fewer pupils attain the higher Level 5 in the tests for pupils aged 11. The findings of the inspection show that some pupils aged 11 have good quality writing during lessons and that more of the pupils who attain these high standards in their class work, may be capable of attaining the higher Level 5 in the forthcoming tests.
- 88 All pupils learn appropriately. The children who transfer to the Reception class from other early years settings and small group of pupils who transfer into Year 4 from a nearby first school integrate well, and achieve standards comparable with the pupils

already in the school. There is good provision for all groups of pupils with special educational needs, who make good progress towards the specific learning targets set in their individual education plans. There is also good provision for pupils who are following the Additional Literacy Support (ALS) programme. The focused teaching they receive from a classroom assistant trained to provide ALS, boosts their confidence and helps them to achieve higher standards of reading and writing.

- 89 The school has linked the content of the National Literacy Strategy with the teaching of English through topics in other subjects. The planning of this is very thorough and provides teachers with an effective starting point for their lessons. Consequently, the pupils learn the structure and grammar of English effectively in an interesting and relevant way through a topic they are learning about. For example, some Year 6 pupils learned well how the imperative form of a verb can be used persuasively in a tourist leaflet they were planning which would encourage people to visit Barcelona. However, in some lessons the content of the National Literacy Strategy was not presented well as part of a topic. Insufficient emphasis was given to the planned English content of the lesson and the content of the second subject took over. This resulted in the planned learning objectives not being fully met and a low level of challenge for the learning of English. However, in most areas of school, pupils use word processing programmes on computers in the classroom to re-type their stories, poems and letters and present them well.
- 90 The quality of teaching and learning is satisfactory in Key Stages 1 and 2, although one unsatisfactory lesson was seen. Overall, the quality of teaching was not quite as high as that judged at time of the last inspection. In some lessons there was a lack of rigour in teaching the lesson objectives planned from the National Literacy Strategy. A lack of pace in some lessons meant that some pupils spent a long time producing only a small amount of work. In some good lessons, however, the pupils were challenged to work with good pace and there was good concentration and effort. In these good lessons, pupils learnt the grammatical structure of good English as well as producing writing of a good standard. The quality and quantity of writing were both good in lessons where good pace and the level of challenge were matched by the teacher's expectations.
- 91 Knowledge of the framework for teaching literacy also has an impact on the quality of teaching. Where teachers had a clear understanding of the expectations of the framework, they presented the subject-knowledge to the pupils well. Some teachers, however, were less confident and the level of challenge in these lessons was lower. For example, in the one lesson that was unsatisfactory, pupils were asked questions about their knowledge of glossaries in non-fiction books. No activity was provided which would have extended pupils' learning about how this section of a book can be used to find out key information. Nor was an activity provided to teach a greater knowledge of how to use alphabetical order when searching for a topic in an index.
- 92 A strength of the subject was the attitudes that pupils showed in lessons. They were keen to learn and the great majority of them listened to their teachers well. In challenging lessons where they found the work interesting and they could see its relevance, the pupils produced work of a good quality. They enjoyed the challenge when teachers ask probing questions to assess their knowledge. They confidently read out and shared their work when brought together by the teacher to review what they had written. Observations of lessons show that there is a strong ethos of valuing pupils' work that helps pupils to develop confidence in their writing and establishes good levels of self-esteem.

- 93 Evidence from work displayed and in books shows that the pupils enjoy writing for a variety of different purposes. Books the pupils make by themselves, such as those based on the story of 'Peace at Last' made by pupils in Years 1 and 2, show enthusiasm for writing a story well. Years 3 and 4 pupils improve their writing by choosing adjectives carefully to write their own descriptions of the character of Tom from 'The Water Babies'. Pupils of the same age also express their thoughts and feelings well when imagining themselves as Victorian children who have tried to escape rural poverty by seeking work in the industrial towns. As part of a study of the Second World War, pupils in Years 5 and 6 write very clear accounts about their visit to Eden Camp. They also produce work of good quality in the style used by journalists. For example, in an account of a boy being rescued from the top of a cliff. Poems written about the feelings of a child evacuated during the Blitz showed a very keen awareness of how poetry could convey strong emotions. All of these examples showed how effective the school is in developing writing skills by making writing relevant to the pupils' learning in other subjects. It also contributes effectively to the pupils' cultural development.
- 94 The subject leaders have established a good foundation of planning for the teaching of English. The scheme of work and planning-advice, provide teachers with the essential tools for planning their lessons. Monitoring of the teaching of English through other subjects has not yet taken place sufficiently to help the subject leaders identify where this element of teaching is inconsistent. The subject leaders are keen to improve the quality and sufficiency of resources and realise that the library in the resource area in Years 3 to 6 is insufficiently stocked and is not yet a focal point for pupils to develop their library and research skills.

## **MATHEMATICS**

- 95 Overall, the attainment of pupils was above that expected in comparison with the national average at Year 6 in 2000. This is likely to be the case again for 2001. Results were also well above average in comparison with similar schools. Nationally, boys' results are normally slightly higher than girls but at Langwathby, the trend is the other way round. In 2000, this was partly due to the very small number of boys taking the national assessments in comparison with girls. The results of each boy represented over 12 per cent of their year group, which affected overall percentages significantly. The number of Year 6 pupils attaining higher than that expected for pupils of this age has increased significantly in the last three years at the same time as a reduction in the number of pupils not reaching the expected level. This means that pupils with additional learning difficulties and other lower attaining pupils are achieving as well as higher attainers. Overall, pupils achieve highly by the time they leave the school given that their attainment on entry to the reception is broadly average. This includes those pupils who enter the school later than the reception year.
- 96 However, achievement is not consistent throughout the school. Whilst this is improving because of a particular emphasis in teaching put into Years 3 and 4 recently, much progress is still made by pupils in Years 5 and 6. This is partly due to the spread in attainment on entry of the additional intake of pupils at the start of Year 4, which from one year to another, has a bearing on the rate of progress made until the pupils have settled into school life.
- 97 Also, standards fluctuate at Year 2 where in 1997, results were in the top five per cent nationally and have 'peaked and dipped' since then to a point in 2000 where pupils' attainment was about average in comparison with schools nationally and with similar schools. This is likely to be the case again in 2001. Boys and girls attain equally well

but the number of pupils attaining higher than expected has fallen slightly since 1999. This coincides with a slight reduction in support staff in Years 1 and 2 because of the budget deficit. Also a recent history of a small number of pupils starting in Year 2 shortly before the national assessments are taken.

- 98 Teaching was good for Years 1 and 2 so that by the age of seven, pupils showed an increasing knowledge and understanding of basic number facts. They understood place value of tens and units, and how to add and subtract up to at least ten. In a very well-planned opening to a lesson using the National Numeracy Strategy, although all Year 1 and 2 pupils sat together in the numeracy corner of the classroom, the different year-groups were given different mental sums to work out as quickly as they could. These were pitched at the right level for different ages and abilities of pupils to succeed when given 'a bit of thought'. Parent-helpers supported where necessary, such as using their fingers to help pupils work out the answers. They were clear about their role. The teacher used an interesting and broad range of vocabulary for the pupils to understand that 'take-away, subtract and the minus sign' all meant the same thing. This was reinforced by the vocabulary being written onto the 'white board' and available for reference by both the teacher and children. In group-work, parent-helpers supported individuals in a broad range of activities prepared by the teacher, which extended pupils' knowledge of addition and subtraction to ten. This gave the teacher a small amount of time to focus on some Year 2 children so that they could begin to understand that subtraction is the inverse of addition before checking that all of the other groups were working appropriately. The work of Year 2 pupils in the past shows that they learn to work with number bonds to 100, are aware of simple fractions and rank by order using variables such as age, height or alphabetically, which is a good link with their literacy learning. More able pupils become clearer on the properties of two and three-dimensional shapes whilst those currently on the register of special educational needs know the names of simple two-dimensional shapes and repeat shape-patterns successfully. They describe these accurately by a number of different properties such as number and length of sides, edges, corners and colour. All pupils increase their knowledge in the use of differing strategies when adding and subtracting numbers. In their work pupils are successfully applying these methods to solve simple problems. The school's own evaluation of work points to insufficient emphasis in teaching in the past on 'money' problems that include giving change and matching coins, drawing lines of symmetry and work on capacity that also use the need to subtract. A strength of teaching in Years 1 and 2 is the 'groundwork' put in with pupils with special educational needs which 'pays-off' in improved attainment further through school. Also, in the range of work that is set for different abilities of pupil and currently supported by an impressive number of parents working voluntarily in the school. However, this was not the case last year when support for classes was lower and affected by the staffing cutbacks introduced to overcome the deficit budget.
- 99 Overall, teaching and learning is good with pupils in Years 3 to 6 so that by the age of 11 years, pupils take great pride in their abilities to think mathematically and apply their knowledge. More able pupils understand how to work out averages using the mean, mode or median method. They apply this mostly successfully both in mathematics lessons on 'probability' recorded as fractions and in science lessons using repeated measurements to test a chosen variable in slowing down the rate of descent of a parachute. With varying degrees of support, most pupils work out the mean average of a set of numbers; some choose to use a calculator whilst others work it out in 'long-hand'; checking and re-checking their answers. At Years 5 and 6, teaching and learning was very good. Teachers ensured that lessons were fun, which really encouraged the pupils to join in. Yet, this did not detract from teachers being very clear what they wanted the children to learn and going through a step-by-step

process using discussion, demonstration and question and answer sessions so that the pupils understood what was expected of them. The style of approach of the National Numeracy Strategy is used very effectively including the plenary session. Teachers 'pull together' the learning that has taken place in the different groups and by different abilities of pupil. They assess how well pupils have understood their work, giving pointers where some misunderstandings have crept in. They decide how to proceed with the next lesson if more reinforcement of learning is necessary. On occasions in Years 3 and 4, whilst teaching is satisfactory, guidance in advance of the tasks and evaluation of success via the 'plenary' was not as effective as it might have been. A number of pupils needed additional individual advice and support to be clear of the tasks and to keep them working. Evidence of work in the past included the cross-curricular use of mathematics and information and communications technology (ICT) in a science project. However, little evidence was available of regular use of ICT such as work in analysing data collected and in using computer programs to change previously recorded data for instance from pie charts to percentages to one decimal point or turning raw data into frequency data before displaying on bar charts. The school's own evaluation of the 2001 national assessments points to extra support needed for pupils to more fully understand probability, scales on graphs, use of a protractor for measuring angles, problem solving connected with shapes and advanced number sequences. Probability is the current focus of work. It is being carried out in a 'fun' way in one Year 5 and 6 class that is really grabbing the pupils' imagination with questions such as 'what is the probability of (a named pupil) growing to 3 metres tall?'

- 100 The mathematics curriculum is improved since the last inspection and has a good structure with a good balance between the teaching of facts and knowledge, and the opportunities for pupils to use investigative skills. The subject leader is currently the head teacher, who monitors other teachers' planning and some teaching in a formal approach to improve the consistency in standards. This was particularly useful for staff new to the school. This is not fully in place yet but is supported by the good improvements the school is making in the use of assessment information. It makes use of optional standard assessment tests and mental mathematics sessions. Teachers keep detailed records of pupils' progress in order to plan appropriately for the next steps in pupils' learning. The school sets statutory targets in the percentage of pupils expected to achieve Level 4 or higher by the end of Year 6. In building up to this, the school also sets targets for the pupils at the end of Years 2 and 4 and publishes this information to parents, which is good because everyone then knows what is being expected. To gain full value from this, the results recorded compared with the targets set need to be fully accurate so as to build up trends over time. Teachers ensure the good use of numeracy skills in other subjects although the use of ICT skills learned in numeracy lessons has still to be more fully developed. Overall, satisfactory progress has been made in improving pupils' standards and in the planning, co-ordination and on-going assessment of pupils' standards.

## **SCIENCE**

- 101 The national tests in 2000 for Year 6 pupils showed attainment in science to be well above average when compared against national results and also against those for similar schools. Performance at the higher level of Level 5, was well above national averages and close to those for similar schools. Teacher assessments for Year 2 pupils showed attainment to be close to the average when compared with other schools nationally. The assessment process for 2001 produced a similar picture. Since the last inspection standards for Year 6 pupils in science have risen steadily and this represents good improvement. There were no significant differences

between the standards reached by boys and girls.

- 102 Inspection evidence found standards in science to be above expectations at Year 6 and at Year 2. Investigative work is strong in the science curriculum of this school. Analysis of work shows consistent use of investigations in which pupils follow structured lines of enquiry to answer open questions such as 'How do we get clean water from dirty water?'
- 103 Pupils in Year 2 explained their investigation into the reflective properties of various materials in terms of the fairness of the test. They spoke of keeping a light at the same distance from the material when testing for reflection in a dark 'cave' that had been constructed by the teachers. They explained how their first choices had been made and why yellow reflected most light. They also observed that green and blue had been the hardest to place in order. Pupils in Years 5 and 6 made predictions, controlled variables and explained their results. They knew how to make their tests fair so that results were accurate and reliable. This shows very good achievement. For example pupils worked both individually and in groups when investigating the properties of parachutes. This promoted good discussion and co-operation between pupils. It contributed well to their social development. Work from both boys and girls was organised and set out well. Predictions were made about the effect of changes to size of the canopy and information was recorded in tables. Pupils used their numeracy skills to calculate average values of results from repeated trials. The idea of a 'fair test' was clearly understood. One pupil with special educational needs was supported well by an additional teacher so that good learning occurred.
- 104 Lesson observations and analysis of pupils' work showed good teaching and learning across the school. A broad range of learning opportunities is planned and teachers of parallel year-group classes work together to ensure the same curriculum for the pupils. However, there was some significant difference with Years 5 and 6, where one class used more commercial worksheets. Learning was less effective as a result due to fewer opportunities for investigation and more emphasis on factual knowledge.
- 105 Pupils in Years 3 to 6 are expected to make predictions, to control variables and to explain results within carefully structured investigations. This leads to good learning as they use thoughtful reasoning to explain findings and results. Instruments are used accurately, information is organised well and accurate vocabulary is used. Pupils show pride in their work, they use clear diagrams, draw graphs carefully and neatly label their work. For example they showed good knowledge of the properties of materials and the content of solutions as they used heat, filters and magnets to recover salt, sugar and metal from solutions.
- 106 Teachers of pupils in Years 1 and 2 also use carefully structured investigations and develop understanding of a fair test. A blend between factual knowledge and investigation was used across a wide range of topics such as food, health, sound and growth. They made good use of numeracy and information and communications technology skills in recording work. For example block graphs were used to represent information gathered and recorded in computer data files. Good learning takes place. The pupils are clearly involved in their work. Explanations show good understanding and accurate diagrams and charts are used to represent results. Work is neat and shows pride.
- 107 The management of the science curriculum is good and the range of learning opportunities is good. There are two co-ordinators, one for each key stage. Although this is duplication of the management role, their enthusiasm and co-operation

contribute to the effectiveness of the subject. Topics are based on the one level of challenge for both age groups in all mixed age classes. Whilst teachers seek explanations from pupils and the recording of results at different levels of understanding, this does not fully meet the learning needs of pupils at different ages or levels of ability. However, the results of national assessments are analysed and any areas of uncertainty showing up in pupils' knowledge and understanding are built into topics next time around. Improvement in performance has been noted as a result. Good use is made of information and communications technology. Environmental information such as temperature is monitored through the use of sensing equipment, and Internet and CD-ROMs are used for research, spreadsheets for graphical representation of results and word processing for reporting investigations. The co-ordinators do not yet formally monitor teaching but gain much information from the joint planning between parallel classes. Standards of pupils' work are monitored through the sampling of pupils' books, which works well.

## **ART AND DESIGN**

- 108 Attainment in art is well above expectations for pupils both by the end of Year 2 and by Year 6. The subject is a significant strength of the school. Pupils in Years 1 and 2, learn about the uses of colour and pattern. They work in the style of famous artists. They work with clay, model imaginatively and express ideas with confidence. Pupils in Years 3 to 6 capture the essential features of famous artists such as Lowry and Warhol. They work with clay, paper and silk to create products in the style of Clarice Cliff and to develop repetitive prints like William Morris. This is good improvement on the standards at the time of the last inspection and is a direct result of the enthusiasm of the teachers who lead the subject.
- 109 The work from pupils in the junior classes is of a great variety. There are samples of observational drawings of plant life that use strong lines, good proportion, accurate detail and effective shading. Attractive clay tiles incorporate colour carefully. There are three-dimensional designs to illustrate the hobbies of the older pupils. Block printing uses a variety of personal images to create an almost 'professional' effect. Pupils are very involved in their work and, during a lesson for Year 5 & 6 pupils, they worked with images that had been developed for homework to repeat four hand-drawn cartoon characters in the style of Andy Warhol. Pupils were very clear about the characteristics that they were aiming to produce and exercised choice of paint, pencil or pastels for colour effect.
- 110 Pupils in Years 1 and 2 worked with a local potter during inspection. They used a variety of techniques to develop 'night-light' type models such as a lighthouse or castle. They expressed their own ideas about the design and clearly explained the techniques that they had used to create a stable shape out of which to cut openings or to create texture-effects. Other pupils used art in their history studies as they made observational drawings of artefacts such as a gracefully curved candelabra. The images were clear and used space and size well to convey the grace of the original. The pattern and design of the original was clearly recognisable in some drawings.
- 111 The influence of the subject leaders could be seen in teaching throughout the school. Teaching and learning was very good overall throughout the school. Art is related well to the rest of the curriculum with work that shows valuable links with science, history, geography, physical education and personal education. Methods and techniques were explained clearly, so pupils knew what it is that they were trying to produce. As work proceeded, teachers discussed with pupils how well their efforts were progressing and guided pupils in decisions about shape, size and effectiveness of their images or



use of colour. Teaching was less successful where the need for strong images of a good size was not fully emphasised in a lesson on William Morris prints. Pupils created templates that were too small and detailed for use in a repetitive pattern on a large scale. However, support for pupils with special educational needs was good. A small group was guided and supported well in independent printing of a repetitive design from polystyrene blocks.

- 112 The very good management of art ensures a very wide range of learning opportunities for the pupils. Their work is always valued and displays 'celebrate' their achievement at every opportunity. Valuable links with the community are made through an 'Art Mart' that displays pupils' work alongside that of professional artists, whose work is for sale. Visits and tuition from local artists, involvement in community projects and visits to local exhibitions of textiles and paper all extend the range of valuable learning opportunities for the pupils. Many samples of pupils' work are evaluated for the exhibition of their work and this provides a good opportunity for the subject leaders to evaluate the extent and quality of the work of the school.

## **DESIGN AND TECHNOLOGY**

- 113 The school's previous inspection judged standards to be above those expected nationally by the end of Years 2 and 6. Standards remain above those expected nationally and the school has maintained steady improvement since the last inspection. Although little teaching of design and technology was seen during the inspection, evidence from pupils' previous work, displays around the school, photographs of special displays and discussions with teachers and pupils provide sufficient information to show that standards are above those found in many other schools.
- 114 As they move through Years 1 and 2, the pupils are given a range of worthwhile experiences which develop their design and technology skills and introduce them to the process of designing, making and evaluating in a range of different situations. One display showed good use of materials that are normally discarded or recycled to make percussion and stringed musical instruments. The pupils met the challenge of designing and making instruments which both looked attractive and functioned well. Their work showed a good standard of skill in using and joining materials to make a useful instrument.
- 115 In Key Stage 2, pupils undertake more complex tasks that need higher levels of skilfulness. Pupils in Years 5 and 6 made models of air raid shelters as part of their work on the blitz during World War II. The quality of the finished product was good. It required a high level of skill in positioning and fixing together each of the elements. The pupils gave careful thought to their choice of materials, recognising the need for resistance against outside force. The pupils learned that their corner joints were an inherent weakness in the structure and they found ways to increase the strength of the corners by adding reinforcement. In previous lessons, they had worked through the design process and reflected on their designs in the light of the practical use of the materials. Once the models were completed, the pupils evaluated the quality of their work. They decided if the original design met the required standard and whether their finished shelter would be resistant to force. Using a digital camera, they took and printed photographs of their work to include in their project books. The standard of attainment seen in this work is above national expectations.
- 116 Evidence from the pupils' work books shows that they have had good experience of the whole design process, and are now able to use a range of materials appropriately,

paying good attention to function and quality of finish. The design books provided good evidence of the progress that pupils make in their planning. As they become more knowledgeable about the properties of materials and how they can be used, their plans for making artefacts become more sophisticated. The pupils with special educational needs make good progress and receive very good quality support from the teachers and classroom assistants to help them to achieve success. For example, a pupil who experienced difficulty in hand co-ordination was patiently guided through the process of making an article and achieved good success. More able and talented pupils learn well from the opportunity to investigate the relationship between planning and designing an item and refining their design before committing time and effort to making it. All of this leads to good attitudes to lessons. This was obvious in the way pupils co-operated with each other and how they responded to the challenge of an activity, by working thoughtfully and carefully. The subject can be very frustrating when something does not go according to plan, but the great majority of pupils worked patiently to try to overcome the challenges of working with the materials provided. Their patience, diligence and keenness to work greatly enhanced their learning. The subject contributes well to the pupils' personal development and social skills.

- 117 Work seen displayed around the school shows that pupils experience an appropriate range of design and technology activities, thereby covering the required curriculum. They have been exploring a range of techniques for joining materials, and evaluating the different methods. The work on picture frames in Years 3 and 4 shows that pupils are beginning to investigate how to strengthen materials. They experiment with laminating paper to strengthen it and they discover that triangles can be used to make strong joints at corners. In the discussion at the end of the lesson the teacher encourages the pupils to evaluate their work and to think of ways they could improve it.
- 118 This was the only lesson seen during the inspection week and so there is insufficient evidence to judge the overall quality of teaching. The evidence from looking at pupils' work, such as the plans they draw and the objects they make, show that the basic skills of design and technology are learned well. The activities are well planned and the tasks set for the pupils give them good opportunities to learn about materials, their properties and their use in constructing artefacts. The evidence of work displayed shows that the teachers have high expectations of the quality of finished product.
- 119 The school has worked hard to develop the curriculum for the subject. The subject leader, who is new to her role, is keen to develop her knowledge of the curriculum for pupils between Years 3 and 6 and wishes to evaluate the quality of work throughout the school. This has not yet been done. The subject leader's review of planning shows that the range of topics chosen to cover the design and technology curriculum is good and the inspection supports this judgement. The interesting practical activities provided stimulate the interest of pupils of all abilities, including those with special educational needs. All pupils are also taught to pay due attention to safety as they work, and to use materials, tools and equipment carefully and safely.

## **GEOGRAPHY**

- 120 Only one lesson was observed during the inspection with a class in Years 5 and 6. Discussion with staff, analysis of work in books and on display indicate that by the end of Year 2 and Year 6 standards of work are above average. These standards represent good achievement for the great majority of pupils. Pupils with special educational needs make good progress relative to their previous learning. Standards

have improved since the last inspection when they were average at the end of Year 2 and Year 6.

- 121 Pupils experience a very good range of activities. By the end of Year 2 pupils learn to ask questions about their own locality and compare it with a different place. This is because teachers plan visits specifically to help pupils to gain a greater understanding of the wider world. They visit the seaside and compare this with the countryside. They begin to develop mapping skills when they plan their journey to school, marking well known landmarks on their maps, such as the railway-bridge. Teachers plan to incorporate the use of a 'programmed robot' into map work and the pupils successfully write directions to enable the machine to travel from one point to another. They express their views on features of Northern India after they have looked at slides of the locality. During the inspection, a food sampling was planned as the culmination to the work on India. The pupils experienced first hand the different food associated with this area of the world. By the end of Year 6 pupils are expert at researching the tourist sights in another place, such as Barcelona. As a result of previous very good teaching the pupils have a clear understanding of the main tourist landmarks. Using both tourist and metro maps, the pupils plotted the best route to reach various tourist attractions. They understood that the best route is not always the most obvious, especially when costs are considered.
- 122 Local studies and consideration to 'What's in the News' make a very useful contribution to the pupils social and moral education. Younger pupils consider how they can make their school safer. As a result of a field trip, they suggest that the road to the playing fields should have a 'slow children crossing ' sign. Older pupils consider environmental changes and decide for example that plastic is a very good material but that if it gets strewn around the countryside, it could become dangerous to animals. Hence, "be sensible and put it in a recycling bin".
- 123 Teaching and learning is good. Lessons are well planned to meet the requirements of the National Curriculum. They are varied and very interesting and are planned to have appropriate practical work and fieldwork. For example, Years 5 and 6 pupils visited the Environmental Agency in Penrith and Appleby flood defences as part of their investigation for their topic on water. In particular, they studied the evidence of flooding on the River Eden. Teachers ensure that pupils learn correct geographical vocabulary and are careful to build on the pupils' previous work. Expectations are high and teachers ensure the needs of all pupils are met by providing challenging activities for higher achievers whilst effectively supporting pupils with special educational needs. As a result, all pupils achieve well.
- 124 The subject is well managed. There is very good coverage of the National Curriculum, thoughtfully presented and in a very imaginative way so that pupils enjoy and relate easily to the topics. The many visits that the pupils make ensure the subject 'comes alive'. Living as they do in a rural community many of the pupils have little experience of more 'built-up' areas. Because of this the co-ordinator has arranged for pupils to visit Bradford to help them to experience first hand life in a multi-cultural city. Information and Communications Technology is quickly becoming part of the planned curriculum activities, particularly in the presentation of data handling. Care over the school's budget deficit has led to a slight shortage in the number of maps and globes available. This was evident in the only lesson observed where some groups had to be overly large because of the inadequate number of maps.

## HISTORY

- 125 Only two lessons were observed during the inspection, one in a Years 3 and 4 class and one in a Years 5 and 6 class. Discussion with staff and analysis of work in books and on display indicated that by the end of Years 2 and 6, standards of work were above average. These standards represented good achievement for the great majority of pupils. All pupils with special educational needs make good progress relative to their previous learning. Standards have improved since the last inspection when they were average.
- 126 By the end of Year 2, pupils are developing a good understanding of periods in history. They develop a firm understanding of past and present through their personal history. This is because the teacher involved the pupils' parents by requesting information from home about the pupils. As a result, the pupils made comparisons between when they were first born, as toddlers and now. They considered the changes that have taken place during this time. This was then extended as some parents and grandparents wrote graphic descriptions of their childhood memories. In Years 3 and 4, when studying the Victorians, pupils used census records effectively after a visit to the archive office. They searched to find out how many pupils went to school in their village and were fascinated to discover similar, or familiar surnames. They developed a good understanding of where and how to search for information. In Years 5 and 6, pupils developed these skills further. They used the internet to research about technological advances since 1948. An example of this was when there was some uncertainty about when the first microchip was discovered. When questioned they have a good knowledge of dates and events and are able to complete a time line showing how technology has changed over the decades. All pupils achieved very well during the lesson. This is because the teacher had planned an interesting topic for the pupils with good reference materials readily available. By giving pupils time to research at home, she helped pupils of all abilities to make very good contributions to the lesson. By the end of Year 6, pupils have studied a good range of periods in the history of the United Kingdom and other countries and have a good understanding of when specific events took place. This is partly due to the 'wealth' of visits arranged by teachers to support learning and the very good use made of 'real' articles from the various periods. An example of this was the visit to Eden Camp. Here pupils joined in with songs sang in the Second World War. They relived the blitz and as a result were able to make very perceptive contributions to a class display.
- 127 In the lessons observed, teaching and learning ranged from satisfactory to very good. Analysis of work and teachers' files suggests that overall teaching and learning is good throughout the school. However, one satisfactory lesson seen was a little short on interest for some pupils in studying the school 'log book' as a primary source of information. They became inattentive and as a result, their learning was insufficient. Other pupils found it interesting. Overall, teachers have good subject knowledge and plan their lessons well, mostly providing activities to interest pupils. The subject makes a very good contribution to literacy skills and this is because teachers deliberately plan very good opportunities for pupils to practise their literacy skills. A very good example of this was in Year 2. Here pupils wrote at length about the 'Fire of London' using full stops and capital letters and annotating their pictures with speech bubbles. Older pupils' stories and poetry on display about evacuees, were particularly well-presented showing empathy and good understanding of the period. One reason why the pupils are able to appreciate historical events and facts is the ability some teachers have to bring the subject 'alive'. They achieve this through their own hard work and that of other members of staff plus very good loans from the library and museum.
- 128 The school has made good progress since the last inspection in implementing a good

policy which provides guidelines for teachers, a very good curriculum and has raised standards. However the present arrangement of having two co-ordinators, one for the younger pupils and one for the older pupils does not provide a complete overview of the subject for the co-ordinators. Monitoring of classroom practice has not yet taken place but the school is aware of this and there are plans for this to be developed when the budget allows. Resources are good and they are added to significantly through the various loan facilities, visits and visitors. Very good use is made of the locality and visits, for example, to York. The use of computers for research is developing and there is good use of a digital camera to aid presentation of work. A good example of this was the use of 'freeze-frames' to show for instance, a child chimney sweep with the caption "master of the house beats him up". A good start has been made building a portfolio of work, and there are plans to use these to develop a shared understanding of teacher assessments. The teaching of history makes a very good contribution to the pupils' cultural development.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- 129 By the end of Year 2, pupils achieve appropriately in their learning and their attainment is similar to that expected nationally. By the end of Year 6, pupils' have continued to make satisfactory progress and their attainment is also satisfactory. Their knowledge and use of skills are sound. Overall, the standards attained are similar in comparison with those found in the previous inspection, although the enhanced resources for the subject mean that pupils now have improved opportunities to learn, compared to those available during the previous inspection.
- 130 By the end of Year 2, pupils show confidence in using computers. Their ability to store and retrieve work is sound and they communicate information using simple computer-generated graphs. The youngest pupils have effective control of the computer 'mouse' through practise with suitably challenging programmes, such as one they used to design their own pictures. When using the computers in the classroom, they know how to type and correct text using word processing software. They have sufficient skills in using the mouse to control the placing of words in a game to develop their vocabulary.
- 131 A Community Development Centre (CDC) is located on the school site and the school uses the network of computers in this building. The CDC is well equipped and its availability to pupils has increased the opportunities for learning. This is a significant improvement in resources for the subject since the last inspection. For example, pupils in Years 5 and 6 searched for the answers to some challenging questions about events in history. They used different encyclopaedia programs and internet sites and evaluated how useful each program and site was and the quality of information available.
- 132 In most areas of school, pupils use word processing programmes on computers in the classroom to re-type their stories, poems and letters and present them well. However, the typing of work directly into the computer for pupils to learn how to use programmes as word processing tools occurs infrequently. The pupils in Years 5 and 6 access the internet to find out information about Milton Keynes as part of their study of another location in geography. They show sound knowledge of the processes needed to search for information on a topic and how to print it out. Some other Year 5 and 6 pupils list the addresses of useful web sites to encourage others to seek information to help with their history topic on World War II.
- 133 All pupils develop confidence in using this technology and they apply well the skills

they have been taught. For example, they click on the appropriate icon to search the internet for relevant sites of interest and they use other features of the software such as menus and tools within programmes. Their skilfulness and use of information and communications technology to support and extend their learning in other subjects is developing appropriately.

- 134 Evidence from pupils' work shows that they use computers for a range of activities linked to other subjects of the curriculum. For example, some pupils in Years 1 and 2 had used the 'Paint' programme to produce designs for a classroom display. Pupils in Years 3 and 4 had designed and printed repeating patterns to make wallpaper in the style of the Victorian artist William Morris while pupils in Years 5 and 6 had combined text and graphics to make a book cover for their project on World War II. The displays of this work show satisfactory development of computer skills by using the available technology as part of the learning that goes on in subjects other than Information and Communications Technology.
- 135 Only one formal lesson was observed. A part-time teacher who works with pupils and adults in the CDC taught this. Evidence of the quality of teaching throughout the school, was gathered from observing the use of computers in other lessons. Overall, the quality of teaching is satisfactory. Where pupils are given clear instructions and support, learning is enhanced. When working in pairs or small groups in the CDC, the pupils supported each other's learning very well. They discussed what they needed to do. For example, which file to search for specific information. They took turns to input questions so that everyone was included in learning the important keyboard and mouse skills. The teachers and adult helpers give good support and encouragement, demonstrating sound subject knowledge and a clear understanding of the pupils' needs. Pupils in turn show a keen interest in the tasks and they are enthusiastic in their work. Overall, pupils' attitudes to learning were good. They showed a good response to the subject. They are interested in the learning opportunities it provides and they respond to challenges well. These good attitudes are seen in the concentration of pupils working on computers as they learn new techniques and skills. These opportunities for learning are good for all pupils. The pupils who have special educational needs benefit from using computers to help them to produce their work and they achieve well.
- 136 The subject leader promotes positive attitudes among both staff and pupils towards the value of information and communications technology across the curriculum. In the short period of time since taking over the role, he has worked hard on setting up a web site dedicated to the school. There is increased confidence among the teaching and support staff following initial training in preparation for the further training provided through the New Opportunities Fund, which is scheduled to begin in 2002. Overall, satisfactory progress has been made in the provision of this subject since the previous inspection. The school has been successful in increasing the opportunities for pupils to learn a wider range of skills using up to date technology.

## **MUSIC**

- 137 Standards in music are above expectations for pupils in Year 2 and in Year 6. Until the current school year, there has not been designated leadership of the subject for some time. However, overall standards have been maintained at the level of the last inspection.
- 138 Pupils in Years 5 and 6 worked at the composition of a theme tune to introduce a television show. They used voice, percussion, and other instruments as they worked

together in small groups to develop their short sequence. They discussed the effect that they wished to create, tried their ideas and modified the results. A simple form of notation was used that indicated the timing of various contributions and identified the pattern of sound to be used. Other pupils' focused on and evaluated their work for dramatic effect and tension. By the end of the lesson all groups had a trial sequence and some had captured an atmosphere of mystery and expectation. One group in particular used quiet notes and change of pace against a background of sensitive and fragile notes on tubular bells. Years 1 and 2 pupils sing clearly with enjoyment. They held their tune well when attempting a round. They concentrated hard as they maintained a simple part. They recognised the syllable rhythms of words and confidently clapped the pattern of names from two to five syllables.

- 139 Teaching and learning were good overall throughout the school but there was unsatisfactory teaching on one occasion. Good teaching set a clear challenge for pupils and used musical excerpts well to illustrate the idea of using music to set a mood. Time limits were used well to promote good pace as pupils worked at composition. Teacher-discussion with pupils, developed their thinking and introduced possibilities for development. As a result pupils concentrated hard. They co-operated well with each other in developing a sequence of music. They discussed different ideas, allocated parts and practised for improvement. Where teaching and learning was unsatisfactory, a well-planned lesson did not 'flow' easily from one learning point to the next with a group of pupils with a broad ability spread. As a result, the challenge was too easy for some pupils and 'open' questions were not directed to individual pupils at a level that challenged their thinking. Interest was lost and some pupils became disruptive. The lesson's effectiveness was lost to some extent and learning was limited.
- 140 The co-ordinator for music is newly appointed and has set out a clear development plan for evaluating and developing the subject. Performances from a local ensemble widens the pupils' experience of music and tuition on keyboard and guitar are being introduced as well as the instrumental tuition that is offered to pupils by a private provider. The pupils perform for parents in Christmas productions and carol singing and links with other subject areas have been developed well, such as through work on Caribbean melodies and the style of Tudor music.

## **PHYSICAL EDUCATION**

- 141 Overall, standards achieved by the end of Year 2 and Year 6 are above national expectations. Pupils, regardless of gender or ability, achieve well in developing skills as well as in their attitude to the subject and their personal development. Standards have improved since the time of the last inspection although even higher standards are hampered by the restricted indoor and outdoor space available for teaching and learning.
- 142 Teaching is never less than good. At times it is very good in dance with Years 3 and 4 and excellent in gymnastics with Years 5 and 6. Teachers' enthusiasm and certainty in what they expect pupils to learn, ensures that pupils are active and enthusiastic. It supports development in agility and fitness and results in the great majority of pupils getting a lot of pleasure from their activities. Pupils develop skills well in a range of activities such as games, athletics, gymnastics, dance and swimming that are planned well and organised appropriately in time-slots across the school year.
- 143 At times, pupils have lower than expected skills and co-ordination on entry to the Reception in comparison with pupils in other schools nationally. As they move through

Years 1 and 2, they learn quickly to work together successfully in restricted space. High quality teaching ensures that routines are established quickly so that pupils become increasingly aware where other pupils are and how their actions will affect others close by. This is necessary in a small hall.

- 144 By the end of Year 2, there are slightly more pupils in classes than in the Reception and as a result, more pupils have to 'fit' into the small hall. Even though individual space becomes less, pupils' attainment remains good. Pupils are allowed to choose how to respond to the objective for the lesson and are frequently congratulated by the teacher for their good standards, which makes them try even harder. Whilst many pupils are imaginative and try hard, on occasions, over-lengthy instructions 'lose' some pupils who continue with their original activities rather than changing to the new one. Good positioning by the teacher in the hall ensures that the majority of these pupils are 'seen' and reminded. The benefits of the 'build-up' of routines are clear as they get older and when in Year 3 to 6, classes are even larger, pupils still work admirably in very tight situations.
- 145 By the end of Year 6, pupils generally attain above national expectations despite class sizes now being up to 36 pupils. Overall, teaching here is very good. In swimming, the school reports that a large majority of the pupils swim further than the 25-metre expectations for the end of Year 6 and many with very good style in a range of strokes. Some go on to take personal survival awards. This could not be verified and the school recognises that a system of recording standards through certification would help even further to monitor standards and set targets for even higher achievement. In gymnastics, although restricted by a very small school hall, gymnastics skills develop well. Pupils plan and link movements as they refine sequences with an obvious start and end that include 'jumps' and correct 'landings'. The teacher's knowledge and her own skills are recognised by the pupils who respect the advice given and this makes them try even harder. On apparatus work, pupils jump from the height of a metre, safely and carefully. This is watched closely by the teacher with hints and demonstrations to further improve performance and ensure safety. Some pupils, both boys and girls, are adventurous, imaginative and confident in their physical activities. One of the clear strengths of teaching with pupils in Years 5 and 6 is the quality of the evaluation that permeates lessons both by the staff, by pupils of other pupils and pupils' self-evaluation. This works better where the teacher is in 'ear-shot' and can be clear of the quality of the evaluations taking place. However, it is still effective to some extent outside on the playground such as in a basket ball lesson where groups are spread over quite a distance because of the restricted space available. Pupils understand that there is a need to have a warm-up when a session starts, and a cool-down at the end. They follow instructions well in the main, and they act in a safe manner.
- 146 The subject leader does not yet monitor the quality of teaching and pupils' achievement in the subject in a structured way because of the constraints upon time and staffing levels in the recent past. Teacher-assessment was only introduced this year. Despite this, standards in the subject have improved since the last inspection and this must go down to the shared understanding that has been developed in the school as to what is 'good-quality teaching' in physical education. Planning of what will be taught is good, and the school intends to develop this further by ensuring that planning is as effective as it can be for pupils in classes where there are two-year groups. There is an appropriate range of clubs out of school time including football and netball, and the opportunity for parents to pay for private dance tuition held in the school hall. Team games and events against other schools happen from time to time and pupils in Year 5 have the opportunity to join in with an outdoor pursuits residential



course at Derwent Water. Overall, the quality and range of learning opportunities are extensive and provision makes a good contribution to pupils' spiritual development through the pride and pleasure that pupils take in their activities. Their social and moral sense is helped substantially by sharing apparatus and working together fairly in pairs and in teams.

## RELIGIOUS EDUCATION

- 147 Only one religious education lesson was observed during the inspection, due to timetable arrangements. Pupils' work on display and in files was carefully analysed and discussions were held with staff and pupils to gain further evidence.
- 148 Pupils in Year 2 and Year 6 work broadly in line with the standards for their ages in the locally agreed syllabus. Their achievement is good and supported by strong teaching of the subject in other areas of the curriculum such as literacy and history. In the last inspection standards and achievement were satisfactory. The school has built on this appropriately. All staff set out to help pupils to think carefully and reflect upon important issues, both in their own lives and in the world around them.
- 149 Younger pupils learn about miracles performed by Jesus, through the Bible story of the 'Five Fishes' and how Jesus calmed the storm on the sea. When asked, they had a very clear understanding of the difference between the Old and New Testaments. After a visit to church for the Harvest Festival, they were able to debate the moral of a story told at the festival and whether it was right or wrong for Little Red Hen not to share her bread with the others. Teachers introduce the pupils well to religions other than Christianity. Both Years 1 and 2 classes join together at times and the teachers 'perform a double act' when reading the story of Rama and Sita, with plenty of action and use of voice. This 'fires' pupils' interest and helps them to remember the characters well. Because the lesson was well managed and organised there is plenty of space for staff to display and demonstrate what different artefacts are for and to explain how to dress in a Sari and other clothes. The pupils develop a good understanding of the celebration of Diwali.
- 150 Older pupils develop their knowledge and understanding of Christianity and other religions when for example in their history lessons they learnt about the reformation of the Church of England. They recognise the reasoning behind Henry V111's break with the Roman Catholic Church. When looking at Christian buildings they have a very good understanding of how the first churches were established and relate this to Eden Hall Church in their own community. They develop their knowledge of wider world religions and this is made more meaningful to them when they visit a mosque in Bradford as part of their residential visit.
- 151 Pupils across both key stages show deep feeling and a growing maturity when considering stories such as that of 'Rose Blanche', a little girl living in France during the Second World War who disappeared and was presumed to be dead. Younger pupils thought that she was very kind and thought of others and not of herself. They wished that everyone could be friends. Older pupils were able to empathise with the child's mother who suspected that her daughter had died but never really knew for sure.
- 152 The quality of teaching and learning seen was good. This was supported by the quality of the pupils' work seen and talking with a group of pupils. The topics for each year-group laid down by the Locally Agreed Syllabus are fully covered and a national scheme of work is also incorporated into the planning. Resources for the teaching of

the subject are sufficient and are well supplemented by various school loan services. There are very good links with the local church. Two vicars regularly attend collective worship in the school. One has responsibility for teaching religious education to the older pupils. They enjoy and look forward to his lessons. The subject makes a valuable contribution to the pupils' overall education and personal development.