

# INSPECTION REPORT

## **SIR JOHN BARROW JUNIOR SCHOOL**

Ulverston

LEA area: Cumbria

Unique reference number: 112232

Headteacher: Mrs. G. Brierley

Reporting inspector: Mr R Fry  
21073

Dates of inspection: 10 – 13 June 2002

Inspection number: 195098

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

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## **Glossary**

Baseline assessment – tests for pupils when they join the school or in their first year.

Booster classes – extra classes provided for Year 6 pupils, usually in English, mathematics and science, to help pupils to do better in the SATs tests.

Co-ordinator – teacher in charge of organising a subject, such as English or physical education.

Curriculum – everything the school teaches pupils in and out of class, such as English, science and health education, visits and visitors.

ICT – information and communication technology.

Key Stage 1 – pupils aged 6 to 7 years old.

Key Stage 2 – pupils aged 7 to 11 years old.

National averages – refer to National Curriculum test results and teachers' assessments in English and mathematics (and science in Year 6) where there are national comparisons with all schools and similar schools in Years 2, 6 and 10.

National expectations – most pupils are expected to reach Level 2 in all National Curriculum subjects at the age of 7 years and Level 4 at the age of eleven.

National tests – sometimes known as SATs, tests for all pupils 7, 11 and 14 years old.

Pupil – term used for a child in Years 1 to 6

SATs – national tests for pupils aged 7, 11 and 14

Scheme of work – courses of lessons in eg. English, for teachers to use when planning lessons. The school uses national guidance provided by the Qualifications and Curriculum Authority (QCA) to help them plan lessons for some subjects.

School development plan – set of plans that show how the school will improve over the coming year or longer, what its priorities for action are and how it will spend its money.

'Similar' schools – Schools are placed in groups for the purpose of comparing SATs results with other schools, based on the proportion of pupils eligible for free school meals. For example, one group covers schools who have 8 – 20 percent of pupils who are eligible for free school meals

Tracking – word used to describe a method of recording pupils' progress.

## INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Argyle Street Ulverston Cumbria
Postcode:	LA12 0BD
Telephone number:	01229 894130
Fax number:	01229 894131
Appropriate authority:	Governing body
Name of chair of governors:	Mr. D. Tuakli
Date of previous inspection:	23 June 1997

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21073	Roger Fry	Registered inspector	Science Design and technology Physical education Religious 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? What should the school do to improve further?
11439	Jill Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
19041	Roger Linstead	Team inspector	Equal opportunities English as an additional language Mathematics Art Information and communication technology Music	
21666	Andrew Margerison	Team inspector	Special educational needs English Geography History	How good are the curricular and other opportunities offered to pupils?

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

### **INFORMATION ABOUT THE SCHOOL**

Sir John Barrow Junior School is an average sized junior school for boys and girls aged between seven and eleven years. The school educates pupils from the town of Ulverston and it has 236 pupils on roll. The number of pupils who attend the school has remained much the same over the last three years. Children's attainment on entry to the school is typical of schools nationally. Eighteen per cent of pupils are eligible for free school meals, which is an average proportion. However, forty two per cent of pupils have special educational needs, a proportion that is well above average. Fourteen pupils have statements of their special educational needs, which is a very high number. Some pupils, for example, need extra help with reading and writing skills or have specific or moderate learning difficulties. Four pupils have different ethnic backgrounds; Portuguese, Rumanian and Chinese. Two pupils speak English as an additional language. All pupils speak English. During the inspection, one Year 6 class was absent on a residential visit to Scarborough with two teachers.

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

Sir John Barrow is an effective school with many strengths. It makes successful provision for all pupils, including those with special educational needs. Pupils' standards of work over the last two years, compared with all schools, have been above average in mathematics and science and average in English. The teaching is good and has a number of strengths. The leadership and management of the school are very good. All adults work very well together and seek to improve the standards of pupils' work. The school promotes the inclusion of all pupils in many positive ways. Although the cost of educating pupils is above average, Sir John Barrow provides good value for money.

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

- Pupils' achieve well and pupils with special educational needs achieve very well.
- The teaching and learning are good.
- The management and leadership of the school are very good.
- Pupils' attitudes to school and relationships are very good.
- The school takes very good care of all pupils and their moral and social development is very good.
- The curriculum is very well extended with clubs and residential visits to places of interest.
- Parents have very strong positive views about the school.

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

- Pupils' writing skills are not well developed in some subjects.
- The range of experiences offered limits the curriculum for design and technology.

*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. Since then, it has made good improvements. The school has developed effective schemes of work for most subjects of the National Curriculum. Teachers now have better guidance to help them plan lessons that build on pupils' previous learning. In most lessons pupils are well challenged by the work they are given to do. Assessments of pupils' attainment and progress in English, mathematics and science are thorough. Overall, the school is better led and managed and there are many internal checks by staff on what the school is doing. There has been good progress in other aspects of the school's work. There has been an upward trend in standards over four years. Pupils are very well cared for and the curriculum has a better balance than previously. The school has made significant progress with staff training for information and communication technology. The provision for pupils with special educational needs has improved. Support staff work effectively in all classes. The school development plan identifies areas for improvement and welfare, health and safety issues have received good attention.

## STANDARDS

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

Performance in:	Sir John Barrow compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	A	C	C	B
mathematics	A	B	B	A
science	A	B	B	A

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

The table shows that in National Curriculum tests in 2001, Year 6 pupils' standards of work in mathematics and science were above average in comparison with schools nationally. English standards were average. In comparison with 'similar' schools, pupils' results were well above average in mathematics and science and above average in English. Over the past three years, results have varied from average to well above average. Pupils' standards of work in mathematics and science have been consistently better than those in English. The school exceeded its targets for English and mathematics last year by small amounts. National Test results this year (2002) are still not known.

Pupils achieve well. The quality of teaching ensures that pupils make good progress from the time they enter the school until they leave it. Pupils with special educational needs often achieve very well, and they attain their targets. The very good provision made for pupils with a wide range of needs lifts the level of overall attainment significantly. Results vary from year to year because the capabilities of year groups differ. The school's rate of improvement is in-line with schools nationally because the school has worked effectively to improve teaching and learning.

During the inspection, the work of Year 6 pupils met the standards expected nationally in English and mathematics and was above average in science. Some aspects of pupils' work in geography, history and physical education were above the standards expected of Year 6 pupils. Standards of work in design and technology met the standards required but no judgement could be made about some aspects of the subject because of a lack of evidence.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are enthusiastic and want to get on. They support extra-curricular activities with great interest. They respond very well to the care that the school shows them.
Behaviour, in and out of classrooms	Good. Pupils mostly behave well in lessons and at playtimes. Movement around the school is also good. Pupils are polite, reliable and helpful and this quality showed very strongly on the visit to Robin Hood's Bay and Whitby.
Personal development and relationships	Very good. Pupils get on well with each other in class and in the playground. Pupils carry out duties reliably. Relationships are excellent. Pupils respect the views and feelings of others.
Attendance	Satisfactory and in-line with the national average.



## TEACHING AND LEARNING

<b>Teaching of pupils in:</b>	<b>Years 3 - 6</b>
Quality of teaching	Good

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

Pupils are effectively managed in all classes by teachers and support staff. The school places considerable emphasis on teaching basic skills and in making the curriculum interesting and enjoyable. Across the school, English (including literacy) and mathematics (including numeracy) are taught effectively, and pupils make good progress. Teachers reinforce ideas and repeat key points of lessons frequently and, consequently, pupils make good progress with learning new ideas in lessons. The needs of pupils of all capabilities are met in lessons. Pupils with special educational needs make very good progress. Teachers and support staff meet their needs very effectively in small group sessions and in class lessons. Teachers make it very clear to pupils what the purposes of lessons are and revise the lesson targets towards the end of lessons to check that pupils have learned the intended knowledge and skills. In the best lessons, teachers break down the knowledge and skills into very easy steps. Pupils learn small amounts of information at one time and teachers give pupils a chance to practise what they have learned so that they will remember it in the future.

There is a purposeful atmosphere in classrooms and teachers have a wide spread of knowledge and skills. Teachers prepare for lessons very effectively. Pupils learn well because teachers prepare many practical and interesting lessons for them, such as in mathematics and science. Pupils learn well because they are encouraged to concentrate hard from the moment they join the school and enjoy work. Pupils, for example learn to write persuasively in English and to separate different materials in science. The point for development now is for teachers to develop pupils' writing by providing more opportunities for pupils to express their ideas, opinions and imagination in subjects other than English.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. All subjects of the National Curriculum and religious education are taught. High priority is given to teaching the basic skills of literacy and numeracy. There is an excellent range of extra-curricular activities and residential visits. The curriculum for design and technology is limited.
Provision for pupils with special educational needs	Very good. The provision is very well managed. Pupils make very good progress towards the targets in their individual education plans. Teachers and support staff help pupils effectively in lessons and in small groups.
Provision for pupils with English as an additional language	Good. All pupils from different ethnic backgrounds are successfully integrated into the school. Teachers carefully plan to meet pupils' language needs when English is not their first language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils' social and moral development are particular strengths. All pupils have very good opportunities to take part in everything that the school does. Pupils are taught to understand the reasons for rules. The social and moral tone of acts of collective worship is very strong.
How well the school cares for its pupils	Very good. All pupils receive excellent support from adults and develop very well. The rewards that teachers give for pupils' good work and attitudes to school are effective. Systems for assessing pupils' progress are not in place for some subjects, but are thorough for pupils with special educational needs and in English and mathematics.

Partnership with parents	Excellent. The school has an 'open-door' policy and listens to parents' views extremely well. Parents support school policies very strongly, for example, about homework. Newsletters are very informative.
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## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher and deputy have led the school very well since the last inspection. There is a sense of close teamwork amongst all adults. There are many good systems in place to help manage the school. Teachers with responsibilities are effective in their work and provision has improved. The administration of the school is efficient.
How well the governors fulfil their responsibilities	Good. The chair of governors effectively oversees the running of the school and understands its needs very well. He gives informed guidance to help the school develop. Some governors help to manage the school by, for example, reviewing pupils' progress in lessons. The aims of the school are reflected well in its work.
The school's evaluation of its performance	Very good. The school development plan identifies what the school needs to do. The headteacher and staff make very effective checks on the work of the school, and the quality of teaching has improved consequently. The school's policy and practice of self-improvement has been successful.
The strategic use of resources	Good. The school has made good use of the money available to it and 'best value' is found for many major purchases. The school's 'best value' statement is accurate. The school maintains a high underspend to offset the costs of an expected period of declining pupil numbers and to replace ageing computers.

There are sufficient teaching and support staff to meet the demands of the National Curriculum. There is a good range of books and equipment for use in lessons. The accommodation is limited and has some unsatisfactory aspects, such as the small size of some classrooms and the condition of the temporary classrooms. The hall is not large enough for indoor physical education lessons.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Fifty nine per cent of questionnaires were returned and 20 parents attended the parents' meeting.

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>• Children like going to school very much and make good progress with their work.</li> <li>• Behaviour is good.</li> <li>• The right amount of homework is set for children of different ages.</li> <li>• The teaching is good and parents are kept well informed of their children's progress.</li> <li>• The school works closely with parents and they feel comfortable when approaching the school with a question or problem.</li> <li>• The school helps pupils to mature.</li> <li>• The school is well managed and led.</li> <li>• The range of activities outside lessons is good.</li> </ul>	

A high proportion of parents responded to the questionnaire. Virtually all parents are pleased with what the school offers and the inspection team agrees with their positive views.

## OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.

## **PART B: COMMENTARY**

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

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

1. Over the past three years, results have varied from average to well above average when compared with schools nationally. Results vary from year to year because the capabilities of year groups differ. Pupils achieve well each year because the teaching is good. Overall, the school adds value to pupils. During the inspection, the work of Year 6 pupils met the standards expected nationally in English and mathematics and was above expectations in science. Some aspects of pupils' work in geography, history, music and physical education were above the standards expected of Year 6 pupils. Teachers have high expectations, particularly where they have areas of expertise, and over the years standards have risen in these subjects. Standards of work in design and technology met the standards required but no judgement could be made about some aspects of the subject because there was no evidence. Pupils' progress is limited because there is no coherent scheme of work.
2. At eleven years old, most pupils attain the standards that are expected of them in speaking and listening, reading and writing. They achieve well. A significant proportion of pupils enter school in Year 3 with reading and writing skills that are below average and they achieve particularly well as they move through the school. Pupils make good progress with listening skills. Listening skills are good throughout the school because teachers insist on pupils' good attention during whole class discussions. Teachers use the whole class part of literacy lessons effectively to engage pupils in discussion and they constantly seek to improve both the pupils' vocabulary and ability to reply to questions with extended answers. Therefore, the oldest pupils readily engage in conversation about their work with each other and adults. Higher attaining pupils are very confident in expressing their opinions and express their ideas clearly and fluently.
3. Pupils have well developed reading skills. This quality contributes to the good standards they attain in, for example, history and geography. The school places great emphasis on developing pupils' basic skills. This emphasis enables lower attaining pupils and those with special educational needs to attain at the pace they do. Lower attainers have a secure understanding of letter sounds and how to work out unfamiliar words so that although some pupils' reading lacks fluency and expression, they can read most texts and sources of information effectively.
4. Pupils write in a range of styles. They are particularly good writers of non-fiction, descriptive and narrative accounts. This pattern again reflects the school's strong emphasis on teaching pupils the basic skills of punctuation, spelling and grammar. However, many pupils' ability to use their imagination in creative writing is not as effective. Higher attaining pupils use a good range of descriptive words and writing styles, but most pupils do not use powerful language or evocative description to create atmosphere or excitement.
5. Pupils have fewer opportunities in other subjects, such as in history, geography and religious education, to express their personal views, opinions or to imagine themselves in different places or periods. However, pupils reinforce their good spelling and presentation of work in other subjects. In science, pupils write good accounts of their work and invariably conclude with a definite and clearly expressed answer. They also have plenty of opportunities in science, geography and history to write about what they

have found out and have seen. Pupils' reading skills are used extensively in many subjects.

6. Pupils achieve well in mathematics. They start school with broadly average standards. For the last three years, standards in the national tests when they leave at the end of Year 6 have been above the national averages. This is an improvement since the last inspection. The improvement is a result of the continuing and increasing positive impact of the numeracy strategy. Another reason is that the quality of teaching has improved because of extra training for teachers. Pupils' books and files show average standards this year. The reason for the dip in standards is that there is a very high proportion of pupils with special educational needs in the present Year 6 classes, six of whom have statements of special educational need.
7. Pupils' use and apply what they have learned in mathematics in other subjects. For example, they calculate the cost of menus in English work, measure in Newtons in science, use computers to practise number skills, experiment with colourful circular and rectangular symmetry in art and design, graph temperature in geography, read time-lines in history and record rhythms in music.
8. Pupils' achievement in science is good, and has been for the last three years. Standards in science are a strength of the school. Science standards have improved because work is very well based on investigative and experimental approaches. Science is interesting and fun and this encourages good standards of work. Science is taught well throughout the school and in Year 6 the teachers provide an excellent programme of revision for the tests. Pupils have comprehensive opportunities to revise what they have learned over the four years and results show the positive benefits.
9. Pupils with special educational needs make very good progress as they move through the school. Pupils in Year 6 with special educational needs have made very good progress in English from the age of seven to achieve the targets in their individual education plans. For a significant proportion of pupils, the attainment gap between them and the rest of their class has narrowed and they attain good standards in mathematics and English relative to their prior attainment. This reflects the school's careful analysis of assessment information and the subsequent action taken to work with specific pupils in small groups or on their own. Pupils' specific learning problems and those with behavioural difficulties also make very good progress towards achieving the targets in their individual plans because of the dedicated teaching.
10. The achievements of pupils who have English as an additional language in yearly tests in reading, writing, mathematics and science are similar to those of other pupils. They make good progress in lessons and achieve well because their specific language needs are met.
11. Pupils' standards of work in ICT meet national expectations at the end of Year 6. Pupils' achievement is satisfactory. There has been a marked improvement in teachers' expertise and confidence, through continuing training. More and better resources have helped to keep standards in line with the demands of the new National Curriculum and rising standards nationally.
12. Pupils' standards in religious education meet the expectations of the locally agreed guidelines (syllabus) in Cumbria. Pupils' achievement is satisfactory. Pupils have a good knowledge about Christianity and of Judaism and Buddhism by the end of Year 6. There was less evidence of pupils' understanding of what they had learned from religious education recorded in their books.

13. Pupils attain standards in history and geography that are above those expected nationally. The main reasons for the good standards are the introduction of whole school schemes of work based on national recommendations and the emphasis placed by teachers in lessons on developing pupils' basic skills in both subjects. Standards of listening and appreciation in music are above those expected nationally. This is because the school gives pupils plenty of opportunities to respond to music both in words and imaginative pictures. Standards in art meet national expectations. Pupils' standards of work in physical education are above those expected nationally at the end of Year 6, particularly in swimming, games and dance. There have been very good improvements in physical education since the last inspection because the co-ordinator has developed the curriculum very well with staff.

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

14. Pupils' attitudes to school and their personal development are very good. Their behaviour is good and relationships with each other and staff are excellent. This is an improvement since the last inspection. Pupils for whom English is an additional language have very good attitudes to learning. They are interested in new work and keen to contribute. Children arriving from different schools are quickly included in activities and they respond well. Teachers work hard to ensure that they have a broad mix of friends and settle well into the disciplined structure of the school. The younger children quickly adapt to the school's inclusive, caring atmosphere and adopt its values. Parents acknowledge this important quality and appreciate the school's efforts. There is no oppressive behaviour and children show a mature understanding of the needs and differences of others. The staff are excellent role models and pupils appreciate the care and commitment demonstrated by them.
15. Pupils' level of enthusiasm for school and involvement in activities are high. On occasions, they are reluctant to end lessons, which they regard as fun and worthwhile. When asked what they most liked about school, Year 3 pupils said, "Lessons; they are fun, even uninteresting things are fun in lessons." They respond well to new experiences and show a sense of wonder about things that they have not seen before, for example, when pupils saw crabs and limpets on the beach at Robin Hood's Bay. Pupils' behaviour was excellent that day, as it was at the local swimming pool during a swimming lesson. Pupils respect themselves and each other and empathise well with others, for example, when thinking how people with leprosy must have felt when no one wanted to know or touch them.
16. Pupils understand right from wrong. They appreciate the consequences of their actions and the need for rules within the school community and beyond. For example, they know not to go near the bins because they could get hurt, and that if they do not learn their spellings then they have to miss break to learn them. Pupils feel this approach is effective and only fair because they should have learnt them in the first place. Pupils show initiative and are willing to take responsibility. They grow in maturity, as they are trusted with tasks in lessons and around the school. They are considerate and willingly help each other and adults.
17. Pupils respect their environment. The school is well cared for and they respect the books and equipment the school has. Pupils were reverential when visiting the local church, which they do regularly as part of a wide programme of trips and visits that make full use of the local community and culture. For example, pupils join in the local Lantern Procession, designing a lantern and entering the publicity poster competition,

which a pupil won. Two pupils from the nearby special school come to Sir John Barrow once a week for lessons and join in well with school life. Year 5 pupils have studied the history of the school and the town. Pupils understand a lot about this country's Christian background, they benefit from visits to a nearby Buddhist Monastery, by studying Judaism and by going on trips to York that focus on York Minster. Pupils learn to appreciate different types of music within assemblies and music lessons, and enjoy practising different styles of artwork, for instance Victorian Crystal Art, that is proudly displayed in the Year 6 classroom.

18. Attendance is broadly in line with national averages. The school works well with other agencies, such as the education welfare officer, to ensure that pupils attend promptly and regularly. The school deals sensitively with the small amount of lateness. Registers are marked, closed and monitored well and there were no exclusions last year.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

19. The teaching is good in all years. The teaching observed ranged from satisfactory to excellent. In 52 per cent of lessons, the teaching was good and it was very good in 28 per cent of them. Six per cent of lessons were excellent. The good quality of teaching has a positive effect on the learning that takes place. Throughout the school, there are particular strengths in the teaching of basic skills in literacy and numeracy and in teachers' management of pupils. Pupils enjoy school because the teaching is interesting and pupils feel secure and well cared for.
20. Pupils are effectively managed in all classes by teachers and support staff. Teachers reinforce ideas and repeat key points of lessons frequently and pupils make good progress with learning new ideas in lessons. The needs of pupils of all capabilities are met in lessons. Teachers make the purposes of lessons very clear to pupils and revise the lesson targets towards the end of lessons to check that pupils have learned the intended knowledge and skills. This technique was particularly well demonstrated in a physical education lesson. The teacher explained the overall lesson targets and checked at the end of the lesson the progress that pupils had made with catching, throwing and bowling. Also, pupils had individual targets relevant only to themselves which they explored throughout the lesson. Several pupils, for example, learned to bowl more accurately. The lesson was very effective because the teacher broke down the knowledge and skills into very easy steps for pupils to learn. Pupils learned small amounts of information at one time and the teacher gave pupils a chance to practise what they had learned before moving on.
21. Adults who provide support in lessons are well briefed and they make a good contribution to lessons and to pupils' learning. The school is sufficiently well staffed to allow more than one adult to be present in many lessons. When pupils work in groups with an adult they make faster progress. There is a purposeful atmosphere in classrooms and teachers have a wide spread of knowledge and skills. Teachers prepare for lessons effectively. Pupils learn well because teachers organise many practical and interesting lessons for them, such as in mathematics and science. Pupils learn well because they are encouraged to concentrate hard from the moment they join the school and to enjoy work. Parents are in favour of the type and amount of homework that the school gives pupils in all subjects, and the inspection team agrees with them.

22. Teachers develop very good relationships with their pupils and pupils have very positive attitudes to subjects. Teachers are keen for pupils to improve and value their contributions in lessons. In science lessons, the practical approaches, good use of adult support and the enthusiasm and expertise of teachers have positive effects on pupils' interest and motivation to learn. Pupils see things happening in front of them and think about how, for example, various solids can be separated efficiently in Year 6. The use of investigative and experimental approaches is a strength of the science teaching. Pupils learn the importance of testing fairly very thoroughly in Year 4.
23. The school places considerable emphasis on teaching basic skills and in making the curriculum interesting and enjoyable. Across the school, English and mathematics are taught effectively, and pupils make good progress.
24. The teaching of English is good. Teachers have a very good understanding of how to teach the basic skills. Consequently, pupils behave very well in lessons and are productive. Pupils learn to develop a pride in their work, and persevere with tasks. Since the last inspection, the National Strategy for Literacy has been adopted very effectively as the basis for planning and teaching in English. Lessons have clear targets that are shared with pupils at the start of lessons. Pupils are clear about what they are learning and how their teacher will judge how effectively they have learnt. Teachers throughout the school use questions effectively to check pupils' learning and to encourage them to explain what they have learnt or can remember from previous lessons. The clear structure to homework, which links to the lessons on handwriting and spelling, makes a good contribution to pupils' learning. The point for development now is for teachers to develop pupils' writing by providing more opportunities for pupils to express their ideas, opinions and imagination in subjects other than English.
25. The teaching and learning is good in mathematics. This is also due to teachers' careful planning, very clear aims which pupils understand and the use of attractive and interesting resources. Teachers always weigh up carefully how each lesson has gone, changing the next one if necessary to meet pupils' new learning needs. High expectations of neatness result in good standards of presentation. This attention to order and detail helps to develop the clarity of pupils' mathematical thinking. Teachers ensure thorough learning of multiplication tables, with the result that many pupils recall them easily and improve their accuracy in mental calculations. Teachers also use homework effectively to increase pupils' opportunities to practise new learning or revise work from previous weeks. Teachers use accurate assessment procedures to place pupils in different groups in class. Pupils therefore learn at a good pace according to their capabilities.
26. The local environment is used very effectively as the focus for work in history and geography. Walks around the town and to other local places, such as the beach, ensure that pupils develop a very good understanding of their local area, its heritage and culture.
27. Teachers prepare visits carefully and organise activities that give pupils very good opportunities to observe what is around them, to practise their basic mapping and scientific identification skills and to use what they learnt in class lessons.
28. The teaching of pupils with special educational needs is very good. The teaching of pupils withdrawn from class to work in small groups on specific activities, generally linked to literacy skills outlined in their individual plans, is very effective. The teacher has very good subject knowledge, and provides a wide range of tasks and activities that develop pupils' basic skills effectively. She has high expectations of pupils'

performance and behaviour so they try hard and learn well. Weekly and termly planning is based on individual education plans and adults clearly evaluate how well pupils are attaining in each session of work. This information is used very effectively to plan the next steps in learning. Teachers' high expectations of behaviour help pupils behave well. Teachers make effective use of pupils' individual education plans to organise group activities in literacy and numeracy so that work reinforces what pupils are taught in the withdrawal sessions. Planning for pupils with special educational needs is good. There are references in some teachers' planning to specific pupils and the support that they will receive, but this is inconsistent. Support staff make a good contribution to the good and very good progress pupils make and are well deployed by teachers.

29. The quality of teaching and learning for pupils for whom English is an additional language is good, as it is for other pupils. The strengths of teaching for these pupils are teachers' knowledge of any difficulties pupils have in understanding English, the good match of work to the stages of their language development and the good teamwork of teachers and support staff to promote their learning.

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

30. The curriculum provided by the school for pupils has improved significantly since the last inspection. The school now provides a rich range of good quality learning opportunities for all pupils. The required statutory curriculum is in place and teachers make it relevant to pupils' lives. With the exception of design and technology, there are appropriate policies in place for all subjects. In the main, the school uses nationally recommended guidance for subjects, and local authority guidelines for religious education, as the basis for teachers' long-term planning. However, the school has not yet written or adopted a scheme of work for religious education based on the locally agreed syllabus. There is no scheme of work for design and technology. Overall, curriculum plans and schemes of work give a good basis for progressively developing pupils' skills, knowledge and understanding so they achieve well in most subjects as they move through the school. Termly planning is now good and there is detailed and thorough lesson planning.
31. The time allocated to subjects is adequate, with correct emphasis on literacy and numeracy lessons. The school's methods of teaching pupils' basic literacy skills are effective. The school ensures that pupils have good opportunities to practise their basic skills, for example in reading for information in other subjects. The National Strategy for Numeracy has been implemented effectively. The use of the strategy has a beneficial effect on pupils' learning. There are many opportunities in mathematics and other subjects for pupils to consolidate and build on their numeracy skills.
32. The provision for pupils with special educational needs is very good. There are individual education plans in place for all pupils at the different stages of concern. The plans are written by teachers with the advice and support of the special educational needs co-ordinator. The school has made a very good start to bringing its procedures and practices into line with the most recent Code of Practice for special educational needs. Only pupils who require additional support over and above that provided for most pupils have individual plans. There is clear evidence that targets become harder as pupils move through the school, with one plan naturally developing from the preceding one. The targets in the plans are generally good. In many cases, they are



specific about what pupils need to learn, short-term and measurable. The plans give class teachers and support staff clear guidance about how to work with pupils.

33. The good qualities in teaching give pupils for whom English is an additional language the same opportunities and access to the curriculum as those of other pupils. The school's arrangements to ensure that all pupils have equal opportunities and full access to all activities are very good.
34. The school makes every effort to provide all pupils with the experiences they need in order to achieve well. All pupils, including those with special educational needs and English as an additional language, are involved in the full range of activities offered. The school provides an excellent range of activities for pupils out of lessons. The school offers clubs for pupils of all ages that include art, football, computers, music and drama. However, a strength of the curriculum is the effective way the school uses the local area, visits and visitors to enhance the curriculum and to develop pupils' personal and academic skills. The residential visits to the Lake District and North Yorkshire are very well planned and they provide opportunities for pupils to use the skills and knowledge they have learnt, particularly in science, geography and history.
35. Personal, social and health education, which includes sex and drugs education, is not systematically planned in detail. However, the school provides an adequately balanced programme of lessons about citizenship, healthy living and the development of social skills as pupils' progress through the school. This work is reinforced through regular 'circle time' discussions when pupils can share their thoughts and feelings and develop a sense of self-esteem and respect for others. Many of the practical aspects of this work are an established part of normal school routines and are a strength of the school in many parents' eyes.
36. The school's overall provision for the spiritual, moral, social and cultural development of its pupils is very good. This is an improvement since the last inspection. The provision for spiritual development is good. The school makes good use of opportunities during assemblies and lessons to help pupils to reflect on their own lives and those of others. For example, in a Year 5 'circle time' discussion, the teacher sensitively expanded pupils' understanding of respect. Pupils shared examples of how they could show respect and how it felt good to receive it. Skilled leadership of discussion to which all contributed led to pupils' thoughtful reflection throughout the lesson. Such learning shows in pupils' considerate behaviour, and in their enjoyment and interest in the celebration each week in assembly of others' personal and work achievements. The high quality of display, including many large digital photographs of pupils' activities on visits, builds up their appreciation of beauty and the wonder of Creation.
37. Provision for pupils' moral development is very good. Assemblies teach virtue and right action through stories and hymns. For example, a Year 3 assembly on equality and differences showed pupils how easily we label each other in terms of race, appearance, colour or gender. Pupils then understood how it was also easy to avoid the traps of prejudice. Clear rules for conduct in the classroom and playground are displayed in each classroom. Pupils understand these rules and all staff are vigilant and consistent in ensuring they are followed. In addition, the "Children's Charter" emphasises their rights and, by implication, their responsibilities. All pupils learn the difference between right and wrong during everyday life in the school through the good guidance and advice provided by teachers. Lessons and visiting experts strengthen pupils' sense of responsibility for the environment. For example, Year 3 pupil's work on water showed a mature understanding of the link between litter and pollution. This understanding reflects in the tidiness of the school field and playgrounds. Pupils' care

for books, resources and classrooms, which are often too small in size, improves the quality of learning in most lessons.

38. The provision for pupils' social development is very good. At the heart of it are the excellent relationships teachers have developed with their classes. Pupils learn and practise high levels of co-operation and collaboration in lessons. These are the foundation of their social skills. They therefore readily understood the social teaching in an assembly about Jesus' healing of the leper by touch. In a number of lessons, such as English, mathematics, science, and ICT, pupils work well together each day in pairs or small groups. Many pupils take part enthusiastically and reliably in after school activities, learning to play their parts well in groups, clubs and teams. They respond generously to the school's encouragement for them to support charities that they feel are important. Year 6 pupils entertain senior citizens and many pupils show enthusiasm and responsibility in devising and running games and fund raising activities for the Summer Fair. The annual residential visits for pupils in Years 5 and 6, to Whitby and Hawes End, give pupils very good opportunities to learn how to work, play and live together. People outside the school community often praise pupils' very good behaviour and common sense on trips and visits.
39. Provision for pupils' cultural development is good. This is an improvement since the last inspection. Pupils are developing a good understanding of the characteristics of different cultures through their work on world faiths in their religious education lessons. Assemblies often return to the theme of valuing differences of faith and culture. The school celebrates the major Christian festivals. Displays also show pupils' thoughtful celebration of the Hindu festival of Diwali and Jewish family customs. High quality displays in the hall also make a good contribution to pupils' cultural development. Visitors to the school have included members of the local Buddhist community. Pupils show a lot of interest in their history and geography work on Ulverston. This gives them a good understanding of their local cultural heritage. Pupils also take part in the town's annual flag festival. They continue to find inspiration in their visits to York Minster, the local Manjushi Buddhist centre and Whitby Art Gallery.
40. There is a big entry for the school's annual competition for pupils to dress up as favourite characters from books, and this widens their appreciation of literature. Well supported after-school cultural activities at the time of the inspection included clubs for art, chess, story, drama and guitar. Many pupils offer to contribute to the large number of musical performances in the school's annual "Summer Serenade". The Chair of the governing body keeps a close eye on the school's development of pupils' understanding of the multi-racial character of today's society. The school has already begun to revise its policies and practices in the light on the new Code of the Commission for Racial Equality.

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

41. The school is a very good caring and supportive community. The level of care has improved since the last inspection and is now a strength of the school. The staff have an enormous commitment to ensuring that the school is a thoughtful and sympathetic place in which pupils can develop and grow, secure in the knowledge that they are cared about and supported. Pupils and parents recognise the level of care as special and respond to it very well. Parents appreciate the excellent relationships that exist between parents, staff and pupils.

42. The school's procedures for monitoring behaviour are based on an effective policy. Children's behaviour is managed in a sensitive way, always underpinned by a concern for pupils' welfare. Children mature well because they are given time to reflect on their behaviour and so they understand if there is a need for punishment. There was no oppressive behaviour seen during the inspection because children quickly learn to respect themselves and other pupils. Rewards and sanctions are consistent but interesting and are implemented fairly throughout the school. The excellent relationships seen around the school are a testament to the success of the staff's care of pupils and commitment to their welfare. The lunchtime staff plays an important part in school life and pupils respect them.
43. Children's talents are observed and encouraged. Pupils love the varied range of extra-curricular activities available to them and their success in and out of school is celebrated. Children have the opportunity to share their successes by performing in assemblies for their peers, but the small size of the hall prevents these events being shared with parents. Pupils' learning in Year 6 is supported with booster classes, which are an effective and positive aid to learning.
44. The high percentage of children with special educational needs in the school is very well supported and they make very good progress. Children with English as a second language make good progress and are well integrated into the school. Good use is made of in-class support to enhance learning and the school does all that it can to ensure that all children are supported according to their needs. Children are well supported when they move on to secondary school. The links with feeder schools are adequate and information is exchanged and used to support pupils' integration into the school.
45. The procedures for child protection are working well in practice and are supported by a comprehensive policy. Staff are committed to training and monitoring. Attendance patterns are analysed very well and parents and carers are contacted on the first day of an unexplained absence. The school works effectively with other agencies, such as the educational welfare officer and with social services to support the overall care of pupils. The school has a comprehensive list of risk assessments and shows a high level of concern for health and safety around the school and grounds and on trips and visits. Fire drills are carried out regularly. The temporary classrooms are a cause for concern, however, as the outside corner of one is disintegrating and the skirt underneath them both is rotting. Holes have appeared. In one case, the hole is big enough for a child to crawl through. This is unsatisfactory.
46. The school makes good use of 'circle time' discussions for the personal development of pupils. They know that their concerns are dealt with quickly and effectively. There is a worry box for children to use and issues can be dealt with instantly in 'courts of inquiry' if necessary, and children appreciate being able to remain anonymous if they wish. Problems are dealt with and pupils see this as very fair and an important aspect of school life. There is a good emphasis on healthy eating with apples available for sale at morning break. Children are responsible for the sale of these and are proud of the numbers sold. The playground areas are well marked for a variety of games, and children happily make good use of the facilities available. There is a box of equipment used in the small playground and pupils take turns in this area. There is a pleasant quiet area with benches for reading.
47. Interviews with pupils show that they appreciate the excellent relationships that they have with the staff, and that they find learning and lessons 'fun'. They like the sense of order, appreciate the need to abide by the rules and understand the need for them.

Pupils can safely be given jobs to do because the school can trust pupils to behave appropriately.

48. Procedures for assessing pupils' attainment and progress are good in the main subjects. They have improved well since the last inspection. In English, mathematics and science teachers make good use of information about what pupils have and have not understood, from regular tests and careful marking. For example, accurate assessment information determines teaching groups in classes and booster groups for pupils who need extra practice in Year 6. Pupils value the fact that, "You can swap classes and groups." They feel that no one is held back and all can improve. This has had a positive impact on improving standards of teaching, learning and attainment. Assessment of the achievement and progress of pupils with special educational needs, who make up nearly half the school community, is very accurate and very well used to improve their learning.
49. However, arrangements to assess the remaining subjects are informal and limited. Teachers do not keep consistent records of pupils' attainment and progress across the school. For most subjects the records that teachers keep do help them to keep a check on what has been taught and some records do show pupils' attainment and progress. The school has identified that attention to this issue is needed. Checks on the quality of, for example, design and technology work have been made more difficult to do because accurate pupil performance records have not been expected of staff.
50. Teachers have an accurate view of pupils' achievements in English, mathematics and science when they start in Year 3. The school then monitors progress in these subjects well as pupils move through the school, with the emphasis on pupils reaching the nationally expected levels of attainment in reading, writing, mathematics and science. The levels of attainment form the basis for individual targets for pupils. Year 6 pupils' performances in the 2001 national tests showed pupils just exceeded their targets, which were both realistic and challenging. Teachers also agree pupils' targets with parents for the year at the autumn consultation meeting. Teachers then help each pupil attain them by agreeing the individual steps to get there. Targets are in language pupils easily understand, and so sharpen the focus of both their learning and teachers' marking. In a Year 6 class, the teacher arranged a display of these targets in English, mathematics and science so that pupils could easily remember, use and work towards them.
51. The school has begun to evaluate effectively the progress of different groups of pupils. For example, there is careful analysis of any differences in performance between boys and girls. However, the school has further to go in using new technology to include all possible groups and to identify patterns in their progress. Arrangements to assess the achievements and progress of pupils for whom English is a second language have improved since the last inspection and are now good.
52. The use of assessment to identify which pupils have special educational needs is very good. Pupils benefit from sensitive help from the support staff. They have excellent relationships with pupils, which has a positive effect upon the progress they make. Procedures for monitoring their progress are good. External agencies such as the Behaviour Intervention Team are involved appropriately by the school to advise and support the provision for specific pupils. Consequently, the school provides the support for pupils with statements of special educational needs outlined in their statements very effectively.

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

53. Parents' views of the school are very positive. This is an improvement since the last inspection. The school's links with parents make a very good contribution to pupils' learning and personal development and continue to be a strength of the school.
54. The response to the parental questionnaire was very good and parents were positive and highly supportive of the school. Parents feel that pupils are involved in a learning partnership and that they all progress well whatever their ability and that all pupils' worries are sorted out quickly and efficiently. There is positive reinforcement of good behaviour with an expectation that children will behave well. Parents also approve of pupil assessment, think that the level of homework is right and are appreciative of time spent with them by staff when setting pupil targets at the start of each academic year. Parents also feel that any bad habits picked up before arriving at Sir John Barrow are quickly lost and that the school improves all the time. The school responds quickly and effectively to any concerns that parents may have.
55. Parents meet with staff at the start of each new academic year and targets are agreed. Parents receive programmes of study in September and so have a very good idea of what their children will be taught throughout the year. Parents are actively encouraged to take part in their children's education and some help in and out of school. Progress reports to parents are clear and comprehensive, revealing a thread of care throughout and a commitment from staff to help the children. The reports have boxes for parental comments that show the staff's commitment to valuing their views. Information from school to parents is very good with regular Newsletters keeping them informed of all that is going on in the school. There is a small Parent Teacher's Association, which has two main fundraising activities each year, to provide much needed additional funding for the school. The Annual Governors' Parents' Report has several statutory items missing: a list of items was given to the school. The Prospectus adheres to guidelines and is very interesting and attractive.
56. Pupils' experiences are enhanced by their involvement with the local community. The school makes many trips and visits into the surrounding area and members of the local community such as Police and Fire service come in to the school to talk to pupils. Pupils entertain local pensioners each year and vote for charities to support with their fundraising activities. Children invent games for the summer fair, and enjoy taking part by running them and raise money for the school by making biscuits at Easter.
57. The school appreciates the help that it gets from parents to support children's learning at home and acknowledge that it can make a real difference to pupils' achievement; to this end the school is committed to developing these links in the school development plan. Parental worries are dealt with quickly and effectively. Parents of children with special educational needs are fully involved in the provision for their children and the school makes good use of outside agencies to support all pupils' learning.
58. Parents of pupils with special educational needs are invited to review meetings and in some cases have a role in helping their child to achieve the targets. The school's effective relationships with parents of pupils for whom English is an additional language improve the quality of support for them. This is particularly so when pupils continue to speak, think and work in more than one language.

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

59. When the school was last inspected, Sir John Barrow was good value for money. There have been many improvements since then and the school continues to give good value for money. The school has kept pace well with school improvement nationally.
60. The governing body makes a good contribution to the smooth and effective running of the school and it fulfils its main statutory responsibilities. The chair of governors has a very clear view of the school's strengths and weaknesses and of the many influences on the school. He knows about pupils' standards of work and how much progress pupils make. The chair provides very good support and direction for the school and knows it well. He is particularly expert in equal opportunity matters and has a deep understanding of the underlying social issues relevant to the school. The leadership and management of provision for pupils for whom English is a second language are therefore good. The chair of governors joins the pupils' residential visit to Scarborough every year.
61. Other governors have, for example, made regular visits to see lessons in action. They report on what they see and the governing body is kept well informed. The headteacher receives good support from the committees in all areas of the school's work, such as in making financial decisions and development planning. Governors know about the standards that pupils attain and they have helped to prepare the main priorities in the school development plan, which are intended to raise standards further. The content of the school's prospectus meets statutory requirements but the annual report to parents has a small number of items missing that need to be included.
62. Governors keep a good check on the budget. The school has a significant financial surplus that will be used to offset some of the effects of a drop in pupil numbers in years to come. The headteacher allocates funds to ensure that the school maintains the good provision. All co-ordinators have a reasonable sum of money to spend on replacing smaller equipment and to buy the occasional larger item. The use of resources, including funds for teachers' courses, is effective. The school effectively links performance management to the needs of the school and of individual teachers. The school follows the principles of 'best value' well and the school's 'best value' statement is clear and accurate.
63. In the last four years, the school has been very well led by the headteacher and deputy headteacher. Their influence is an important source of the school's plans for improvement. The headteacher has provided a clear sense of direction. She is the source of many of the very good aspects of the school. For example, relationships with parents and pupils are so good because the headteacher always listens to all points of view and then acts fairly. Adults follow this example, therefore pupils have a very good chance of making the best of what the school offers. She promotes a very supportive working atmosphere. The headteacher and deputy headteacher are a very good balance of personalities and styles. They work very closely and successfully together. Improvement is based on very good relationships between adults in school, close teamwork and clear expectations of what needs to be done. The school's aims are evident in practice and the school is keen to improve further. The staff shares the vision for the school.
64. Management of the school relies on a range of good systems. The school's development plan is good. There are priorities for the coming years with criteria for success, so that the school knows when it has achieved a target. Many aspects of the school's work have targets and the main priorities for improving teaching and raising standards are well conceived.

65. The headteacher and senior staff are responsible for many checking activities, such as of teachers' planning. Teachers receive helpful comments and points for development. Strengths and weaknesses in the school's results and in teachers' assessments are carefully evaluated in, for example, English and mathematics. These analyses continue to guide teachers' plans effectively.
66. The school has been slow to change in two areas. Firstly, the curriculum for design and technology has not received, until very recently, the push it needed to make it more effective. Secondly, limited progress has been made with developing assessment procedures to record pupils' attainment and progress in some subjects, such as geography and history.
67. Co-ordinators have opportunities to develop teachers' quality of work and this is an area that the school intends to develop further in subjects such as music and design and technology. Each co-ordinator has an action plan for their subject and they know what needs to be done next to improve how subjects are taught and to improve consistency. Co-ordinators provide useful ideas for their colleagues to use in their planning. Two areas of the school's work are particularly strong. The co-ordinator for mathematics has a very good grip on what is required to teach mathematics well and to improve standards. She is a leading mathematics teacher and has proved to be a rich source of ideas and expertise. The co-ordinator for pupils with special educational needs also makes a particularly large contribution to the work of the school.
68. The special educational needs co-ordinator gives very good leadership and is well supported by colleagues who work with individual pupils. The improvements in the use of assessment information and the more effective deployment of staff to work with specific pupils or groups has had a significant effect upon the progress pupils make, particularly in English. The governor for special educational needs is well informed about the provision and has regular meetings with the co-ordinator to keep up to date with developments.
69. The accommodation is unsatisfactory. The school has a small hall. However, it is not large enough to accommodate the whole school comfortably during assemblies. It is also not large enough for indoor games lessons with junior age children. Gymnastics and games lessons necessarily have to be limited in terms of the range of movement because there is not enough space. Many classrooms are too small. This is particularly the case in Year 3. Once pupils are seated, it is very difficult to cross the room safely. Chair legs are trip hazards in these rooms because there is so little space between tables. The temporary classrooms are in poor repair and have been in place for many years. Some panels are damaged and are unsightly and a hazard. These rooms are cold in winter and very hot in summer. Pupils are therefore expected to work in extremes of temperature, which has a negative effect on their powers of concentration.
70. The accommodation is well cared for by the cleaning staff. The small library is easily accessible. Books and equipment for use in lessons are good. There are sufficient well qualified teachers and support staff to meet the demands of the National Curriculum.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

71. The governors, headteacher, teachers and local education authority should,

- Improve the standards of pupils' writing by providing more opportunities in many subjects for pupils to express their ideas and opinions and to write imaginatively.  
(Paragraphs 4,5,24,75,76,110,113,140)

- Improve the curriculum for design and technology by,

- establishing a scheme of work to ensure that all aspects of the subject are taught,

- making regular checks on teachers' planning and lessons to ensure all plans are carried out.

(Paragraphs 1,30,66,106)

The governors, headteacher and staff should include the following lesser issues in their action plan.

- Improve the school's assessment procedures by putting into action systems for assessing and recording pupils' attainment and progress in ICT, art, design and technology, geography, history, music, physical education and religious education.  
(Paragraphs 49,66,104,106,114,123,130,135,140)



- Improve the accommodation by continuing to address the shortcomings in the accommodation in conjunction with the local education authority.  
(Paragraphs 45,69,97,135)

## PART C: SCHOOL DATA AND INDICATORS

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

Number of lessons observed	36
Number of discussions with staff, governors, other adults and pupils	27

### Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	10	19	5	0	0	0
Percentage	6	28	52	14	0	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 nearly three percentage points

### Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	236
Number of full-time pupils known to be eligible for free school meals	42

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	98
Number of pupils on the school's special educational needs register	14

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	3
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	5.2

#### Unauthorised absence

	%
School data	0.2

National comparative data	5.6
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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 2 (Year 6)

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	29	33	62

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	23	26	29
	Girls	25	24	30
	Total	48	50	59
Percentage of pupils at NC level 4 or above	School	77 (83)	81 (83)	95 (91)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	21	26	28
	Girls	26	25	29
	Total	47	51	57
Percentage of pupils at NC level 4 or above	School	76 (72)	82 (76)	92 (81)
	National	72 (70)	74 (72)	82 (79)

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

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	2
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	1
White	233
Any other minority ethnic group	0

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

### ***Teachers and classes***

#### **Qualified teachers and classes: Y3 – Y6**

Total number of qualified teachers (FTE)	10.2
Number of pupils per qualified teacher	23
Average class size	30

#### **Education support staff: Y3 – Y6**

Total number of education support staff	9
Total aggregate hours worked per week	226

### ***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	2001/2002
	£
Total income	513814
Total expenditure	501068
Expenditure per pupil	2124
Balance brought forward from previous year	20366
Balance carried forward to next year	33112

### ***Recruitment of teachers***

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)	1.0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

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

### **Questionnaire return rate**

Number of questionnaires sent out	250
Number of questionnaires returned	148

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

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	47	45	5	1	2
My child is making good progress in school.	57	40	3	0	0
Behaviour in the school is good.	49	45	4	0	2
My child gets the right amount of work to do at home.	36	51	7	3	3
The teaching is good.	71	28	1	0	0
I am kept well informed about how my child is getting on.	54	38	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	76	21	2	0	1
The school expects my child to work hard and achieve his or her best.	78	20	1	0	1
The school works closely with parents.	55	39	4	1	1
The school is well led and managed.	77	22	0	0	1
The school is helping my child become mature and responsible.	62	35	1	0	2
The school provides an interesting range of activities outside lessons.	53	40	2	1	4

### **Other issues raised by parents**

None

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

### **ENGLISH**

72. At eleven years old, most pupils attain the standards that are expected of them in speaking and listening, reading and writing. Pupils achieve well. A significant proportion of pupils enter school in Year 3 with reading and writing skills that are below average and they achieve particularly well as they move through the school. Almost half of the pupils in the current Year 6 are on the school's register of special educational needs. These pupils benefit from very good support from teachers and support staff so they make very good progress, particularly in learning the basic skills of punctuation, spelling, grammar and handwriting. Consequently, a significant proportion of these pupils attains the standards expected of them nationally by the age of eleven.
73. At the end of Year 6, pupils' speaking and listening are in line with national expectations. Pupils make good progress, particularly with listening skills. Most of the oldest pupils are very good listeners who follow their teachers' explanations closely, responding eagerly to questions with full and thoughtful answers. Throughout the school teachers insist on pupils' good attention during whole class discussions and pupils listen well to each other's contributions in discussions. Given the cramped conditions in some classrooms, such as in Year 3, this is a very important quality. Pupils understand what they are doing, what they have to do next and who they are working with. Teachers avoid unnecessary movement around their rooms. Teachers use the whole class part of literacy lessons effectively to engage pupils in discussion and they constantly seek to improve both the pupils' vocabulary and ability to reply to questions with extended answers. Therefore, the oldest pupils readily engage in conversation about their work with each other and adults. Higher attaining pupils are very confident in expressing their opinions and express their ideas clearly and fluently.
74. Pupils' standards in reading are close to the national average. Although almost half the pupils in the current Year 6 class are on the school's register of special educational needs, pupils achieve well. Higher attaining pupils read a good range of books and other materials in and out of school. They read fluently, with good expression and know how to use punctuation to add sense and expression to their reading. They have well developed skills when finding out information from dictionaries, the Internet or other non-fiction sources. This quality contributes to the good standards they attain in, for example, history and geography. The school places great emphasis on developing pupils' basic skills. This emphasis enables lower attaining pupils and those with special educational needs to achieve at the pace they do. Lower attainers have a secure understanding of letter sounds and how to work out unfamiliar words so that although some pupils' reading lacks fluency and expression, they can read most texts and sources of information effectively.
75. At the end of Year 6, most pupils attain standards in writing that are average. Although they write in a range of styles, they are particularly good writers of non-fiction, descriptive and narrative accounts. This pattern again reflects the school's emphasis on teaching pupils the basic skills of punctuation, spelling and grammar. When pupils start in Year 3, few pupils write in a joined up style, spelling is inconsistent and they use a limited range of different punctuation in their work. Due to teachers' high expectations of presentation and effective teaching of key skills, most pupils, including those with special educational needs, make rapid progress. By the end of their first year in school most pupils write in a joined style, letters are legible and are generally evenly sized and

spaced. Some pupils write with a pen. Spelling is accurate and a broader range of punctuation is used correctly. The high expectations of presentation and this focus on basic skills are maintained throughout the school so that by the end of Year 6 most pupils have developed an individual handwriting style that is neat and legible. They have a secure understanding of how to spell a broad range of common words and have learnt many words that have unusual spelling patterns. Pupils with special educational needs achieve well also. Higher attaining pupils write in a lively and entertaining style that immediately interests the reader in their work. However, many pupils' ability to use their imagination in creative writing is not as effective. Higher attaining pupils use a good range of descriptive words and writing styles, but most pupils do not use powerful language or evocative description to create atmosphere or excitement.

76. Pupils have fewer opportunities in other subjects, such as in history and geography, to express their personal views, opinions or to imagine themselves in different places or periods. However, pupils reinforce their good spelling and presentation of work in other subjects. In science, pupils write good accounts of their work and invariably conclude with a definite and clearly expressed answer. They also have plenty of opportunities in geography and history to write about what they have found out and have seen. Pupils' reading skills are used extensively in many subjects.
77. The teaching of English is good. Teachers have a very good understanding of how to teach basic skills and they manage and organise pupils very well. Consequently, pupils behave very well in lessons. Teachers insist on high quality presentation of work, this helps pupils develop a pride in their work, and they develop very good attitudes to the subject. Since the last inspection, the National Strategy for Literacy has been adopted very effectively as the basis for planning and teaching in English. Planning is very good. Lessons have clear targets that are shared with pupils at the start of lessons. Pupils are clear about what they are learning and how their teacher will judge how effectively they have learnt. Consequently, lessons are brisk and have a clear purpose. The excellent relationships between pupils and adults create a very positive atmosphere in classrooms. Teachers throughout the school use questions effectively to check pupils' learning and to encourage them to explain what they have learnt or can remember from previous lessons. Pupils with special educational needs benefit from very good support from other adults. Adults ensure they are fully included in lessons. Adults prompt answers or re-phrase questions and generally help pupils concentrate and be involved in the activities. The clear structure to homework, which links to the lessons on handwriting and spelling, makes a good contribution to pupils' learning.
78. Since the last inspection, the subject co-ordinator has given good leadership to the subject and the school has made good progress in developing the subject. A subject action plan has been developed that very effectively reflects the school's aims and aspirations for pupils and identifies accurately the priorities for further development. There is a good system to assess pupils' attainment and progress in English. The school gathers much information about pupils and uses it well to identify those pupils who need extra help, either through additional literacy group support or with the special educational needs team. The school is currently developing a computer-based system to help them track pupils' progress as they move through the school. Given the clear direction and the commitment of adults and pupils to achieving high standards, the school is well placed to improve standards in English further.

## **MATHEMATICS**

79. Pupils achieve well in mathematics. They start school with broadly average standards, but for the last three years, standards in the national tests when they leave at the end of Year 6 have been above the national averages. This is an improvement since the last inspection. The improvement is a result of the continuing and increasing positive impact of the numeracy strategy. Another reason is that the quality of teaching has improved because of extra training for teachers.
80. Pupils' books and files show average standards this year. The reason for the dip in standards is that there is a very high proportion of pupils with special educational needs in Year 6 classes, six of whom have statements of special educational need. Pupils achieve similar standards in work on number, shape, space and measurement, data handling and the use and application of mathematics for problem solving. This pattern of attainment is a further improvement since the last inspection. Pupils' use and apply mathematics better now. Boys achieve slightly higher overall standards than girls, following the national pattern.
81. At the end of Year 3, most pupils recognise numbers in a variety of sequences up to 100. They understand the relationship between simple fractions and whole numbers. Pupils use two-figure co-ordinates to find objects on plans, understand and read simple mathematical diagrams and understand the basics of symmetry. Some higher attaining pupils understand and use numbers above 100 well. Pupils make good progress in developing their mental strategies to solve money problems involving addition and subtraction. They understand how to tell the time on clocks. Higher attaining pupils also work very accurately with digital time. All pupils recognise number patterns and number sequences. For example, they count forwards and backwards in twos and fives.
82. Pupils in Year 4 develop their number skills further. Average and lower attaining pupils use subtraction and addition with hundreds, tens and units. Higher attaining pupils also use thousands. Pupils estimate accurately and use times tables successfully to multiply numbers. They understand the relationships between right angles, compass points and circles. They make and interpret block graphs to analyse and compare sets of information.
83. In Year 5, pupils know the characteristics of common solids, such as the number of faces. Pupils show a good understanding of the calculation of area and volume. They gain an early understanding of scale, for example by converting kilograms to grams and millimetres to centimetres. Pupils work in decimals to three places and understand the relationship between decimal and vulgar fractions. Nearly all successfully classify two and three-dimensional shapes, and list their properties. Higher-attaining pupils measure to the nearest millimetre. When handling data, pupils understand frequency and different ways of representing it in charts and graphs.
84. By the end of Year 6, standards of presentation and accuracy are good. Nearly all pupils successfully add and subtract four digit numbers. They understand and use percentages. All pupils work in both metric and imperial units. Higher-attaining pupils explain, with good understanding, the properties of rectangles and the differences between obtuse, acute and right angles. Lower-attaining pupils accurately solve shopping sums. They also work with negative numbers, and calculate simple square roots. Pupils' use and knowledge of multiplication tables meets national standards.
85. Pupils use and apply mathematics in other subjects. For example, they calculate the cost of menus in English work, measure in Newtons in science, use computers to practise number skills, experiment with colourful circular and rectangular symmetry in



art and design, graph temperature in geography, read time-lines in history and record rhythms in music.

86. The quality of teaching and learning is good. In over half the lessons observed during the inspection it was very good, with no unsatisfactory lessons. The strengths of the teaching are teachers' confidence based on their good mathematical knowledge, the very good teaching of key skills in very well managed lessons, the effectiveness of the school's use of the National Numeracy Strategy. An area for further improvement is the development of questioning strategies to challenge and involve all pupils more in mental mathematics at the beginning of each lesson.
87. Teachers enjoy developing pupils' understanding and skills. Consequently, pupils are enthusiastic learners who listen well and enjoy their mathematics. They work hard and at a good rate to practice new skills, and sustain good levels of concentration. They also work well independently, in pairs and in groups. Pupils' relationships with each other, teachers and other helpers are very good.
88. The good quality of learning is also due to teachers' careful planning, very clear aims which pupils understand and the use of attractive and interesting resources. Teachers also check closely the progress of all pupils' learning during each lesson. Teachers always weigh up carefully how each lesson has gone, changing the next one if necessary so as to meet pupils' new learning needs. High expectations of neatness result in good standards of presentation. This attention to order and detail helps to develop the clarity of pupils' mathematical thinking. Teachers ensure thorough learning of multiplication tables, with the result that many pupils recall them easily and improve their accuracy in mental calculations. Teachers also use homework effectively to increase pupils' opportunities to practise new learning. Teachers use accurate assessment procedures to place pupils in different groups in class. Pupils therefore learn at a good pace according to their capabilities.
89. Leadership and management are very good. The co-ordinator, who is a leading mathematics teacher in the County, monitors teaching and learning expertly. She also strongly supports teachers' use of the latest guidance and best practice. Her enthusiastic and energetic work has been the main reason for the improvement in standards since the last inspection.

## **SCIENCE**

90. Pupils' attainment in Year 6 last year was above the standards expected for their age compared with schools nationally. In comparison with similar schools, attainment was well above average. Pupils' achievement is good, and has been for the last three years. Pupils' achievement and attainment have improved since the last inspection. Pupils are now challenged well in lessons and there were no signs of the loss of concentration amongst pupils evident during the last inspection. Assessment procedures are appropriate and are not too complex to use. The school has a good scheme of work and termly plans to help teachers plan lessons.
91. There are no significant differences between the attainments of boys and girls. Standards in science are a strength of the school. Science standards have improved because work is very well based on investigative and experimental approaches. Science is interesting and fun. Science is taught well throughout the school and in Year 6 the teachers provide an excellent programme of revision. Pupils have comprehensive opportunities to revise what they have learned over the four years and

above average results show the positive benefits. A set of comprehensive revision notes and lesson plans help Year 6 staff carry out this activity.

92. Year 6 pupils' work shows that they can conclude an experiment with sensible and reasonable answers. For example, pupils experimented with gravity and air resistance by dropping paper in different forms from the same height. Pupils concluded that the scrunched paper drops faster because it has less air resistance. They know ten parts of a flower, understand the life cycle of the frog, and know that some changes are irreversible. Higher attainers soon grasp how to separate sand, soil, cork and gravel and give good reasons why they separate the materials in a certain order. Lower attainers respond well to missing word answer sheets that help them record their work. They understand the science, however, as test results show. Pupils develop their literacy skills well. They write good sentences that have clear meanings. All pupils record clear predictions about what they think will happen in their experiments.
93. One Year 6 class spent part of the day at Robin Hood's Bay, during their residential week. They looked for different types of seaweed, shells and creatures. Pupils used an identification key and a diary to log what they found. Pupils showed great excitement when they found a dead crab or a small fish. The teaching and learning were good. Teachers emphasised some aspects of the differences in habits as they crossed the beach and pupils learned the names of many living things.
94. The quality of teaching and learning is good. The teaching is interesting, practical activities are common and these ways of working help pupils understand new ideas. Pupils discuss their findings, reach sensible conclusions, and have many chances to think about their work.
95. Pupils respond well and show interest at all times. Pupils work hard largely because they relate well to teachers, lessons are well managed and they proceed at a brisk pace. Pupils gain a range of knowledge and understanding, building on their experiences of the world. They learn about forces when pushing or pulling toys, they know which foods are good for us and they expand their understanding of how electrical appliances work by constructing simple electrical circuits. Pupils are left in no doubt that the idea of testing items fairly is very important. In this way, for example, they learn about properties of materials when choosing them for different purposes.
96. Pupils with special educational needs receive a good level of support from teachers and support assistants. Adults help them in a variety of ways to overcome their difficulties and pupils make good progress. Higher attaining pupils have work that challenges them. Teachers are well aware of equality of opportunity and make sure that girls and boys, including those with special educational needs, have equal amounts of time and appropriate support to help them make progress during lessons. Teachers' planning ensures that pupils cover topics at the right level for their age. The planning enables pupils' knowledge and understanding of living things, materials and physical processes to develop systematically throughout Years 3 to 6.
97. The co-ordination of the subject is good. The co-ordinator checks teachers' assessments twice yearly and he ensures that the targets for science standards are challenging. This work has been successful. Some year groups and classes within years use practical approaches more than others and record more or less work in a scientific manner. These aspects are not fully co-ordinated throughout the school and are points for development. The small size of some classrooms hampers the provision of practical work.

## ART AND DESIGN

98. Pupils' standards of work at the end of Year 6 meet national expectations. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. Teachers' effective use of the new national scheme of work gives pupils balanced experience of materials and processes, exploring ideas, investigating, designing, making, assessing and evaluating their work. Provision has improved since the last inspection through the introduction of the new scheme of work.
99. By the end of Year 6, pupils have experienced a satisfactory range of media for representational and observational drawing, printing and pattern making. They understand the basis of the styles and methods of famous artists, such as Van Gogh and Monet, and use identified techniques successfully in their own paintings. Some good observational work was on display during the inspection. Pictorial drawing is often of high quality, with good use of line, shading and composition. Pupils created successful collage images of Victorian child-miners, servants and chimney sweeps. They showed a good awareness of the properties of their chosen media, clearly expressing their ideas accurately and in detail.
100. In Year 5 lessons, pupils used their accurate pictures of local houses, school buildings, landscapes at Hawes End and elevations of Swarthmoor Hall to study and practise drawing to scale. Year 4 pupils began their "Take a seat" project with accurate side and perspective pencil drawings of chairs. Year 3 pupils concluded their religious education work on baptisms well with colourful drawings of families taking part.
101. Pupils' attitudes to their work are good. They are thoughtful learners. They usually work at a good pace, persevering in investigations. Intelligently organised and varied themes for displays in the hall broaden pupils' learning. These have recently explored topics such as symmetry, Spain, Diwali, Sir Francis Drake and Van Gogh's drawings.
102. The quality of teaching is satisfactory overall. Teachers prepare and organise art and design lessons well. In the best lessons, pupils get very clear explanations, demonstrations and effective individual help. Teaching is less effective when pupils do not understand new skills and come to a stop. This is sometimes because work is too difficult. For example, a significant number of Year 5 pupils did not understand how to use grids to enlarge their work.
103. Leadership and management are good. The subject co-ordinator has a clear view of priorities for improvement. He continues to give colleagues very effective help and to promote art successfully as a means of enriching learning and pupils' personal and cultural education. For example, he takes each class for a history of art course. The school art gallery enhances this learning through a well-organised chronological collection of fine artwork from cave paintings to Elizabeth Frink. An outdoor project each year involves Year 6 pupils in art for the local community. Initiatives in the town have included wall painting, a shop display on "The Lion, the Witch and the Wardrobe," a colourful frieze and a huge flag for the annual festival.
104. The strengths in art and design are the quality of observational work, pupils' knowledge and understanding of great artists, the school's good links with the community through annual art projects, and the high quality of a display in art and design to support all pupils' learning and cultural development. Areas for improvement are the development of an assessment and recording system of pupils' developing artistic skills and their

achievements and pupils' use of their sketchbooks to record their investigations and ideas. There is not enough monitoring of teaching and learning in the classroom.

## **DESIGN AND TECHNOLOGY**

105. No design and technology lessons were observed, so few judgements have been made about the quality of teaching or pupils' responses. From talking with the subject co-ordinator, reading school documentation, displays and looking at completed work around the school, it is clear that pupils attain standards similar to those expected of eleven year olds nationally. Pupils' achievement is satisfactory. All teachers develop pupils' written records of work effectively, such as detailed evaluations of what has worked well or not. There are some good photographic records of pupils' work.
106. The main area for development is to ensure that lessons reflect the full range of the National Curriculum. The curriculum has not improved enough since the last inspection and standards have not improved. The curriculum for design and technology is not firmly based on investigations and challenges and the seeking of solutions to problems. Evidence of work did not reflect all the requirements for the subject. For example, evidence of food technology and the disassembly of objects were not readily available for inspectors to see. The co-ordinator has an adequate personal knowledge of the subject but does not have a clear understanding of what is taught and learned in each class. There is no system to record pupils' attainment and progress consistently across the school.
107. There is an appropriate draft policy for design and technology in place. Some teachers have developed the subject well in their classrooms. For example, in one class in Year 4, pupils have designed, made and evaluated well constructed toys that have wheels. Pupils use a good evaluation sheet that prompts them with appropriate questions about what they have done. Year 4 pupils have made wattle and daub houses and learned some valuable skills to ensure that they hold together. This activity shows strong links to craft as well as to design and technology. Pupils have made very good diagrams of objects, such as swivel chairs.
108. In Year 5, pupils have woven pieces of coloured cloth into pleasing patterns. Year 6 will complete a unit of design and technology immediately after the inspection. Earlier in the year, pupils designed a Victorian toy. Pupils have drawn their ideas well and labelled them clearly. They have written sequences of instructions, clearly showing a grasp of what they needed to do in the right order.

## **GEOGRAPHY and HISTORY**

109. At eleven years old, pupils attain standards in history and geography that are above those expected nationally. This represents good improvement from the last inspection when standards were judged average. The main reasons for the improvement in standards are the introduction of a scheme of work throughout the school based on national recommendations and the emphasis placed by teachers in lessons on developing pupils' basic skills in both subjects. Pupils achieve well.
110. In history, pupils study periods of history of the United Kingdom and some important civilisations, such as the Ancient Greeks and Egyptians whose legacies have helped shape the modern world. The school organises the topics so they are taught in chronological order from the start of Year 3. Pupils develop a very secure understanding of how people's lives and places change over time. For example, the youngest pupils study the Ancient Greeks and in Years 5 and 6 pupils study the

Victorians and twentieth century events. Within the context of these topics, pupils learn about aspects of people's lives, such as how they cooked, the sort of houses they lived in and how aspects of their lives are different from pupils' own. Pupils develop a very secure knowledge about different periods of history and how to use evidence from different sources, written and observed, to come to conclusions about life in the past. However, less emphasis is placed on developing pupils' written capacity to compare the lives of other people with their own and to imagine what life must have been like.

111. Similar strengths in pupils' knowledge, skills and understanding are evident in geography. At eleven years old, pupils have a very good understanding of how to use maps to trace routes from place to place and to locate specific places or features. They understand how to use grid references and symbols on maps to find out about places. Pupils have a very good knowledge of physical aspects of the world around them, such as rivers and mountains. They know about different regions around the world and the prevailing climate in these places, such as deserts or monsoon areas. As part of this work they learn about what life is like in different parts of the world, including India, but their ability to compare people's lives with their own and how their environment affects the way they live is not as well developed.
112. From the evidence of pupils' work, teachers have good subject knowledge and provide pupils with good range of different activities and tasks. Teachers have high expectations of pupils, so much of their written work is well presented. Pupils have a sense of pride in their work and very positive attitudes to the subjects. In lessons, teachers also have high expectations of behaviour so pupils behave very well, concentrate well and listen very attentively. Consequently, pupils acquire new ideas very well. Teachers provide sufficient opportunities for pupils to use their numeracy skills to, for example, draw and interpret rainfall or temperature graphs. They also provide plenty of opportunities for pupils to write about what they have found out and have seen.
113. However, fewer opportunities are provided for pupils to use their ICT skills to present their work or to use their creative and imaginative writing skills to demonstrate their appreciation of what life might be like in different places or have been like in the past. The local environment is used very effectively as the focus for work in both subjects. Walks around the town and to other local places, such as the beach, ensure that pupils develop a very good understanding of their local area, its heritage and culture. When pupils are taken out of school on walks or on residential visits, their behaviour is excellent and they are a credit to the school and their parents. Teachers prepare these visits carefully and organise activities that give pupils very good opportunities to observe what is around them, to practise their basic skills and to use what they learnt in class lessons. These visits also make a very good contribution to pupils' social and cultural development. They learn about their own culture locally and about the traditions of other parts of the United Kingdom. They also learn to work and live alongside other people for a short period and become more independent.
114. The subject co-ordinators for both history and geography have given good leadership to the subjects since the last inspection. Both subjects have action plans that identify appropriate areas for development and good progress has been made in developing the curriculum, standards and resources. Currently, there is no whole school approach to assessing the progress pupils' make, but the school has identified this as an area for further work.

## **INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)**

115. Pupils' standards of work meet national expectations at the end of Year 6. Their achievement is satisfactory. Standards are similar to those at the time of the last inspection. Much work has been done since then to increase all pupils' use of computers so that they now have more opportunities to develop computer skills. There has been a marked improvement too in teachers' expertise and confidence, through continuing training. More and better resources, the solving of compatibility problems, networking of classroom computers, and the installation of wireless Internet access and a server have also helped to keep standards in line with the demands of the National Curriculum.
116. The above average language and mathematical skills of higher-attaining pupils enable them to use, understand and apply information and communication technology speedily and efficiently to their work. Lower-attaining pupils gain a satisfactory understanding of procedures, but take longer to put information into computers and to work independently. However, they do benefit from high quality individual computer programs, which improve their basic literacy and numeracy skills.
117. By the end of Year 3 pupils show average speed and skill in assembling text, communicating ideas, saving and retrieving information, selecting options and using the mouse. For example, pupils recorded 11 instructions in order to program a floor robot. They evaluate simulations and make bar graphs of means of travel. Pupils of all abilities check and edit as they word-process. They work confidently in pairs, often helping each other. Year 4 pupils use pie charts and block graphs to represent and compare population statistics. They use pictures, words and signs to present images of each of the seasons. They also word process spelling lists and drama scripts, choosing appropriate tools and procedures to achieve accuracy and effective layout.
118. Year 5 pupils use computer art programs to create coloured and labelled pictures of flowers and their parts. They gather art images from computers to design covers for reports of their residential visit. Pupils word process English exercises and lists of rhymes, and produce databases of information and charts to collect and analyse eye colours in their classes. They begin simple sensor work in science and measure, for example, temperatures.
119. By the end of Year 6 pupils of all abilities change font and font size, change colour, incorporate two forms of information, copy and paste, use the cursor and control the mouse well when drawing free hand. Pupils set up spreadsheets, research CD-ROM databases, and the Internet. Pupils make pictures and symmetrical patterns using computer art programmes. They create and find answers to questions in simple databases. All pupils know how to e-mail information. Pupils do not have enough experience of multi-media presentations, such as mock-up web pages including sounds, text, pictures and command boxes on screen.
120. Pupils make satisfactory use of word processing, information handling, monitoring, control and sensor work in other subjects. They use ICT to broaden their knowledge and understanding, improving computer skills at the same time. In science, Year 5 pupils use sensors to monitor temperature changes in iced water. There is plenty of datahandling in mathematics and word processing in English. Teachers also use effective mathematics programs to develop pupils' individual skills, for example in understanding shape. Pupils use graphics programs to create simple coloured pictures as part of their art and design work, and the Internet for research in geography and history.

121. All pupils, including those with special educational needs and those for whom English is an additional language, are making steady progress. They are confident and persevere, collaborating well in pairs and groups when working on the computers. They look after equipment well and are aware of the needs of other users.
122. The quality of teaching is satisfactory. During the inspection, in the small amount of teaching seen, learning targets were understood by pupils and were attained. Teachers used good quality hardware and software, such as projector screens and remote controlled mice. Teachers managed learning well and had satisfactory levels of expertise in the skills they were presenting. A weakness in whole-class teaching at present is that although teachers give clear demonstrations of new sequences, only a small number of pupils practise them during the lesson. Most of the class have to sit and watch. The school has no space to group its computers so that all pupils in a class can work together on the same task. Teachers make very good use of digital cameras, and effective use of scanners, CD ROMs, radio, tape, video and listening centres throughout the curriculum. Two lunchtime computer clubs extend opportunities for pupils to practise and improve their Internet and keyboard skills.
123. Leadership and management are good. The co-ordinator has worked hard to improve provision and implement the new National Curriculum effectively. She has a firm commitment to the continued development of the subject in all year groups and the school is well placed to improve further. For example, the school has developed a carefully planned and well-balanced curriculum. Teachers make good use of the latest national and local authority guidance and schemes of work. The school acknowledges that arrangements to assess, record and track each pupil's ICT skills are unsatisfactory because they rely too much on teachers' observations and memories. The number and quality of resources are satisfactory, enabling pupils to use linked computers, printers and some other equipment in each classroom.

## **MUSIC**

124. The school has maintained the satisfactory standards found at the previous inspection. All pupils, including those with special educational needs and those for whom English is an additional language, achieve satisfactorily. Standards of listening and appreciation are above those expected nationally. This is because the school gives pupils plenty of opportunities and lets them respond both in words and imaginative pictures.
125. Standards in a Year 6 singing lesson during the inspection were typical of those expected of 11-year-olds. For example, they successfully sang traditional songs in two parts. Standards of composition, knowledge of orchestral and percussion instruments and sight-reading also meet national expectations.
126. All pupils now have a weekly music lesson and additionally a whole school singing practice. However, the length of singing practices is short when they precede daily assemblies with visiting speakers. This limits the development of pupils' singing skills. Therefore, pupils often sing the choruses of children's songs and hymns with much more attack and spirit than they do the verses. Planning shows that all pupils have regular opportunities to sing, compose, listen, appraise and play musical instruments in their lessons. Pupils also learn a number of songs by heart in lessons, and practise and sing them reasonably tunefully.

127. Assemblies provide some opportunities for pupils to listen to music. As pupils enter the hall, they listen to a variety of recorded music. Listening to music in lessons by composers from many parts of the world enriches their cultural development. The school choir has up to thirty members and makes a significant contribution to seasonal performances in both school and the town. Individual music lessons are available for interested pupils in violin, recorder and guitar. The school also arranges such tuition when called for in brass and woodwind. Large numbers of pupils come forward to perform individually or in small groups in the school's annual "Summer Serenade".
128. The quality of teaching in the lessons observed during the inspection was good. Teachers are keen for pupils to enjoy all aspects of music, and they do. A strength of the teaching is the school's effective use of published music schemes to ensure good progress in pupils' musical education. In a good lesson in a Year 4 class, the teacher's pace, leadership, skill and energy led pupils to make good progress in creating and then scoring simple rhythmical patterns, taking turns in groups and then in a whole class performance. Accuracy improved with practice because the quality of listening was good. Positive support from the teacher also encouraged pupils to evaluate and to improve their performances. Teaching is not stimulating when teachers lack confidence and work at too slow a pace. It is also less effective when there is too much talking about music at the expense of pupils' experiencing it.
129. In the most effective lessons, pupils are either making music or listening and evaluating throughout. Teachers usually time activities well so that all pupils have the opportunity to take part. Support staff make effective contributions to such lessons, helping pupils with special educational needs, and those for whom English is an additional language to join in fully.
130. Leadership and management are satisfactory, ensuring that standards are maintained during the temporary absence of the co-ordinator. Teachers now follow satisfactory schemes of work. However, as at the last inspection, there is no system of assessment to monitor pupils' individual progress. Resources are satisfactory and reflect cultural diversity. There are musical productions from time to time and all pupils take part in the music at Christmas and harvest time.

## **PHYSICAL EDUCATION**

131. Pupils' standards of work are above those expected nationally at the end of Year 6, particularly in swimming, games and dance. There have been very good improvements in physical education since the last inspection because the co-ordinator has developed the curriculum very well. She ensures that the outdoor and adventurous curriculum is present. The co-ordinator has organised a scheme of work to help teachers prepare lessons and has emphasised pupils' own reflection on their performances as an important part of lessons. The curriculum contains all the aspects required by the National Curriculum. She takes sports teams after school to play other schools, pupils enter inter-school tournaments, such as for cricket, and pupils acquire a wide range of skills and have a good knowledge of their own learning. There are games at lunchtimes for pupils to play. Pupils of all capabilities, including those with special educational needs, achieve well. There are no significant differences between the attainments of boys and girls and they achieve well. The considerable efforts of the co-ordinator have improved the standard of teaching.



132. Year 3 pupils learn to swim or consolidate what they already know. By the end of Year 6, all pupils can swim 25 metres. Average attaining pupils in Year 3 swim a width of the pool successfully. They make very good progress in lessons at the pool, in this instance with leg actions and body shape in the water.
133. In Year 6, pupils work consistently on their personal targets set by the teacher. They catch most balls thrown to them reliably. Average and higher attainers can bowl with a straight arm in cricket lessons. Pupils co-operate very well when practising in pairs and in fours, and the quality of the school's social development programme shows through. Pupils had very good knowledge of their standards of work in one lesson, because they knew what they were trying to attain. Pupils with special educational needs worked as well as all pupils. The excellent teaching developed many of the finer points of catching. For example, pupils watched the ball right into their hands or practised the correct grip on the ball when bowling.
134. The quality of teaching and learning in lessons is very good. Teachers manage their classes very well, resulting in very good levels of concentration, behaviour and learning. Teachers have a good range of techniques to challenge and motivate pupils. For example, teachers show pupils how to catch a ball and how to interpret music. Teachers encourage pupils to evaluate their own and each other's work. Pupils enjoy physical education very much and they worked particularly hard in the swimming pool. Behaviour was excellent. Teachers make very clear teaching points as groups work and give all pupils opportunities to show what they can do. All pupils are very well included in lessons, according to their capabilities.
135. The subject is now very well managed. The provision for swimming is very good. There are pool staff on-hand and the pool is very well supervised. The school has a good range of equipment and apparatus, such as for outdoor use. The school has strong links with community groups. Pupils receive specialist coaching in the following sports; cricket, rugby, football and tennis. The school hall is small and is not large enough for active indoor games lessons with eleven year olds. The limited grassed areas around the site are put to very good use during games and athletics lessons. The co-ordinator has an assessment checklist ready for teachers to use in the near future. Teachers presently do not keep a consistent record of pupils' attainment and progress.

## **RELIGIOUS EDUCATION**

136. One religious education lessons was observed, so no judgements have been made about the quality of teaching or pupils' responses. Pupils' standards in religious education meet the expectations of the locally agreed guidelines (syllabus) in Cumbria. Pupils' achievement is satisfactory. Pupils have a good knowledge about Christianity and of Judaism and Buddhism by the end of Year 6. There was less evidence of pupils' understanding of what they had learned from religious education recorded in their books, because much of this work in class is oral. There has been satisfactory progress since the last inspection.
137. In Year 3, pupils study the story of the Good Samaritan. Many pupils show they understand the meaning of it clearly. Pupils have looked at inspirational people in society, such as those who provide services and their mums. Pupils have studied what happens inside a Church, know about the Easter story and about Lent and baptisms. In Year 4, pupils study further parables, Mothering Sunday and features of

weddings. A strength of the provision that the school makes is the set of informative and the attractive work sheets that classes use to learn the facts about religions.

138. Pupils in Year 6 study Christian artefacts, such as that candles are 'the light of Jesus.' Pupils learn about what Christianity is in greater detail and about the key points in the Christian year. Pupils record some of the qualities that they would like to have themselves, such as self-control and an ability to work in teams. Pupils study Judaism, look at what Moses did and learn about the Torah scroll.
139. Acts of collective worship have a strong spiritual, moral and social emphasis and contribute well to the religious education curriculum. Years 5 and 6 receive a good programme that links current issues to religious education. Pupils contribute readily because they have watched the news and documentary programmes. The teacher leading the act of collective worship emphasised that everyone is different and should have the right to believe in what they wish. Pupils explored the notion of 'different gods' and that Jews have a different 'Bible.' The teacher read a very good story that admirably made the point that differences between people should be tolerated.
140. The subject is led and managed satisfactorily by the co-ordinator. The school has been legitimately involved in improving standards in other subjects. Since the last inspection, the school has developed a good policy for religious education. The improvements needed below are featured in the policy or in the co-ordinators' action plan. The school has not brought the current scheme of work in daily use entirely up to date. Pupils record little of what they have learnt in some aspects of the subject. Opportunities for pupils to write using their own ideas are not used to best effect in some lessons. This has a negative impact on pupils' literacy standards. In Years 3, 4 and 6 pupils record more religious education work than in Year 5, which gives pupils time to reflect on what they have learned. There is no system for recording pupils' attainment and progress consistently across the school.