

INSPECTION REPORT

ASBY ENDOWED PRIMARY SCHOOL

Great Asby, Appleby in Westmorland

LEA area: Cumbria

Unique reference number: 112267

Headteacher: Mr R Willett

Reporting inspector: L A Furness
8245

Dates of inspection: 19th – 21st November 2001

Inspection number: 194981

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 category:	Voluntary Controlled
Age range of pupils:	4-11
Gender of pupils:	mixed
School address:	Great Asby Appleby in Westmorland Cumbria
Postcode:	CA16 6EX
Telephone number:	017683 51154
Fax number:	None
Appropriate authority:	Governing Body
Name of chair of governors:	Rev. D Wood
Date of previous inspection:	17 th June 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L A Furness	Registered inspector	Equal Opportunities Special Educational Needs Mathematics Science Information and Communication Technology Physical Education	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9214	J Garland	Lay inspector		How high are standards? Pupils' attitudes, values and personal development. How well does the school work in partnership with parents?
27677	D Davenport	Team inspector	Foundation Stage of Learning Geography History Religious Education	How good are the curricular and other opportunities offered to pupils?
22027	G Pearce	Team inspector	English Art and Design Design and Technology Music	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Asby Endowed Primary School is a small rural primary school situated in the village of Great Asby, approximately five miles from Appleby in Westmorland. Thirty-six pupils, grouped into two classes, attend the school. One class consists of reception-aged children, and pupils aged 5 to 7. The other class consists of pupils aged 7 to 11. The percentage of pupils being entitled to school meals free of charge is below the national average. The percentage of pupils having special educational needs matches the national average but the percentage of pupils having a statement of special educational need is below the national average. When children first start school in the reception class (the Foundation Stage of Learning) they mainly have academic and personal skills which are at least in line with those expected for their age. However, with so few children in each cohort, it is difficult to anticipate accurately year upon year the children's attainment on entry. The school was awarded Beacon status in 1999.

HOW GOOD THE SCHOOL IS

School effectiveness is satisfactory. The pupils' achievement by the age of 11 is at least satisfactory and they have good attitudes towards school. The headteacher provides clear educational direction. The teaching overall is satisfactory with good teaching occurring in both classes. The school has above average unit costs but this is largely because of its small size. As in the previous inspection the school provides satisfactory value for money.

What the school does well

- The teaching assistants who work with the pupils aged 7 to 11 are very good and their input has a clear impact on pupils' learning.
- The pupils' behaviour is good, they have positive attitudes to learning and try hard to succeed in their lessons.
- Strong links with the community successfully enhance the pupils' learning experiences and their personal and social development.
- Pupils receive good personal support with adults knowing their pupils well and ensuring that they are secure and content in the school.
- The moral, social and cultural development of pupils are good.

What could be improved

- The teaching methods and use of time in the foundation stage of learning (reception).
- Existing tracking and target setting procedures and the pupils' awareness of what they need to do next to improve the quality of their work.
- Assessment and record keeping procedures in subjects other than literacy and numeracy.
- The quality of information sent to parents.
- Monitoring and evaluating the effect of spending upon standards and achievement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and since then the key issues of the previous inspection have been satisfactorily addressed. Strategic planning and the quality of curriculum organisation and management have improved. The National Literacy and Numeracy Strategies have been satisfactorily introduced and the accommodation has benefited from a new library facility. Although some of the minor weaknesses remain the same, the school has made satisfactory improvement since the previous inspection.

STANDARDS

The school has very small numbers of pupils taking the national tests for 7 and 11 year olds and it is therefore not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. However, the work seen in classrooms indicate that the standards attained by pupils currently in Years 2 and 6 mainly match the national expectations in English, mathematics and science and that the pupils' achievements are satisfactory. On entry to the reception class the children have mainly skills in communication, language and literacy, mathematics and personal, social and emotional development that match that expected for children of this age. They make satisfactory progress whilst in this class. By the time they enter Year 1, they attain at least the requirements of the 'early learning goals' for all the areas of learning recommended for children of this age, apart from in physical development where attainment is below that expected. The challenging targets set for literacy and numeracy were not achieved in 2001 but the school is on course to achieve the targets set for 2002.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school and have positive attitudes to learning.
Behaviour, in and out of classrooms	Pupils' behaviour is good and they respond well to the atmosphere of calm and order within the school.
Personal development and relationships	Pupils' personal development is good. Pupils of different ages play together well across the age groups with older pupils having a good sense of responsibility towards the younger pupils.
Attendance	Attendance is good; pupils arrive on time and are in good time for the start of the school day.

TEACHING AND LEARNING

Teaching of pupils:	Reception	Years 1 – 2	Years 3 – 6
Lessons seen overall	satisfactory	satisfactory	satisfactory

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.

The quality of teaching overall is satisfactory. In the good lessons, teachers have good knowledge and understanding of the subject and plan effectively. A variety of teaching methods and techniques are used effectively to engage the interest of the pupils. Good use is made of time, resources and the teaching assistants to enhance teaching and learning. Although teaching overall is satisfactory for children in the foundation stage of learning, the pace in lessons is often too slow. Teaching methods do not demonstrate a secure understanding of how young children learn and the work is too teacher directed. The teaching of English is good throughout the school and is good in mathematics in the class of pupils aged 7 to 11. In the class of pupils aged 5 to 7 teaching is satisfactory in mathematics. The teaching of pupils with special educational needs is satisfactory and is good when the teaching

assistants support the pupils aged 7 to 11. The work presented to them is appropriate to their needs and they make good progress when supported by an adult.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils throughout the school is satisfactory and it complies with the requirements of the National Curriculum.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is satisfactory. The school follows the recommendations of the special educational needs Code of Practice and appropriate individual educational plans are in place. There is well planned support by the teaching assistants.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. Pupils have a clear sense of right and wrong and they develop well as individuals. Pupils respect each other and have a good understanding of their own and other cultures of the world.
How well the school cares for its pupils	The school promotes a good standard of care. Child protection and health and safety procedures are good, but systems for assessing pupils' attainment and checking on the progress they make apart from in literacy and numeracy are under developed.

The parents' views of the school are very positive with the majority of parents showing overwhelming support for the work of the school.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides clear leadership and management and is well supported by the staff. All staff have a strong and shared commitment to improvement.
How well the governors fulfil their responsibilities	Governors have a satisfactory understanding of the school's strengths and areas requiring improvement and fulfil their statutory responsibilities.
The school's evaluation of its performance	The school appropriately analyses its national test results and satisfactorily uses this information to track pupils' progress. The monitoring and evaluating of teaching and learning is an area for improvement.
The strategic use of resources	The school plans ahead carefully and appropriately allocates finances to identified agreed priorities.

There is good staffing for this small school. The accommodation is satisfactory and resources are at least satisfactory in all subjects apart from in physical education. However, despite the difficulties of the lack of a school hall for indoor physical education lessons, the school ensures that in the school

year the pupils experience all aspects of the physical education curriculum. The impact of the two classroom assistants when working in the class of Years 3 to 6 pupils is very good. Although the governors are becoming more aware of the principles of best value they do not assess the likely effect of spending on standards and achievement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Parents feel comfortable approaching the school. • The school works closely with parents. • The school expects children to work hard. • The school is well led and managed. • The teaching is good. 	<p>Of those responding to the questionnaire:</p> <ul style="list-style-type: none"> • About one third of parents question the range of after-school activities. • A quarter of parents question whether their child gets the right amount of homework.

The inspection team mainly agrees with the positive views of the parents although the quality of teaching is mainly satisfactory and is not as good as they believe it to be. With regard to the areas that the parents would like to see improved, the inspection team disagrees with the concerns regarding after-school activities and homework. The school provides a satisfactory range of extra curricular activities and a good number of visitors to the school and visits out of school to places of interest effectively enhance the curriculum. Homework provision is satisfactory.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Evaluation of the school's results needs great care. Years 2 and 6 are very small cohorts and therefore it is not appropriate to make comparisons with the national statistics as each pupil accounts for a significant proportion of the overall distribution of levels within the school. However, the work seen in classrooms indicates that the standards attained by pupils currently in Years 2 and 6 mainly match the national expectations in English, mathematics and science and pupils' achievements are satisfactory. Pupils with special educational needs also make satisfactory progress overall but when working with the teaching assistants they make good progress and achieve well. Although the school did not achieve the challenging targets set for 2001 in literacy and numeracy, the school is on line to achieve the targets set for 2002.
2. When the children start school in the reception class most of them show skill levels that are appropriate for their age in communication, language and literacy, mathematical development and personal, social and emotional development. They make satisfactory progress during their time in the reception class and, by the time they enter Year 1, nearly all are attaining the learning goals expected for their age in all of the six areas of learning apart from physical development. Lack of space, accommodation and large play equipment, means that although appropriate activities are provided to improve children's manipulative skills there are insufficient opportunities for the children to experience freedom of movement either inside or outside the classroom or to explore for themselves through a variety of play activities. This impedes their progress and their achievement in this area of learning.
3. Staff and other adults' work hard to improve the pupils' speaking and listening skills and the pupils' achievement is satisfactory. Pupils aged 5 to 7 listen carefully and take part interestedly in class discussions, for example, during a literacy lesson when discussing how to write instructions. Pupils aged 7 to 11 express their ideas confidently and articulate clearly their likes and dislikes for certain stories and authors. They use the specific language of a subject accurately, as was seen in music, science and mathematics. Achievement in reading is satisfactorily overall. Pupils aged 5 to 7 develop phonic skills appropriately and are aware of how to use punctuation to make their reading expressive. They read confidently using appropriate strategies to decode unfamiliar words. Pupils aged 7 to 11 read with fluency and independently self-correct words that they have mis-read. They have a good understanding of a range of vocabulary and can identify the difference between biographical and autobiographical text. However, there is a need to improve further their skills of inference and deduction. In writing, the pupils' achievement is satisfactory. Pupils aged 5 to 7 are keen to write and are willing to attempt to spell unfamiliar words. Pupils aged 7 to 11 capably write summaries of events and have worked well on shared writing activities. Pupils use appropriate connectives to join sentences and find interesting ways of starting sentences. Most pupils aged 7 to 11 use punctuation correctly though some pupils have experienced confusion with plurals and the use of the apostrophe for possession. Older pupils make good use of the computer to word process and illustrate their work. Overall the spelling, presentation of work and writing throughout the school needs to be improved.
4. Pupils use their literacy skills satisfactorily in other subjects. For example, in mathematics lessons, pupils use speaking and listening skills to discuss and explain their strategies for finding solutions to problems, before recording their answers. Literacy skills are used in science lessons, when pupils hypothesise and discuss their results, before writing scientific reports to record their investigations.

5. The pupils' achievement in mathematics is satisfactory. They have a good range of mental strategies and are able to clearly explain the different strategies they have used to solve a problem. By the age of 7, pupils can sequence numbers accurately to 100 and know the names of mathematical symbols understanding the vocabulary of addition and subtraction. By the age of 11, the pupils have a good knowledge of the properties of shape and mathematical vocabulary is used correctly and confidently. The majority of pupils are able to solve subtraction number problems using decomposition or the 'counting on' strategy. Pupils use numeracy skills satisfactorily, in other subjects, such as design and technology when making musical instruments or in science when using a thermometer to measure temperature.
6. The pupils' achievement in science is satisfactory. By Year 2, the pupils show appropriate skills in making sensible predictions and have satisfactory subject knowledge. However, because of the low expectations of the teacher the pupils do not have the opportunity to develop their scientific knowledge further. For example when learning about pushing and pulling the teacher tried to develop the pupils' understanding of how objects move. However, the slow pace of the lesson meant that the pupils' learnt very little as each had to sit patiently whilst every child had the opportunity to run with a piece of card. One boy clearly knows about the effect of air resistance and another understands the effect of the earth's movement in creating 'wind'. Pupils aged 7 to 11 develop their investigative skills satisfactorily and by the time that they are 11, most pupils show a satisfactory ability to identify the need for a fair test and to plan and carry one out independently of the teacher. Pupils are willing to take the initiative and take responsibility for their own learning, when working in groups on their investigations. This was shown in a lesson in which they were investigating simple electrical circuits and trying to develop hypotheses about the effect of using a thin wire in a circuit. However, the pupils' skills of making evaluations and conclusions based on prior scientific knowledge are not as well developed.
7. At the age of 7 and 11 the standards being attained match the national expectation in art and design, design and technology, history, geography, information and religious education and pupils' achievement is satisfactory. In music, standards match the national expectation and pupils' achievement is satisfactory at the age of 11. Standards at the age of 7 and 11 are slightly below the national expectation in information and communication technology but with improved resource provision this is steadily being addressed and the pupils' achievement is satisfactory. There was insufficient evidence to make a secure judgement on standards or achievement in physical education at ages 7 and 11 and in music at the age of 7.

Pupils' attitudes, values and personal development

8. All pupils including those with special educational needs display good attitudes towards school. The responses to the parents' questionnaire confirm that pupils enjoy school and look forward to their lessons. Pupils listen attentively and respond readily to questions from adults. They show good levels of concentration and this is particularly evident in the first part of the 'literacy hour' and the mental mathematics sessions during numeracy lessons. Pupils want to succeed and try hard to do their best.
9. Children aged under five settle quickly into school life and develop good work habits. They move confidently around their working areas and when allowed, access equipment and materials independently. They quickly learn to take turns and willingly share equipment. They respond well to the staff who work hard to foster good behaviour, and encourage the children to care for each other and to understand the difference between right and wrong and the consequences of their actions.

10. The pupils' behaviour is good and they respond positively to the atmosphere of calm and order in the school. They concentrate well and work co-operatively when they have the opportunity. Even the youngest children learn to sit patiently during lesson time. There have been no exclusions.
11. The pupils' personal development is good. Pupils of different ages play together and mix well across the age groups. Older pupils feel responsible for younger ones. They display a mature sense of caring for others in the school even when the weather is wet and the whole school is confined to two classrooms; playing board games together and entertaining younger pupils. The pupils take up various fundraising initiatives and they choose their causes with care and enthusiasm. Older pupils said that they enjoy 'circle-time', which involves the whole school and is structured so that the pupils can express opinions on various subjects. There is not yet a school council, which would further enhance this provision and the pupils' personal development.
12. Throughout the school pupils are welcoming and friendly to visitors and are articulate when discussing the advantages of being in a small school. Pupils would however welcome more opportunities to socialise with pupils from other schools, particularly in sporting fixtures, but they do benefit from short residential trips and visits, which often involve pupils from other small schools.
13. Attendance is above the national average and pupils arrive on time and lessons start promptly. Attendance has improved since the last inspection.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching is satisfactory overall with evidence of good teaching occurring in both classes. Teaching is satisfactory in half of lessons and is good in 3 out of 8 lessons. However, teaching is occasionally unsatisfactory.
15. In the good lessons the teachers have a secure knowledge and understanding of the National Curriculum, written planning is good and teachers are clear about what it is they want the pupils to learn. Teachers have high expectations of pupil's work and pupils respond by trying hard to carry out instructions. The effectiveness of teaching methods is good. Expositions are usually lively and well structured, and the successful implementation of the National Literacy and Numeracy Strategies is helping to improve the quality of teaching and raise standards. The two teaching assistants who work with pupils aged 7 to 11 have a very positive impact on the pupils' learning in literacy and numeracy. The use of homework is satisfactory.
16. Unsatisfactory teaching occurs when the teacher does not have high enough expectations of what pupils are able to do and teacher exposition and demonstration is far too long. This was seen in a science lesson when pupils aged 5-7 sat for nearly 45 minutes whilst the teacher painstakingly allowed each child the opportunity to run with a piece of card and then with a 'windmill'. (Some pupils lacked the confidence to do this and merely sat on the floor for this long period of time.) Two higher attaining pupils have a clear understanding of air resistance but the teacher makes no attempt to develop this and continues with the low-level task of exploring what makes the 'windmill' move.
17. The quality of written marking throughout the school is unsatisfactory. It is not focused enough on the intended learning of the lesson and does not clearly identify what a pupil has to do next to improve their work.

18. Satisfactory emphasis is given to teaching the basic skills of literacy and numeracy with satisfactory evidence of the teachers planning to use the pupils' developing skills in other subjects of the curriculum. Whole class discussions at the start and end of the majority of lessons aim successfully to develop the pupil's vocabulary and encourage them to listen to others. Through the use of non-fiction texts pupils are taught to use information retrieval skills to promote their investigative skills. Satisfactory planned opportunities to develop numeracy skills are also provided, for example, in science and in design and technology.
19. The teaching of children within the Foundation Stage of Learning (reception) is satisfactory. The teacher, teaching assistant and parent helper work well as a team to successfully create a caring and secure environment. There is a happy atmosphere, in which children feel secure in developing their learning, and they grow in confidence through the constructive praise that they receive from adults. Resources are well prepared and used appropriately. However, although the teaching overall is satisfactory, time is not used well, resulting in children not producing as much work as they could. Children are asked to sit for far too long listening to the teacher and work is too adult directed. Planning satisfactorily addresses the recommended areas of learning for children of this age but short-term planning does not always clearly identify the skills that the children are expected to learn. Initial assessment on entry to the school is covered appropriately and the information from this is used to plan subsequent learning experiences. Ongoing assessments are used satisfactorily to help the teacher plan the next steps in children's learning and to monitor the progress that each individual child makes.
20. The teaching of pupils with special educational needs is satisfactory. The special needs co-ordinator provides satisfactory support for teachers in drawing up the pupils' individual education plans and ensuring that targets address their difficulties. During class discussions, the pupils are asked specific questions matched to their abilities and, in the majority of instances tasks are carefully matched to pupils' needs. Teaching assistants give very good support to the pupils. They form good relationships with the pupils, guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

21. The curriculum provided for the children in the foundation stage of learning is satisfactory. All six areas of learning are covered through an appropriate range of practical activities. Good attention is given to communication, language and literacy and mathematical development. Since the previous inspection the classroom has been re-modelled to provide more opportunities for children to experiment more freely with art and craft materials. However children make limited progress in their physical development due to the constraints of accommodation, both inside and outside and an insufficient number and variety of large apparatus for outdoor play.
22. The curriculum for pupils aged 5 to 7 and for pupils aged 7 to 11 is satisfactory. It complies with the requirements of the National Curriculum and is suitably broad and balanced in all subjects apart from in physical education. The lack of an appropriate school hall restricts physical education activities, especially in gymnastics and dance. However, this is soon to be addressed with the refurbishment of the village hall to which the school will have access. There have been significant improvements notably in the provision for information and communication technology and the library extension since the previous inspection. The appropriate amount of time is now spent on the teaching of pupils aged 7 to 11.

23. The school has successfully implemented the National Literacy and Numeracy Strategies, adapting them to suit the requirements of the school. Planning for the teaching of literacy and numeracy in classes of pupils of different ages is taken directly from the Local Education Authority's scheme of work. All other subjects have policies and schemes of work based on the national guidance that is now available.
24. Provision for the pupils' personal, social and health education is satisfactory. Opportunities are built into lessons to promote this area of learning and pupils are encouraged to be kind and caring in and out of school. 'Circle-time' is used effectively to deal with moral and social issues and reinforce expectations in behaviour. The school helps pupils to develop a healthy, safer lifestyle through its involvement with the Healthy Schools initiative. Sex education is taught principally through the science curriculum and health education programmed and questions asked are dealt with sensitively as they arise. However pupils are not taught effectively about the dangers of misusing drugs and other substances.
25. Pupils are encouraged to become confident and independent and to take responsibility. For example, the younger pupils tidy the classroom and arrange books and resources. Older pupils take appropriate care of the younger ones during playtimes and lunchtimes; help to set up for dinner and confidently answer the telephone.
26. The school provides a satisfactory range of extra curricular activities. The headteacher takes a football club and a recorder group on a weekly basis whilst the other member of staff runs a weekly dance club. A small number of Years 5 and 6 pupils receive keyboard tuition. A good number of visitors to the school and visits out of school to places of interest, enhance the curriculum. These include, for example, visits to Abbots Hall and Hadrian's Wall to enrich the history and geography curriculum. Opportunities are given to all pupils aged 7 to 11 to take part in annual residential visits, based on a four year programme, to develop a range of physical, personal and social skills.
27. The school is committed to equality of opportunity and access for all pupils. Provision for pupils with special educational needs is satisfactory. The school appropriately follows the recommendations of the Code of Practice and appropriate individual educational plans are in place. Teachers plan effectively for the needs of these pupils and classroom assistants are used well to support their learning. However the school needs to ensure that the more able pupils are given sufficiently challenging work in order to make the appropriate progress.
28. The school has developed strong links with the community. These links successfully enhance the pupils' learning, their personal and social development and enhance curriculum provision. The school is an integral part of the village community and many of its activities take place in the church and village hall. The vicar regularly takes assemblies and is involved in religious education lessons. Parents help within the classroom whilst the local garage mechanic, postman and footpath warden talk about their work and the school nurse helps pupils to understand how to care for themselves. The school takes students on initial teacher training courses and has good relationships with the higher education institution involved. There are close links with other primary schools in the area, as they share resources, hold a joint Christmas service and bring pupils aged 7 and 11 together to work on various projects. The school has developed good relationships with the secondary schools to which Year 6 pupils transfer and pupils are prepared well for the next stage of their education.
29. The provision for the pupils' spiritual development is satisfactory. Assemblies provide a short time for prayer and reflection and reinforce the values and aims of the school. Opportunities are given

to celebrate the pupils' hard work and attitudes in school, publicly acknowledging the value of the individual. Spiritual development is further promoted through other areas of the curriculum, for example, in literature and religious education and through 'circle-time' as teachers show that they value the pupils' ideas and beliefs and give them time to reflect on how feelings can be communicated in different ways.

30. The provision for moral development is good. The staff act as good models for pupils and constantly reinforce how the behaviour of one person affects others. Pupils have a clear sense of right and wrong and show respect for people and property. The school is an orderly community where pupils are mostly polite and well behaved.
31. The provision for the pupils' social development is good and is promoted through the good relationships that exist throughout the school. Pupils work well together during group work and cooperate well with others. Class and school duties develop their sense of responsibility and older pupils show care and consideration for younger pupils. The pupils' social development is further enhanced by visits out of school and initiatives to help others, for example, the Operation Christmas Child appeal.
32. The provision for cultural development is good. Visitors to the school and visits out of school successfully introduce pupils to their British heritage and extend their learning in a range of subjects, for example, history, geography and religious education. Preservation of the local environment is encouraged as pupils help reclaim footpaths, pick litter and plant bulbs. Pupils also learn about the range and diversity of other cultures that exist in Britain today through, for example, a study of major world faiths. This is enhanced by visits to different places of worship and by a visit from a Hindu lady who explained what being a Hindu meant in practice.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

33. Procedures for child protection and for ensuring the pupils' welfare are good. The headteacher is trained appropriately in child protection and the agreed procedures as set out by the local education authority are followed. The headteacher is waiting to attend updated training on child protection as a planned course had been unfortunately cancelled due to the outbreak of foot and mouth disease. Health and safety procedures are clear and comprehensive and the school is fully committed to the principles of social inclusion. Regular equipment tests and procedures are undertaken systematically. There is an appropriate health and safety policy in place. Procedures for monitoring and improving attendance are good and attendance figures have improved since the last inspection.
34. The procedures for monitoring the pupils' academic performance and personal development are good. The pupils are very well known as individuals and educational provision is matched carefully to meet their particular needs. The school provides a very warm and caring environment that is secure and safe for all. The staff work hard to foster the pupils' self esteem by giving them confidence in their own ability to succeed. Personal support is constantly given to individuals when necessary and issues are dealt with promptly and effectively. Reasons and explanations are always given to the pupils as to why actions are taken.
35. Procedures for monitoring and eliminating oppressive behaviour are good. Prompt attention is given to inappropriate behaviour, reasons are given and parents are quickly informed and involved. The school encourages pupils to be responsible for their own behaviour and to realise the consequence of their actions.

36. The assessment of the pupils' attainment and progress in literacy and numeracy are good. Individual strengths and areas for improvement are identified. Pupils are involved in the assessment processes and appropriate targets for improvement are set. Target setting has improved since the last inspection. Target setting and tracking individual pupils' progress is now in place from baseline through to Year 6 although sometimes targets are not always specific enough. The marking of pupils' work is mostly good in literacy and numeracy but does not always identify targets for improvement. Assessment and record keeping procedures in the foundation subjects are not in place and needs to be improved. The assessment of pupils with special education needs is satisfactory. Teaching assistants give good support to pupils in class and additional support is given to those pupils that have been identified as having special educational needs.
37. Parents have two formal opportunities a year to discuss their child's progress and there are numerous opportunities for parents to have informal discussions with staff. Written reports are issued once a year and although these meet statutory requirements, the information on the reports does not always clearly identify what pupils do well and what is necessary for the pupil to improve.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

38. The parents' views of the school are very positive. There was a high percentage of returns to the parents' questionnaire, most of which showed overwhelming approval for the school's friendly family ethos, the way the school is managed and the progress that their children make in school. As a part of the school's work as a Beacon school the links with parents were considered to be an example of good practice to share with other schools. However, although still keenly supportive of the school, the links with parents have had to be somewhat curtailed as a result of the foot and mouth epidemic.
39. Parents are very supportive of their children's work. They read with them and many help in the classroom or at school functions. Parents and relatives are happy to come into school to discuss any problems. They attend school performances enthusiastically and form a valuable resource for the school, lending expertise where they can, helping with clubs and sports. The Friends Association fundraises very effectively the results of which has led to building work, redecoration, more equipment and funding of extra staffing.
40. The quality of information provided for parents is unsatisfactory. The school keeps the parents well informed of dates of events and of school schedules. There are regular sessions where teachers and parents discuss pupil progress, but the pupils' annual report, though evaluative of pupils' social development, needs to have a greater stress on the progress that the pupils make. Targets for improvement should be identified, which can be readily understood by parents.
41. In the last inspection there were some omissions from the school prospectus. The draft prospectus for the current year, similarly has some omissions which have been pointed out to the school, (statements on sex and drugs education and the right of parents to withdraw their child from sex education lessons, child protection and attendance figures). However, it is an attractive document and gives a good flavour of the school's activities, although curriculum details are very brief. The governors' annual report to parents similarly lacks detail.

HOW WELL IS THE SCHOOL LED AND MANAGED?

42. The headteacher's leadership and management of the school are satisfactory. He knows the strengths and weaknesses of the school and provides clear educational direction. The school development plan appropriately identifies the main priorities for the school. A strength is the strong

team approach, which is essential in a small school. The headteacher has a heavy teaching commitment and there is no deputy headteacher in post. Therefore the headteacher is very reliant upon his staff and he has successfully created a team who work well together and who willingly share leadership and management responsibilities. The aims of the school are reflected well in its work. All the staff have a good shared commitment towards the improvement of standards and provision. Performance management has been successfully introduced and all necessary documentation is in place.

43. The governing body meet all statutory requirements and is supportive of the headteacher and staff. They have a satisfactory understanding of strengths and areas for development through regular headteacher reports and their visits to the school.
44. The key issues of the previous inspection have been satisfactorily addressed. Strategic planning and the quality of curriculum organisation and management have improved. The National Literacy and Numeracy Strategies have been satisfactorily introduced and the accommodation has benefited from a new library facility. Although some of the minor weaknesses remain the school overall has made satisfactory improvement since the previous inspection.
45. The monitoring and evaluation of the school's performance are satisfactory. The headteacher and co-ordinators check and evaluate teaching and are supported from time to time by the Local Education Authority adviser. However the weaknesses in teaching in the foundation stage of learning have not been identified and the monitoring of teaching needs to be more rigorous. The analysis of assessment data is satisfactory and the results of any analysis are used appropriately to make any necessary adjustments to curriculum planning. A simple tracking system is in place but it is not yet rigorous enough to check if the progress that the pupils are making is good enough. Although the staff has a satisfactory understanding of what the pupils have to do to attain a National Curriculum level, they are not as secure about measuring the progress of pupils within a level. This information would help the school to set more specific learning targets for pupils. It would also enable the school to measure progress more accurately and make a more positive impact on raising standards.
46. The leadership and management of special educational needs are satisfactory. The recommendations of the Code of Practice are fully met and the co-ordinator and staff meet regularly to review pupils' progress. The funding available for special educational needs is carefully managed and spent appropriately
47. In 1999 the school received Beacon status. However, because of the school's remote location it has had some difficulties in sharing good practice with other schools. Now the school acts as a broker for schools within the area and funds any relevant initiative For example money was given to the local high school to allow the science co-ordinator to examine issues to do with experimental and investigative science and the transition from primary to secondary school.
48. Financial management is satisfactory. Financial planning is linked clearly to the school development plan and spending is monitored and evaluated. The finance committee meets regularly to check spending decisions. The governors are aware of the principles of best value but do not evaluate the effect of spending on standards and achievement. Day-to-day administration is effective and satisfactory use is made of information and communication technology in this work and to manage the budget and monitor attendance.
49. Staffing levels are good and both teaching and support staff are well deployed. The accommodation is satisfactory and is used appropriately. There is also good library provision.

Standards of cleanliness are good throughout the school, reflecting the commitment of the premises staff. Resources are good in English, history and information and communication technology. In mathematics, science, art and design, design and technology, geography, music and religious education resources are satisfactory. In physical education resources are unsatisfactory, as there is very limited equipment available for gymnastics due to the lack of a school hall. In other subjects, resources are well stored, easily accessible and effectively used to support pupils' learning.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

50. In order to improve further, the governors, headteacher and staff should:

1. Improve the quality of teaching and learning in the foundation stage of learning by:

- developing further the teacher's knowledge of how young children need to learn;
- improving teaching methods and raising expectations of what children are able to do;
- ensuring that time is used appropriately to improve pace of lessons and productivity of learning;
- introducing more rigorous procedures for monitoring and evaluating teaching and learning.

(paragraphs: 2, 16, 19, 45 & 52)

2. Refine existing tracking and target setting procedures and develop the pupils' awareness of what they need to do next to improve the quality of their work by:

- developing pupils' self assessment skills by providing pupils with learning targets which relate to National Curriculum levels and indicate clearly what pupils must do to move through a level;
- using written marking as a tool for improving pupils' work;
- ensuring that pupils have the time and support to address the issues identified by the written marking comments.
- developing the existing pupil tracking system in English, mathematics and science, so that year by year progress can be measured more accurately;
- providing training for teachers so that they are more familiar with the key learning targets that pupils need to achieve to move through a National Curriculum Level.
- regularly monitoring and evaluating the pupils' progress and from this information then set subsequent targets for pupils ensuring each pupil makes at least satisfactory progress in relation to their prior attainment.

(paragraphs: 17, 36, 45 & 81)

3. Improve assessment and record keeping procedures in subjects other than literacy and numeracy.

(paragraphs; 85, 91, 95, 100, 103, 107 & 110)

4. Improve the quality of information sent to parents by:

- ensuring that reports to parents provide more accurate information about how well their child is progressing ;
- clearly identifying in the report what pupils know, understand and can do and informing parents if the learning and the progress made is good enough;
- providing parents with information about how pupils might improve their work;
- sending parents information about what is to be taught each term and how they might support their child.;

- ensuring that the school prospectus and the annual report to parents contains all required information.

(paragraph: 37, 40 & 41)

5. Monitoring and evaluating the effect of spending upon standards and achievement.

(paragraph: 48)

In addition to the above the governors should consider including the following more minor issues in their action plan:

- Attainment in information and communication technology *(paragraph: 101)*
- Presentation, spelling and handwriting *(paragraphs: 3, 66, 73, 94, 95, 100 & 113)*
- Ensuring higher attaining pupils in mathematics are appropriately challenged *(paragraph: 70)*
- Improving art provision *(paragraph:85)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	18
Number of discussions with staff, governors, other adults and pupils	23

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	6	8	2	0	0
0%	0%	37.5%	50%	12.5%	0%	0%

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 more than six percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	36
Number of full-time pupils known to be eligible for free school meals	N/A	3

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register		9

English as an additional language	No of pupils
Number of pupils with English as an additional language	N/A

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	1
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence

	%
School data	4.1

Unauthorised absence

	%
School data	0

National comparative data	5.2
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National comparative data	0.5
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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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	2	5	7

National Curriculum Test/Task Results	Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A
	National	84 (83)	86 (84)

Teachers' Assessments	English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 2 or above	School	N/A	N/A
	National	85 (84)	89 (88)

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

This table is not completed as there are fewer than 10 pupils in the Year 2 cohort.

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	1	0	1

National Curriculum Test/Task Results	English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A
	National	75 (75)	71 (72)

Teachers' Assessments	English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	N/A	N/A
	Girls	N/A	N/A
	Total	N/A	N/A
Percentage of pupils at NC level 4 or above	School	N/A	N/A
	National	72 (70)	74 (72)

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

This table is not completed as there are fewer than 10 pupils in the Year 6 cohort.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	4
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	32
Any other minority ethnic group	0

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)	1.9
Number of pupils per qualified teacher	18.9
Average class size	18

Education support staff: YR – Y6

Total number of education support staff	3
Total aggregate hours worked per week	31

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A

Total number of education support staff	N/A
Total aggregate hours worked per week	N/A

Number of pupils per FTE adult	N/A
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FTE means full-time equivalent.

Recruitment of teachers

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

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
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	£
Total income	118811
Total expenditure	113822
Expenditure per pupil	3513
Balance brought forward from previous year	16001
Balance carried forward to next year	6485

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0
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

Results of the survey of parents and carers

Questionnaire return rate: 86.1%

Number of questionnaires sent out	36
Number of questionnaires returned	31

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	77	16	7	0	0
My child is making good progress in school.	71	23	3	0	3
Behaviour in the school is good.	48	45	0	0	7
My child gets the right amount of work to do at home.	74	13	10	0	3
The teaching is good.	84	16	0	0	0
I am kept well informed about how my child is getting on.	84	13	3	0	0
I would feel comfortable about approaching the school with questions or a problem.	94	6	0	0	0
The school expects my child to work hard and achieve his or her best.	87	13	0	0	0
The school works closely with parents.	90	10	0	0	0
The school is well led and managed.	87	13	0	0	0
The school is helping my child become mature and responsible.	84	13	0	0	3
The school provides an interesting range of activities outside lessons.	45	39	10	3	3

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

51. There are only four pupils aged under five in the school. They are taught in a class with six other pupils who are aged 5 – 7. Several of the children have had nursery or pre school experience before they start school and home visits and “taster” sessions are arranged to encourage a smooth entry into full time education.
52. A nationally approved assessment scheme shows that the children’s attainment in language, literacy and communication, mathematical development and personal, social and emotional development generally matches that expected for children of this age, although there are variations, particularly in language, literacy and communication skills. Children make satisfactory progress overall and by the time they enter Year 1, children attain the requirements of the early learning goals for language, literacy and communication, mathematics, personal, social and emotional development, knowledge and understanding of the world and creative development. Due to the constraints of space, accommodation and equipment, the children’s progress in physical development is limited. Appropriate activities are provided to improve their manipulative skills. However there are insufficient opportunities for the children to experience freedom of movement either inside or outside the classroom or to explore for themselves through a variety of play activities.

Personal, social and emotional development

53. Teaching in this area is good and an appropriate range of activities is provided to develop this aspect of the children’s learning. As a result the children progress well and achieve the expected learning goal for their age. The children settle quickly into school life where a happy and secure atmosphere is created for them within the classroom and outside in the newly created, small play area. Children learn to play amicably with others, to share resources and to co-operate with adults and each other. They are able to dress and undress themselves for outdoor play and physical education activities with minimal help and to look after their own personal hygiene. The children carefully follow the instructions given by the adults working with them, concentrate on their tasks and behave well. This was seen in a lesson where children were learning about three-dimensional shapes. In the follow up printing activity, children worked well in the group, sharing resources, taking turns and responding positively to adult encouragement. The staff provide good opportunities for the children to become increasingly independent. For example, they ensure children are fully involved in classroom tasks such as feeding the fish, tidying up and keeping the bookshelves tidy.

Communication, language and literacy

54. The children make sound progress in this area of learning and achieve the requirements of the early learning goals by the time they enter Year 1. Those children who exceed the goals whilst still at the reception stage are appropriately introduced to the early stages of the National Curriculum. Teaching is satisfactory in this area of learning. Most children participate in class discussions, enjoy listening to stories and rhymes and, through careful adult questioning, are able to respond to them appropriately. When choosing a book, they hold it the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They recognise their own name and are beginning to associate sounds with patterns, letters and words.

They enjoy mark making and basic writing experiences and they use a range of marking implements for drawing, scribbling and writing. Most children read their “writing” clearly and confidently to the teacher. Spelling is improved by a planned approach to the teaching of the letter sounds.

Mathematical development

55. The children make satisfactory progress in their mathematical development and achieve the requirements of the early learning goal by the end of the reception class. Those who exceed the expectations progress satisfactorily to the early stages of the National Curriculum. A variety of appropriate activities such as counting and sorting of objects, sequencing of patterns and discussing two and three-dimensional shapes all contribute to children’s mathematical progress. They know numbers up to 10, which they consolidate through singing rhymes. However not all children are confident when recording these numbers and need extra support. Children confidently use the correct mathematical language when working with shapes, for example, cube, sphere and cone. They record their heights as a pictogram measuring each other with building blocks and they use appropriate language, for example “big, small, tallest, shorter than” to discuss their findings. They weigh out ingredients as they make sweets and bread for the Harvest festival and are beginning to respond satisfactorily to positional language, for example, “on, in, under”. Teaching is satisfactory in this area of learning.

Knowledge and understanding of the world

56. The children make satisfactory progress in this area of learning and achieve the requirements of the early learning goals as they move into Year 1. Children learn about times past as they talk about their family and describe significant events in their life. A visit to Abbot Hall enhances this learning as they take part in role play activities wearing Victorian costumes, play with toys and learn playground games and chants. The children’s geographical knowledge is developed as they record “Barney Bear’s” holidays around the world and learn about everyday life in India from a visitor of Sri Lankan origin. They learn about their own community as local people, for example, the vicar, postman and garage mechanic, talk about aspects of their daily work. Children are paired with older pupils as they work at the computer and although their skills are currently underdeveloped they can identify the main parts of the computer. Although teaching is satisfactory there are times when the children’s learning is impeded by over teacher direction and the children being asked to sit for too long listening and watching the teacher.

Physical development

57. Children achieve less well in this area of learning and their gross motor skills are underdeveloped in comparison with children of a similar age. Teaching is satisfactory and appropriate planning ensures that children have satisfactory opportunities to improve their manipulative skills by using scissors, holding pencils and brushes, threading, rolling and using small construction apparatus. They are also able to colour within lines. In physical education lessons, children dance to taped music and use the playground markings for moving in a variety of ways, for example, running, jumping and skipping. However, due to the constraints of space and accommodation children have insufficient opportunities to experience freedom of movement. Opportunities to explore for themselves through a variety of play activities are also limited through a lack of large apparatus and wheeled toys.

Creative development

58. Children make satisfactory progress in this area of learning and achieve the standard expected by the age of 5. The teacher plans an appropriate range of activities enabling the children to draw, paint and make models using a variety of media. Teaching is satisfactory. Children are encouraged to use their creative skills in other areas of their learning as they print mathematical shapes using the primary colours and make observational drawings of historical artefacts. The creation of an art attack corner is an improvement since the previous inspection. Here children have a free choice of the materials they use. In one activity observed they demonstrate an understanding of the way in which different materials can be adapted for different effects, for example, screwing up tissue paper and making flaps to reveal a message. In musical activities the children explore a range of instruments and the sounds they make. They enjoy singing rhymes and songs and are able to add actions appropriately.

Teaching and curriculum provision.

59. The quality of teaching for children in the foundation stage of learning is satisfactory. The teacher, learning support assistant and parent helper create a caring and secure environment. They form good relationships with the children who behave well at all times and respond appropriately to the praise and encouragement given by all adults. Resources are well prepared and used appropriately. However, although the teaching overall is satisfactory, pace in lessons is often too slow, resulting in children not producing as much work as they could. Teaching methods do not demonstrate a good understanding of how young children learn, for example, they sit still for far too long as the teacher explains work to the older pupils in the class. Work is too teacher directed and children have few opportunities to be actively involved in their own learning.

60. The curriculum is planned satisfactorily to cover all areas of learning with particular emphasis placed on communication, language and literacy and mathematics. Detailed long and medium - term plans, based on the Local Education Authority scheme of work, identify learning goals, objectives, activities to be used and assessment criteria. However these are not clearly transferred to the weekly plans and do not identify the skills the children are expected to learn. Initial assessment on entry to the school is covered appropriately and the information from this is used to plan subsequent learning experiences. Ongoing assessments are used to help the teacher plan the next steps in children's learning and to monitor the progress that each individual child makes.

ENGLISH

61. It is inappropriate to compare the pupils' results in English with national statistics, or with the statistics of similar schools, as there are too few pupils in the Year 2 and Year 6 classes for meaningful comparisons to be made. However, the standards of work of pupils currently in Years 2 and 6 mainly match the expected levels for 7 and 11-year-olds. When pupils enter Year 1 their basic skills in communication language and literacy are at least similar to those expected for their age. Thereafter, the pupils' achievement in speaking and listening reading and writing is satisfactory. Pupils with special educational needs make satisfactory progress and achieve appropriately.

62. Since the last inspection the National Literacy Strategy has been effectively introduced and the school has made good improvement in provision in this subject. The new library space has had a very positive impact on the whole school and on pupils' attainment and achievement. The library is well organised and good use has been made of the Dewey system to classify books. The pupils make good use of the library for research and personal study. The laptops that are situated in the new library are very popular with pupils and are well used during lessons and at break times. The

school has spent a considerable amount of money to improve the quality and range of reading materials throughout the school.

63. The quality of teaching is good. Teachers have a good knowledge and understanding of the subject and plan effectively. A variety of teaching methods and techniques are well used. Pupils are well managed and work is appropriately differentiated. Good use is made of time, resources and support staff to enhance teaching and learning in the subject. Good support is given to pupils with special educational needs both in class and through additional literacy support and pupils make satisfactory progress. The two teaching assistants who work with pupils aged 7 to 11 have a very positive impact on pupils' learning. Pupils enjoy literacy sessions and good learning takes place though the pace of working could sometimes be brisker. Pupils show a keen interest in lessons, the majority concentrate well and pupils are encouraged to work independently for example, by making good use of dictionaries and having a go at spelling words they are not sure of.
64. Staff and other adults work hard to improve the pupils' speaking and listening skills. They provide numerous opportunities across the curriculum for listening and speaking skills to be developed. The majority of pupils make satisfactory progress throughout the school in this respect. Pupils aged 5 to 7 listen carefully, they identify and say the letter sounds in words that they are studying. They take part with interest in a class discussion about how to write instructions. Pupils know that they should number their instructions and keep the length of their sentences short. Pupils aged 7 to 11 express their likes and dislikes for certain stories and authors articulately. They provide good and clear reasons why they like or dislike the stories that they have read. The majority of pupils listen attentively and speak with clarity and confidence. Good listening and speaking skills were evident in the music lesson for pupils aged 7 to 11. In this lesson, by using a good range of vocabulary, pupils were able to express clearly what the extracts of music heard meant to them.
65. The pupils' achievement in reading is satisfactory overall. The school has a good range of reading materials including big books, texts for guided reading, poetry and information books. Pupils are encouraged to take books home to read and share with parents. Pupils aged 5 to 7 are developing phonic skills appropriately. They decode unfamiliar words using a range of strategies appropriately. They enjoy the shared reading activities for example as was seen during the reading from the big book 'Shep the Sheep Dog.' Pupils identified exclamation marks in the text and knew how to use punctuation to make their reading expressive. Pupils aged 7 to 11 read with fluency and with some attention to expression. They self-correct words and demonstrate a good understanding of vocabulary such as 'scallywag' and 'conviction.' They identify the difference between biographical and autobiographical texts that they read. However, there is a need to further improve their skills of inference and deduction.
66. In writing pupils' achievement is satisfactory. Pupils aged 5 to 7 are keen to write simple instructions and are willing to have a go at spelling words with which they are unfamiliar, demonstrating improving phonic skills. Pupils aged 7 to 11 know about summaries and have worked well on a shared writing activity to write a book report on 'The Magic Finger.' They suggest good connectives and different ways of starting sentences. Most pupils aged 7 to 11 use punctuation effectively in their writing, though some pupils have experienced confusion with plurals and the use of the apostrophe for possession. Pupils have had some opportunities for extended writing, for example, an extended report has been written on an educational visit to Abbot Hall. Some pupils have had the opportunity to write different forms of poetry including riddles, cinquains, haikus and limericks. They make good use of the computer to word process and illustrate their work. Further work needs to be done to improve spelling and the presentation of work and writing throughout the school.

67. Satisfactory use is made of the pupils' literacy skills in other subjects, such as in mathematics lessons when pupils are given opportunities to discuss and explain their strategies for finding solutions to problems, before writing their answers. It is also evident in science lessons, when pupils hypothesise and discuss their results, before writing reports of their investigations.
68. English makes a good contribution to the pupils' spiritual, moral, social and cultural development. For example pupils have developed their cultural understanding through learning about life in Sri Lanka. Pupils aged 5 to 7 have had a visit from the local postman who was involved in setting up their role-play area. The school has been involved in Operation Christmas Time. Pupils have written letters to be sent in their boxes of gifts. At Harvest Festival time the pupils wrote their own prayers and thought about children in the Third World.
69. The subject is well led and managed. The co-ordinator has monitored the implementation of the National Literacy Strategy and has been involved in assessing the pupils' writing. The co-ordinator knows the strengths and areas for development and has further plans to monitor the subject. The governor with curriculum responsibility for English visits the school on a monthly basis to assist with monitoring the subject. Procedures for assessing the pupils' attainment and progress are satisfactory. Appropriate use is made of assessment information to plan the next steps in learning. Good reading records are kept. Satisfactory use is made of homework. Resources for English are good. Pupils enjoy using books and taking them home. Visits to Abbot Hall and Hadrian's Wall have provided opportunities for pupils' development. At the end of term and at Christmas time all pupils are involved in drama activities and perform to parents and members of the community. There has been good improvement in English provision since the last inspection.

MATHEMATICS

70. As there are so few pupils in Years 2 and 6 it is inappropriate to compare the pupils' results in mathematics with national statistics or with the statistics of similar schools. The standards of work of pupils currently in Years 2 and 6 mainly match the expected levels for 7 and 11-year-olds. The pupils' achievement throughout the school is satisfactory although the school has identified the need to provide more challenge to pupils with the potential for higher attainment. The inspection would agree with this view. Pupils with special educational needs make satisfactory progress in relation to their prior attainment and achieve satisfactorily.
71. The school has implemented the National Numeracy Strategy satisfactorily and the Numeracy Framework is used as the basis for planning to ensure that learning is continuous throughout the school. Teachers have adopted the structure and format of a numeracy lesson as suggested by the National Strategy and a mental mathematics session has become an integral part of every lesson. In the majority of lessons, the pupils have good attitudes to their learning. They are keen to answer in the mental mathematics sessions and show particular enthusiasm for this part of the lesson. Pupils' mental strategies have improved since the last inspection with pupils articulating clearly the strategies they have used to solve problems. Pupils listen attentively to their teachers and to each other. Teaching assistants are used very well in numeracy lessons and have a positive impact on the pupils' learning and achievements.
72. The pupils reach the expected standards for their age by the end of Year 2 because the work they are given to do builds satisfactorily on prior learning. By the age of 7, the pupils sequence numbers accurately to 100 and count confidently in 5's and 10's. They know the names of mathematical symbols and understand mathematical vocabulary such as subtraction and minus. The teacher is aware of the prior knowledge of individual pupils and asks them direct and specific questions to assess their learning in a tactful and sensitive manner. By the age of 11, the pupils have a good

knowledge of the properties of shape and use correct mathematical vocabulary confidently. The majority of pupils are able to solve number problems using decomposition or the 'counting on' strategy. The teacher appropriately asks pupils to explain their different methods of calculation so that pupils learn from each other.

73. Overall the quality of teaching is satisfactory. Teaching is good in the class of pupils of Years 3 to 6. Introductions at the beginning of a lesson are usually clear and encourage mathematical understanding. In the good lesson seen, the teacher has good questioning techniques, which effectively encouraged pupils to apply their numeracy skills. Whiteboards are used well to ensure that all pupils are engaged in the question and answer activities. In the lesson where teaching was satisfactory, the pace of the lesson was slow and higher attaining pupils lose concentration and motivation as they sit for far too long on the carpet listening to the teacher. There is some confusion between what the pupils are expected to learn and what the activity is that they are doing, consequently pupils are not sure of the purpose of the lesson. The presentation of pupils' work is often untidy. Homework arrangements are satisfactory.
74. Different groups of pupils are appropriately catered for with different activities and the teaching assistants support the pupils with special educational needs very well. These members of staff have good relations with the pupils with whom they work, and are able to offer very appropriate help and advice with sensitivity while enabling the pupils to maintain some independence.
75. There is satisfactory use of literacy skills by pupils for example, in reading problems and interpreting and understanding specific mathematical vocabulary. Pupils also show that they make satisfactory use of their numeracy skills, in other subjects, such as design and technology when making musical instruments and when they use a thermometer to measure temperature accurately. The use of information and communication technology is satisfactory but there is a recognised need to better use this tool to improve pupils' skills in mathematics
76. Leadership and management of the subject are satisfactory with the co-ordinator having satisfactory knowledge of the subject's strengths and weaknesses. This has enabled him to plan satisfactorily to improve provision. Procedures for assessing the pupils' attainment and progress are satisfactory. The school keeps satisfactory records of pupils' attainment and progress in mathematics and National Curriculum test results are analysed appropriately by the subject co-ordinator to explore reasons for individual and group achievement. Resource provision is satisfactory and the current provision in the subject shows satisfactory improvement since the last inspection.

SCIENCE

77. It is inappropriate to compare the pupils' results in science with national statistics, or with the statistics of similar schools, as there are too few pupils in the Year 2 and Year 6 classes to enable comparisons to be meaningful. However, the standards being attained by the pupils currently in Years 2 and 6 mainly match the expected levels for 7 and 11-year-olds. The pupils' achievement throughout the school is satisfactory and pupils with special educational needs make satisfactory progress and achieve appropriately.
78. The quality of teaching overall is satisfactory although there is evidence of unsatisfactory teaching. Teachers prepare their lessons thoroughly, have mainly satisfactory subject knowledge and appropriately emphasise the importance of learning through practical activities. The teachers have satisfactory expectations of pupils' behaviour but the teacher of pupils aged 5 to 7 over directs the activities and this inhibits the pupils' learning. In a lesson for pupils aged 5 to 7 in the context of

pushing and pulling the teacher tried to develop pupils' understanding of how objects move. However, the slow pace of the lesson meant that pupils' learnt very little as each had to sit patiently whilst each child had the opportunity to run with a piece of card and then with a 'windmill.' (Some pupils lacked the confidence to do this and merely sat on the floor for approximately forty-five minutes.) This teacher has low expectations of the pupils' prior knowledge and fails to recognise that one boy clearly knows about the effect of air resistance. One higher attaining pupil comments upon the effect of the earth's movement but the teacher makes no effort to develop this and continues with the low-level task of exploring what makes the 'windmill' move.

79. The teaching of pupils aged 7 to 11 is satisfactory. An investigative approach to science is effectively encouraged as the teacher encourages pupils to ask questions, which could be adapted into a hypothesis. For example in the context of electricity the pupils hypothesise that thinner wire makes a bulb glow more brightly. The pace of the lesson is good and the pupils purposefully plan and carry out the investigation to see if their hypothesis is correct. Pupils by the age of 11 know that a power source is needed for an electric circuit and know how to draw a circuit. They are able to plan and carry out a fair test using one variable. However, their ability to draw conclusions from their investigations is less well developed.
80. The pupils use their literacy skills appropriately as they write up investigations and label scientific drawings and diagrams and when labelling an electric circuit using the correct symbols. Occasionally pupils' unsatisfactory handwriting and presentation skills detract from the quality of their work. Pupils also make satisfactory use of their numeracy skills, as was seen in Years 5 and 6 science work when pupils use a thermometer to measure temperature accurately. The pupils' spiritual, moral and social development is promoted well through this subject. Pupils are given many opportunities to discuss ideas, work collaboratively together and consider the opinions of their friends.
81. The leadership and management of the subject are satisfactory. The curriculum is satisfactory and it meets statutory requirements. The planning procedures appropriately incorporate national curricular guidance and provide teachers with clear information about the key learning intentions and skills to be taught. Assessment and record-keeping procedures are satisfactory although written marking does not effectively enable pupils to know why their work is good and what they must do to improve their scientific understanding and knowledge. Resource provision is satisfactory and resources are used satisfactorily. The current provision in the subject shows satisfactory improvement since the last inspection.

ART AND DESIGN

82. Only two lessons were observed during the inspection. On the evidence provided through displays, the teachers' planning and discussion with the subject co-ordinator, standards for pupils aged 7 and 11 match those expected for their age and pupils' achievement is satisfactory. Standards are not as high as they were at the time of the last inspection and the school has made insufficient improvement in this subject.
83. In the lessons seen the pupils used felt tip pens and coloured pencils to decorate elephant shapes. Some pupils were given the opportunity to create a pattern technique in the context of exotic birds, insects and animals. But the activity was very teacher directed and did not allow the pupils to develop their skills in a progressive way. It was very unclear what the specific learning intention of the lesson was and how this activity fitted into future learning.

84. The standards of displays are variable ranging from satisfactory to good. The pupils aged 5 to 7 have looked at the work of the artist Piet Mondrian and have used the computer to generate art-work that has been influenced by this artist's style. They use paint satisfactorily to decorate shapes such as shells, butterflies and snakes and are able to work collaboratively to paint 'Jessie' from Sri Lanka. Pupils aged 7 to 11 have created negative pictures, made paper sculptures and have used previously drawn portraits to make into mosaics. They use paint competently for design work on fish, dolphins and bats. The pupils have had the experience of paper weaving and creating pictures using different techniques.
85. The school is following an adapted version of the national guidance for art and design. However, there is insufficient guidance on the progression of skills and techniques to be developed in this subject. Pupils have too few opportunities for observational drawing, developing creative and imaginative work using a wide range of techniques and stimuli. There is no formal system of assessment in place to monitor the pupils' progress and attainment. The leadership and management of art and design are unsatisfactory and is in need of improvement. Resources for art are satisfactory and satisfactory use is made of the accommodation that is available. The subject makes a satisfactory contribution to pupils' social and cultural development

DESIGN AND TECHNOLOGY

86. It was only possible to see one design and technology lesson during the inspection. On the limited evidence provided through examining displays, the teachers' planning and through discussion with the co-ordinator it is clear that standards match those expected for the pupils age at age 7 and 11 and their achievement is satisfactory.
87. Satisfactory progress has been made in design and technology since the previous inspection. Pupils are now able to plan collaborative tasks, are developing their skills and can negotiate responsibilities.
88. In the one lesson observed the quality of teaching and learning was satisfactory. The pupils' attitudes and behaviour were good. In the lesson, pupils were evaluating and modifying their designs competently as they sensibly discussed the problems that had been encountered. The pupils had previously made good use of the Internet to obtain ideas on making musical instruments, for example a box guitar and a drum. The pupils were able to work well independently and in small groups. They were encouraged to help each other by the teacher. They selected and organised their own materials and tools to make box guitars, tambourines, drums, humming flutes and maracas.
89. Pupils aged 5 to 7 have had the experience of sewing using binca fabric and designing and making puppets. They know about winding mechanisms and are using the story of 'Incy Wincy Spider' as a stimulus to make big spider as a whole class.
90. Literacy, numeracy and information communication technology skills are used appropriately in design and technology. For example, the pupils use literacy skills in labelling diagrams and producing written evaluations of their work. Numeracy skills are used to measure accurately when making musical instruments, for example. The pupils' social development is encouraged through collaborative working and negotiation.
91. Leadership and management of the subject are satisfactory. The school is following an adapted version of the nationally produced guidance for the subject. The policy is in need of review and a formal system of assessment and record-keeping is needed to monitor the pupils' progress and

attainment. Resources for design and technology are adequate and are used satisfactorily. Storage however, in this small school is a problem.

GEOGRAPHY

92. As no geography lessons were observed during the inspection, it is not possible to make a judgement on the quality of teaching. However, the work on display, a scrutiny of the teachers' planning and the pupils' work and discussion with the pupils indicate that pupils make satisfactory progress in geography and reach the nationally expected levels by the ages of 7 and 11. Standards have been maintained since the previous inspection.
93. As pupils aged 5 to 7 discuss the postcards of 'Barney Bear's' holidays around the world they are being introduced to the idea of maps and of other countries beyond that of their own. They look at the physical features on the postcards, discuss different types of weather and identify appropriate clothing for this. A talk by a visitor, whose country of origin is Sri Lanka, further develops this work as the pupils learn about some features of India's weather and everyday life.
94. By the age of 11, pupils can identify features such as rivers, mountain ranges and capitals on a map of the British Isles. In an effective interactive display, the pupils show good ability in using co-ordinates to identify the location of major cities in the United Kingdom. and places in the world where they have relatives and contacts. Pupils talk enthusiastically about facts they have learned from a visitor from Sri Lanka. Their writing shows that they are able to identify key features in India, aspects of everyday life, climate and customs. Pupils use the Internet, C D Rom technology and information books appropriately to add more information. However there are few opportunities for pupils to extend their writing skills and in some instances, the presentation of work is at an unsatisfactory level for pupils in Year 6.
95. Leadership and management of the subject are satisfactory. There is now an up to date scheme of work in place, which has resulted in the teachers planning more effectively and improving links with other subjects. Occasionally untidy writing and careless presentation detracts from the quality of the pupils' work. Resources are satisfactory and good use is made of the local environment, for example, Asby Beck, Hadrian's Wall. These are all significant improvements since the previous inspection. However there are no formal procedures in place for monitoring the pupils' attainment or recording their progress.

HISTORY

96. Due to the organisation of the school's timetable no history lessons were seen in the 5 to 7 age range and only two were seen in the 7 to 11 age range. There is, therefore, insufficient evidence to make a judgement on the overall quality of teaching. However, evidence from the teachers' planning and displays and a scrutiny of the pupils' work and photographic evidence indicates that pupils aged 7 and 11 reach nationally expected levels of attainment for their age and make satisfactory progress is satisfactory. Standards have been maintained since the last inspection.
97. Between the ages of 5 and 7 the pupils are helped to develop their understanding of time as they place toys on a timeline in chronological order and discuss the changes that have occurred over time. Their understanding of the past is further enhanced by a visit to Abbot Hall where pupils are provided with a range of "real" objects from the past. They dress in Victorian costume, sort toys into sets and learn playground games and chants. They can record their work by a series of labelled diagrams.

98. By the age of 11, pupils have an appropriate knowledge and understanding of key periods in the past that include the Romans, the Tudors and the Victorians. They are keen to learn and respond positively to the wide range of well planned historical experiences that develop their understanding of what it was like to live in a particular age. In Years 3 and 4, for example, the pupils develop good factual knowledge in studies related to the Romans, using a timeline to support their sense of chronology. The pupils in Years 5 and 6 competently compare past and present, for example, schools in Victorian times and schools today, using as their sources, old school log books and role play activities at Abbot Hall.
99. The quality of teaching for pupils aged 7 to 11 is good, with both the teacher and the pupils sharing an enthusiasm for the subject. The teacher's good subject knowledge and his effective use of a suitably wide range of resources arouses pupils' curiosity, helps them know more about the past and to learn for themselves the skills required for effective research. Sound planning and good classroom management ensure that there is a good pace to lessons and that pupils behave well, concentrate and stay on task. The pupils listen attentively, are eager to contribute to discussions and share ideas. They work well collaboratively. However, there are insufficient opportunities for pupils to extend their writing skills as they work on follow up activities.
100. Leadership and management of the subject are satisfactory. The scheme of work, based on national guidance, is appropriately adapted to suit the needs of the school and ensures coverage of the National Curriculum requirements. Although there is still no action plan in place to identify appropriate priorities and targets for improvement, there has been an improvement in the teachers' planning and in the opportunities given to pupils aged 7 to 11 for more independent study. This is an improvement on the previous inspection. However there are no formal procedures in place for assessing pupils' attainment or recording their progress. Presentation of work is often untidy and careless mistakes are made. Resources are good and are effectively supplemented by the museum loan scheme and members of the community who supply artefacts. The local area is used well to raise the pupils' awareness of British history, for example, Abbot Hall, Tulley House and Hadrian's Wall. The subject makes a good contribution to the pupils' cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

101. There was limited opportunity to see direct teaching of the subject but evidence indicates that, by the age of 7 and 11, the attainment of most pupils is slightly below the national expectations, which shows that the school has not maintained the standards identified in the previous inspection. It is not possible to make a secure judgement on the quality of teaching overall as only one lesson was observed and due to technical problems the teacher was unable to use the Internet as planned.
102. The pupils' attitudes to learning are very positive and when working in pairs on the computer they collaborate well. They treat equipment carefully, show interest and are well behaved. Early in the morning before the start of school and during playtimes pupils ask to work at the computers practising skills that they have been recently taught. The pupils aged 7 use a graphics package independently and show satisfactory 'mouse' control. One pupil is able to draw a rocket and delete any aspect of the drawing in order to improve the design. There are good opportunities for personal and social development in this subject as was seen when a Year 2 pupil very patiently and kindly explained to a younger pupil how to change the colour of the 'pen' from yellow to red. The pupils aged 11 demonstrate satisfactory word processing skills and are able to change the font and size of text. Keyboard skills are still quite slow however, with pupils having to search quite carefully to find particular keys. Satisfactory use of information and communication technology is made to support work in English, as is seen in the use of word processing to present their work

when producing a 'CV' for example. There is a recognised need to better use information and communication technology to support work in mathematics, as the software available is limited at the present time.

103. The curriculum is satisfactory. It is broad and balanced with suitable opportunities for pupils to be involved in working at computers. Leadership and management are satisfactory and enables weaknesses to be identified and targeted for improvement. The staff appropriately use information and communication technology as an important tool to extend learning. For example, following a music lesson in which pupils discussed the music of Mussorgsky, the teacher encouraged pupils to use the Internet to conduct a 'search' about the life of the composer. Assessment procedures are not effective in letting pupils know what they need to do next to improve. The scheme of work is satisfactory and ensures that pupils' learning is continuous throughout the school. There is good resource provision; both in terms of hardware and software which is an improvement since the previous inspection. This improved resource provision is beginning to have an impact on the pupils' attainment and achievement throughout the school.

MUSIC

104. It was only possible to observe one music lesson during the inspection. No judgement could be made on the standards attained by pupils' aged 5 to 7. On the basis of the lesson observed and through discussion with the co-ordinator it is clear that standards match those expected for pupils aged 7 to 11. Satisfactory improvement has been made since the last inspection. There is evidence now of pupils listening to and appraising the work of composers of different times and cultures.
105. In the lesson observed the quality of teaching and learning was satisfactory. The pupils' attitudes and behaviour were good as they enjoyed listening to short extracts of music by Britten and Mussorgsky. The pupils were encouraged to express what the music portrayed to them. Some pupils were articulate when expressing their ideas and used a good range of vocabulary. Several pupils gave good, imaginative ideas that were collected and discussed by the class as a whole. Some pupils were able to identify many of the instruments that they heard and knew which family of instruments to which they belonged. Some pupils were able to talk about the elements of music, for example, the dynamics and tempo.
106. Music makes a satisfactory contribution to the spiritual, moral, social and cultural development of pupils. For example, when pupils are encouraged to express their own feelings and when they study music from different cultures. It also makes a satisfactory contribution to English by encouraging and developing listening and speaking skills. Numeracy skills are also used as the pupils count beats in a bar and recognise pattern in musical notation.
107. Leadership and management of the subject are satisfactory. The school is following appropriately an adapted version of the nationally produced guidance for the subject. The policy for music is in need of rewriting. There is no formal system of assessment and record-keeping in place to monitor the pupils' progress and attainment. This was a weakness identified by the previous inspection that has not been satisfactorily addressed. The pupils have too few opportunities to create their own music using classroom instruments and information and communication technology. Composition is an aspect of the music curriculum that needs greater attention and development. Some pupils have the opportunity to play the descant recorder, the keyboard and the guitar, which they enjoy. Resources for music are generally satisfactory and used appropriately.

PHYSICAL EDUCATION

108. As no lessons were seen, it is not possible to make a secure judgement on the standards attained, the pupils' achievement or the quality of teaching in this subject.
109. There are weaknesses in curricular provision, caused by the lack of an appropriate school hall, which restricts physical education activities, especially in gymnastics and dance. However, there are hard and grassed outdoor areas available, which the school uses appropriately. The school usually has access to the village hall but at the present time this is being refurbished. Over the year the pupils experience all aspects of the physical education curriculum and the curriculum meets statutory requirements although it does lack breadth and balance. Swimming lessons are provided for pupils aged 7 to 11 and, by the time that they leave the school, the majority of them can swim a minimum of 25 metres.
110. The leadership and management of the subject are satisfactory, and the co-ordinator has an appropriate overview of the quality of physical education through the school. Recording and assessment procedures are underdeveloped, which means that teachers do not have a clear view of pupils' attainment and progress in the subject. Resources are unsatisfactory as the school does not have appropriate equipment for gymnastics but as soon as the village hall has been refurbished and storage facilities become available this will be addressed. Pupils aged 7 to 11 gain much from residential visits where they experience a range of outdoor adventurous activities.

RELIGIOUS EDUCATION

111. No religious education lessons were observed during the inspection and therefore it is not possible to make a judgement on the quality of teaching. However a scrutiny of the teachers' planning and the pupils' work, together with discussions with the pupils indicate that all pupils attain the levels expected at age 7 and 11 as set out in the locally agreed syllabus for religious education and that they are making satisfactory progress. Standards have been maintained since the previous inspection.
112. Pupils aged 5 to 7 develop an understanding of respecting peoples' feelings through listening and discussing different stories. They discuss celebrations and symbolism as they participate in the Harvest service, celebrate birthdays and learn about the importance of candles. A classroom display shows how pupils have reflected upon how they feel when they have received a present.
113. By the age of 11 pupils consider the importance of prayer, expressing their own feelings in prayers for the Harvest service. They plot the main events in the life of Jesus on a timeline and can recount for example, the miracle of the healing of the centurion's servant. Pupils are aware of the relevance of faith in their own life and in the lives of others as they talk with the local vicar and learn about places of religious significance in Britain. Pupils talk enthusiastically about the main parts in a Christian church and show a good knowledge and understanding of other major faiths, for example, Judaism and Hinduism. However they need to apply their literacy skills, for example, punctuation, grammar and spelling, more accurately during written activities and to take greater care with the presentation of their work. Opportunities for extending the pupils' writing skills are often lost during follow up activities.
114. Leadership and management of the subject are satisfactory. There is a good policy and scheme of work in place, which appropriately follows the recommendations of the locally agreed syllabus. The co-ordinator has good subject knowledge and plans and teaches religious education throughout the school. However there are no formal procedures in place for assessing the pupils' attainment or recording their progress. Resources are satisfactory and effectively supplemented by

the Carlisle Cathedral loan scheme. Visits to the local Church and Chapel, talks by the local vicar and a Hindu visitor further enhance the pupils' learning and personal development.