

INSPECTION REPORT

STRAMONGATE PRIMARY SCHOOL

Kendal

LEA area: Cumbria

Unique reference number: 112188

Headteacher: Mr P Sloan

Reporting inspector: Mrs L A Furness
8245

Dates of inspection: 15th-18th April 2002

Inspection number: 195118

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Blackhall Road
Kendal
Cumbria

Postcode: LA9 4BT

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Appropriate authority: The Governing Body

Name of chair of governors: Mr David Lamb

Date of previous inspection: 02/06/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L A Furness	Registered inspector	Mathematics	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed?
9214	J Garland	Lay inspector		How well does the school work in partnership with parents?
27677	D Davenport	Team inspector	English as an Additional Language Foundation Stage of Learning Science	How good are the curricular and other opportunities offered to pupils?
23903	J Dowdeswell	Team inspector	Equal Opportunities English	
23392	A Ellison	Team inspector	Art and Design Design and Technology	How well does the school care for its pupils?
14991	A Hardwicke	Team inspector	Geography History	How high are standards? Pupils' attitudes, values and personal development.
18790	G Morgan	Team inspector	Special Educational Needs Information and Communication Technology Music Physical Education Religious Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Stramongate Primary School is much bigger than other primary schools. It has 397 pupils on roll comprising of boys and girls, aged between 4 to 11. This figure includes 52 part-time nursery aged children. The majority of pupils are from the local area, which covers a wide range of socio-economic circumstances. There are no pupils having English as an additional language but 1% of pupils are from different ethnic minority backgrounds. The percentage of pupils having special educational needs (10.3%) is below the national average and the percentage of pupils with a statement of special educational need (2.5%) matches the national average. The percentage of pupils known to be eligible for school meals free of charge (9%) is below the national average. There are 14 classes and every class consists of pupils of a single age range. The full range of attainment is represented in the school. However, the results of a nationally approved assessment scheme shows that, on entry to the reception classes, the attainment of the majority of children in communication language and literacy, mathematical knowledge and personal, social and emotional development is above that expected for their age.

HOW GOOD THE SCHOOL IS

School effectiveness is satisfactory. The standards that pupils attain by Year 6 are good in English but pupils perform less well than expected in mathematics. The pupils have good attitudes towards school and the quality of teaching is mainly good, although there is some unsatisfactory teaching. The headteacher provides sound leadership and management and is well supported by the staff. The school has average unit costs and, as in the previous inspection, it provides satisfactory value for money.

What the school does well

- The pupils' performance in the reading aspect of the National Curriculum tests in Year 2 and Year 6 is high.
- The quality of teaching in one of the Year 5 classes is consistently very good and this has a very positive impact on the progress and achievement of pupils in this class.
- The majority of pupils have positive attitudes, showing interest and enjoyment in their work.
- Pupils' moral and social development are very good with pupils clearly knowing right from wrong and willing to take on responsibility to help others in the school.
- The school provides an attractive stimulating learning environment where it is evident that pupils' work is valued and used effectively to celebrate their achievement.

What could be improved

- The standards attained in mathematics by Year 6.
- The monitoring and evaluation systems.
- The use of assessment information to ensure that pupils' learning is continuous throughout the school.
- Pupils' awareness of what they need to do next to improve the quality of their work.
- The quality of information provided to parents.

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 the school has satisfactorily addressed the key issues identified although some aspects of these issues still require improvement. The quality of teaching and curriculum planning has improved. A good senior management team has been established with clearly defined roles and responsibilities, learning resources have improved and statutory requirements in relation to teacher appraisal and the completion of attendance registers are fulfilled. However issues regarding the balance and use of curriculum time and the use of assessment still

needs further work. The school has also implemented the National Literacy and Numeracy Strategies and the school has made satisfactory improvement since the previous inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1999	2000	2001	2001
English	B	C	A	A
Mathematics	C	C	D	D
Science	B	C	C	C

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

In English the standards attained by Year 6 pupils in the National Curriculum tests have fluctuated since 1999 reaching a high in 2001 when results were well above the national average and well above average in comparison with similar schools. However pupils' performance in the reading test was significantly better than that in the writing test. In both mathematics and science, pupils' performance in the National Curriculum tests has been declining and in science pupils' performance matched the national average and matched the average for similar schools in 2001. In mathematics, results were below the national average and below average in comparison with similar schools. The reason for this decline in performance is that too few pupils attained the higher levels in both mathematics and science. This is because teaching does not always cater for more able pupils. The majority of pupils currently in Year 6 are attaining standards in all three subjects that are at least in line with that expected for this time of the year. The school exceeded the target set for the year 2001 in English but did not meet the target set for mathematics. Appropriate targets for the forthcoming year have been set and although indications are that the target in English will be met, the target for mathematics remains challenging. Results for pupils in Year 2 in 2001 were well above the national average in reading, above the national average in mathematics and matched the national average in writing. In comparison with similar schools, results in reading were well above average, and were above average in mathematics and below average in writing. In science, on the basis of teacher assessment the percentage of pupils reaching the expected level was above the national average, but at the higher level, broadly matched the national average. When compared with similar schools the results present the same picture. The pupils currently in Year 2 are attaining the expected levels for this time of year in reading, writing, mathematics and science. By the time the children from the Foundation Stage enter Year 1 the majority of them are exceeding the early learning goals in all six areas of learning because of the good teaching and stimulating learning environment that they experience. Pupils with special educational needs make good progress and their achievement is good.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils are happy at school are keen to do their best, and strive to improve their learning.
Behaviour, in and out of classrooms	Good. Pupils work and play harmoniously together at lunchtimes and

	break-times.
Personal development and relationships	Good. Relationships are good. Pupils respect the opinions of others and share ideas willingly. They readily and willingly accept responsibilities and carry them out successfully. This contributes well to their personal development.
Attendance	Attendance is satisfactory. Punctuality is good, and the majority of working sessions set off to a prompt and purposeful start.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	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.

The quality of teaching is good overall but it is inconsistent. During the inspection, some very good lessons were seen in one class of Year 5 pupils. The teaching of the children in the Foundation Stage is good, and appropriately focuses on the development of the basic skills of reading, writing and mathematics. There is a good balance of activities that are directed by the teacher, and those that the children select themselves. This results in children enjoying their learning, and showing good levels of concentration and perseverance for their age. English and mathematics are taught well in the majority of classes and teachers are effectively implementing a variety of strategies to improve standards in mathematics and writing throughout the school. There are good opportunities in most classes for pupils to use and apply literacy, numeracy and information and communication technology skills. Lessons generally move at a good pace, and this helps to keep the pupils' attention and interest. Pupils of all ages and abilities have positive attitudes to learning, and participate well in lessons. They work hard, and are willing to answer teachers' questions. Pupils co-operate well with one another, and effectively work together on group tasks. A particular strength of teaching is the way in which teachers respond to, and cater for, pupils who have special educational needs. Teachers work very closely with experienced and well-qualified support staff to ensure that these pupils receive the support they need to enable them to take a full and active part in all activities. However teaching is sometimes unsatisfactory due to the ineffective management of the pupils' behaviour and the teachers' low expectations of pupils' learning. Time is not always used appropriately and this impinges negatively on pupils' learning. As a result the pupils do not achieve well enough and do not attain the standards of which they are capable. Although written marking is satisfactory, it is not used consistently to inform pupils of why their work is good and what they need to do next to improve.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provided for children in the Foundation Stage is good and is satisfactory for pupils aged 5-11. The school provides a very good range of extra curricular activities.
Provision for pupils with special educational needs	Good. The school follows the recommendations of the special educational needs Code of Practice and good individual programmes of work are in place. There is well planned support provided by the teaching assistants.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils have a very clear sense of right and wrong and they develop well as individuals. They respect each other and have a good understanding of their own and other cultures. However, procedures for the daily acts of collective worship do not meet statutory requirements.
How well the school cares for its pupils	Child protection and health and safety procedures are satisfactory. The systems for checking upon pupils' attainment and progress are not rigorous enough.

The parents have very positive views of the school and are very supportive of its work and its ethos. However, the quality of information provided to parents is not always accurate, and information in the pupils' annual report does not consistently indicate pupils' achievement and progress, an issue which a minority of parents have rightly identified as an area of concern.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Satisfactory. The headteacher provides clear leadership and management and is well supported by the staff. All staff have a shared commitment to improvement.
How well the governors fulfil their responsibilities	Satisfactory. Governors have a sound understanding of the school's strengths and areas requiring improvement and fulfil their statutory responsibilities in the majority of areas.
The school's evaluation of its performance	The school analyses its test results and uses the information appropriately to track pupils' progress but these procedures are not sufficiently well developed to have the desired effect on improving pupils' attainment. The evaluation of teaching is not sufficiently rigorous.
The strategic use of resources	Good. The school plans ahead carefully and appropriately allocates finances to identified agreed priorities.

The school has an adequate number of full and part-time teaching staff, all of whom are deployed satisfactorily. The good accommodation is kept clean and well maintained and is used effectively to promote learning, through the teachers' good organisation of their classrooms and very attractive displays of pupils' work. Resources are good for mathematics, history, information and communication technology, music and physical education and are satisfactory in all other subjects. They and the well-stocked library are used appropriately to promote learning. The governors and the headteacher work hard to ensure that the school gains best value from all of its spending and are satisfactorily monitoring the effect of spending on standards and achievement.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> ▪ The school is well led and managed. ▪ The school expects children to work hard and do their best ▪ Children are making good progress in school. ▪ The school is helping children to become more responsible and mature. 	<ul style="list-style-type: none"> ▪ A small minority of parents (14%) think they are not kept well informed about how well their children are getting on.

The inspection team agrees with the majority of parents' views. However although the majority of pupils are making good progress, pupils capable of higher attainment do not always make the progress they should, particularly in mathematics and science.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. A nationally approved assessment scheme used to assess children as they start school in the reception classes, shows that the attainment of the majority of children is above that expected for their age in communication, language and literacy, mathematical development and personal, social and emotional development. By the time they enter Year 1 the majority of children are exceeding the early learning goals in all six areas of learning. The children's good achievement is a direct result of the good teaching and stimulating learning environment, which ensure a good start to their education.
2. The Year 6 pupils' performance in English in National Curriculum tests in 2001, was well above the national average and well above average when compared with similar schools. The pupils' performance in the reading test was significantly better than that in the writing test. Pupils who were in Year 2 in 2001, performed well above the national average and well above the average of similar schools in reading. In writing, pupils' performance was in line with the national average and below the average found in similar schools. The pupils achieve well in reading and satisfactorily in writing. The school is aware of the shortcomings in writing and has put into place a number of effective strategies that are beginning to improve standards in writing throughout the school.
3. In both mathematics and science, the Year 6 pupils' performance in the National Curriculum tests has been declining since 1999. The reason for this decline in performance is that too few pupils are attaining the higher levels in both mathematics and science. Mathematics results are not as good as they should be, is seen in the Year 6 pupils' performance in the National Curriculum tests in 2001 when results were below the national average and below average in comparison with similar schools. When compared to the same pupils' attainment when they were in Year 2, their achievement by Year 6 was much less than expected. The Year 2 pupils' performance in the National Curriculum mathematics tests in 2001 was above the national average and above average in comparison with similar schools. The number of pupils in Year 2 attaining above the expected level was slightly above the national average.
4. In 2001 the school exceeded the target set for English but did not meet the target set for mathematics. Appropriate targets for the forthcoming year (2002) have been set and although indications are that the target in English will be met, the target for mathematics remains challenging.
5. In science, the Year 6 pupils' performance in the National Curriculum tests in 2001 matched the national average and that of similar schools. When compared to the same pupils' above average attainment when they were in Year 2, their achievement was unsatisfactory. Although the percentage of pupils attaining at the expected level was above the national average, the number of pupils attaining the higher levels was below the national average and that of similar schools. On the basis of teacher assessment in 2001 the results of pupils in Year 2, showed that the percentage of pupils reaching the expected level was above the national average but, at the higher level, pupils' attainment broadly

matched the national average. When compared with similar schools the results present the same picture.

6. In speaking and listening pupils' achievement is good. Throughout the school, pupils talk clearly and confidently. The majority of Year 2 pupils are able to explain their ideas clearly whilst the rest of the class listen carefully and respond appropriately to what is being said. Year 6 pupils discuss the arguments for and against the practice of whaling for example, conveying their opinions clearly and convincingly and choosing their words carefully in order to achieve the maximum impact as they put forward their arguments. Pupils use the specific subject vocabulary confidently and accurately. However a small minority of pupils in a Year 3 class do not listen well and because of this their learning is less effective.

7. All pupils achieve very well in reading. The majority of Year 6 pupils show a good understanding of a range of texts. They make good progress in understanding meaning and can select essential points from both fiction and non-fiction texts. All pupils throughout the school develop competence in reading familiar words by sight and have a range of good strategies to decode unfamiliar words. Pupils of all ages enjoy reading and this has a positive impact on their attainment and progress. Pupils talk knowledgeably and enthusiastically about their favourite stories, authors and poets and are able to articulate clearly why they like or dislike a particular book.

8. Achievement in writing for the majority of pupils is satisfactory. The school's action in targeting writing skills has led to an improvement and, by Year 6, pupils are working at the expected level with a significant number working above nationally expected levels for their age. Pupils are developing a good understanding of the use of correct punctuation throughout the school and, by Year 6 they write in paragraphs and observe punctuation rules accurately. They write creatively, and they include interesting detail and exciting descriptions in their stories and poems. Presentation and handwriting are good; letter formation and cursive script are systematically taught and teachers expect and receive a high standard of written work. The systematic teaching of phonics and spelling rules, together with regular practice and tests, ensures that they make good progress in developing spelling skills.

9. In mathematics lower attaining and average attaining pupils achieve satisfactorily but the achievement of more able pupils is unsatisfactory. In Year 2 the majority of pupils demonstrate a good knowledge of number. They order numbers correctly and count forwards and backwards in tens from different starting points. However pupils who are able to work with numbers beyond 100 are given only limited opportunities to do so. In Year 6 the majority of pupils have a secure understanding of place value and understand well the relationship between fractions, decimals and percentages. Mathematical vocabulary is used correctly. The pupils' knowledge of shape, space and measurement is sound. However there is evidence of insufficient challenge given to pupils with higher attainment. The work in pupils' books indicates very little difference between the work of the average and the more able pupils indicating there is underachievement for these more able pupils.

10. Pupils are effectively encouraged to use their literacy and numeracy skills in other subjects. For example, in science, pupils use their writing skills competently as they independently record their findings. They use appropriate scientific language correctly when carrying out investigations. They accurately use their developing numeracy skills to make bar graphs of their favourite foods in Year 2, to take body measurements for an investigation in Year 4, and to record water temperatures when carrying out an experiment in Year 6. In geography Year 4 pupils used their numeracy skills well to produce line, bar and pie charts to display information collected from a traffic survey. In history pupils use books to carry out research about life in the past and then record their ideas independently as was seen in Year 2 when learning about life in Kendal castle and in Year 6 when pupils were studying the Victorians.

11. In science pupils' achievement overall is satisfactory. In Year 2, the pupils have a sound scientific knowledge, use appropriate technical language correctly and develop satisfactory skills in making predictions. They carry out a fair test accurately for example, investigating where is the warmest place within the classroom. In Year 6, the pupils have a sound understanding of scientific topics such as life processes, food chains, light and sound, liquids, solids and gases and changes to different materials. However there is a lack of challenge, particularly in Year 6, for the higher attaining pupils. These pupils are not currently working to their full potential.

12. In information and communication technology, attainment matches that expected for Year 2 and Year 6 pupils and their achievement is good. The majority of Year 2 pupils have a good understanding of the use of computers and use both the mouse and the keyboard confidently and accurately. They use word processing packages to produce text and understand how to find words in a spelling bank to support them when they are writing. They are beginning to apply their skills well in other subjects such as mathematics where pupils are able to use a program to click and drag numbers up to 100 into the correct position. The majority of Year 6 pupils have built on these skills to use information and communication technology in a wider number of applications. Both word processing and graphic skills are used well. Pupils also use confidently a variety of fonts and have a sound knowledge and understanding of how to change font size, underline, bold and add colour. They are able to send e-mail to schools in different parts of the United Kingdom and to different parts of the world. The school newspaper the 'Stramongate Echo, which covers a range of interesting facts about school life, reflects the pupils' good knowledge and competent use of a desk-top publishing program.

13. Pupils' attainment in Year 2 and year 6 is in line with the expectations of the locally agreed syllabus for religious education and their achievement is satisfactory. The majority of Year 2 pupils have a good knowledge of Christianity and other religions for example Judaism. They soundly compare and contrast their own beliefs with that of people of the Jewish religion. The majority of Year 6 pupils have developed their understanding of the many features of Christianity and have a suitably broad knowledge of other world faiths. They understand that praying is communicating with God and higher attaining pupils, in particular, make appropriate comparisons between Jewish, Buddhist, Muslim, and Christian festivals.

14. In art and design, geography and history the attainment of the majority of Year 2 and Year 6 pupils matches the national expectation and their achievement is satisfactory. The attainment of the majority of Year 2 pupils in physical education is in line with national expectations. The progress in physical education made by the older pupils is good and by Year 6 the majority of pupils attain above what is expected of pupils at that age. There was insufficient evidence to make a judgement on attainment, achievement or progress in design and technology and music.

15. Pupils with special educational needs make good progress and their achievement is good. However pupils who have the potential for higher attainment are not always suitably challenged and this is particularly evident in mathematics and science by pupils in Year 6.

Pupils' attitudes, values and personal development

16. The strengths in pupils' attitudes, behaviour and personal development that were identified during the previous inspection have been maintained. The attitudes, values and behaviour of pupils are good overall, and make a positive contribution to the hard-working and happy atmosphere of the school and to the pupils' learning. In the parents' questionnaire, 96% of parents agreed that the school is helping their children to become mature and responsible; the inspection team confirms this viewpoint. Relationships are good. They are marked by respect for the opinions of others, and a spirit of co-

operation and support. This is true, both when working on classroom tasks, and when moving around the school, or playing outside. No examples of bullying or oppressive behaviour were seen during the inspection, and the pupils clearly know what to do should such incidents occur. There has been one short-term exclusion during the last two years. The school has a satisfactory record of attendance. Punctuality is good and lessons start promptly.

17. Informal discussions with pupils, and observations of their behaviour both inside school and in the playground, all confirm that the great majority are happy at school, keen to do their best, and strive hard to improve their work. Pupils very willingly accept responsibilities. Pupils from the older classes enjoy helping to supervise games for the younger ones during playtimes, and this contributes well to the pleasant, family atmosphere. The School Council also provides a means for pupils to participate in the running of the school, and those involved take their responsibilities very seriously, taking their classes' ideas enthusiastically to the Council, and reporting back on issues.

18. In moving around the school the great majority of pupils are sensible and considerate of others, opening doors, and waiting for their turn sensibly. The forming of the school rules has also been undertaken in a collective way. Pupils have made suggestions, discussed what rules are needed, and have agreed on the new school rules to follow. This, together with the school's merit points system, motivates pupils well and promotes involvement and positive attitudes. The recent re-design of the school grounds gave pupils opportunities to suggest improvements, and many of which were incorporated into the final design.

19. Pupils are developing a good respect for the feelings and the problems of others. They have a sound sense of social responsibility as was seen by their discussions during an assembly which dealt with the problems of children living in troubled areas of the world. The answers that pupils gave to questions showed that they are developing a good understanding of the problems of the wider world, and how they can play their part in helping. As a result of pupils learning about the differences between people, for instance when Year 2 pupils learnt about Judaism and older pupils studying life in an Indian village pupils develop a good set of values and principles to guide their everyday life. Activities such as these also make a valuable contribution to their social and cultural understanding and prepare pupils well to be responsible citizens of the future..

20. Pupils' response to their work benefits strongly from the good models of courtesy and respect which the majority of staff provide. However in a minority of lessons some pupils found it difficult to sustain their concentration when the work was not sufficiently tailored to their individual needs. This was particularly the case with pupils of higher ability, who often became bored when activities were too easy for them, and the extra work provided did not challenge or extend them. The school does not provide additional challenge for these pupils, so that they can fully achieve their potential. Pupils with special educational needs have positive attitudes towards their learning because of the good support that they receive from the support assistants.

HOW WELL ARE PUPILS TAUGHT?

21. The quality of teaching is good overall. Teaching is at least good in 53 per cent of lessons and approximately 10 per cent of these lessons are very good. Teaching is consistently very good in one of the Year 5 classes. Teaching is satisfactory in approximately 40 per cent of lessons but it is unsatisfactory in approximately 8 per cent of lessons. This is an improvement since the previous inspection when 26 per cent of lessons were judged to be unsatisfactory. Teaching is good in English, mathematics and physical education. It is satisfactory in science, information and communication technology and religious education. There was insufficient evidence to make a secure judgement on teaching in art and design, design and technology, geography, history and music.

22. The quality of teaching for children in the Foundation Stage is good. The teachers, nursery nurses and teaching assistants work effectively together as a team to create a caring and secure environment. They form good relationships with the children and have high expectations of their behaviour, to which the children respond well. Even when teachers are working with a particular group, the other children work well independently and remain focused on their tasks. The teachers' enthusiasm, thorough planning, clear explanations and effective questioning techniques are having a positive effect on the children's learning. The varied range of well planned, practical activities and good understanding of how children of this age learn create a happy, stimulating environment in which the children work and play well together and make good gains in their learning. The children feel secure in developing their learning and grow in confidence because of the constructive praise they receive from teachers and teaching assistants.

23. English and mathematics are taught well in the majority of classes and the school has worked hard to implement the National Literacy and Numeracy Strategies. The teachers are secure in their subject knowledge in both subjects although in numeracy a minority of teachers are insecure about how to move from teaching informal methods of number calculation to more formal written methods. There is a strong emphasis on mental mathematics and good use is made of oral and mental work at the start of lessons. The teachers' written planning is good and clearly identifies the learning intentions of the lesson. Where teaching is good or better in both English and mathematics, management of behaviour is good. Lessons are taken at a brisk, lively pace, there is variety in teaching styles and the length of time spent listening to the teacher is appropriate for the age and abilities of the pupils. In these lessons tasks are well matched to different abilities. The pupils settle to their work quickly and enjoy what they are doing. In Years 1 and 2 however time is not used appropriately. Numeracy sessions are often too long and literacy sessions are interrupted unnecessarily by an assembly which could easily be held at the end of the 'literacy hour'. Pupils are encouraged to use their developing literacy and numeracy skills in other subjects. They do this effectively. For example, pupils use their writing skills to write accounts in history and in religious education. In science, pupils use different methods of recording including charts and graphs to record their ideas and findings.

24. However some unsatisfactory teaching occurs in Years 3 and 4. In English lessons in both Year 3 classes there are examples of pupils' progress being impeded because the teachers do not have effective strategies for managing inappropriate behaviour. For example, allowing pupils to dominate oral sessions by constantly calling out, to interrupt the teacher when she is speaking and not allowing others the opportunity to express their opinions. In mathematics, unsatisfactory explanation skills meant that pupils were unclear about what they had to do in their independent work and therefore lost interest and motivation. In one of the Year 4 classes the task presented to the pupils during the mental mathematics session lacked challenge and was more appropriate for pupils of a much younger age. The independent work also lacked challenge and very little direct teaching was observed as the teacher kept handing out more and more worksheets to the pupils who had finished their tasks. This inconsistency negatively impinges on pupils' attainment and on their achievement.

25. The teachers' expectations of pupils are mainly good. For example, in a science lesson for pupils in Year 2, the teacher's good demonstration of the techniques to be used, and the effective management of group activities ensured that pupils had a high work rate although working independently. In another good lesson for pupils in Year 2 in physical education, the teacher effectively encouraged pupils to organise themselves in pairs and groups to improve their skills in throwing and catching. The teacher's good use of praise encouraged other pupils' to celebrate each others successes spontaneously.

26. The use of day to day assessment is satisfactory and activities planned are mainly matched to the pupils' prior attainment although more able pupils are not always suitably challenged in mathematics,

science and in the writing aspect of English. Day to day planning is adjusted appropriately as a result of assessments made. The teachers mark work conscientiously. However, although written marking is satisfactory it is not used consistently to inform pupils of why their work is good and what they need to do next to improve. Pupils do not have a clear understanding of what they need to do to raise the standard of their work

27. The teaching of pupils with special educational needs is good and the work planned is usually well targeted towards their needs. The staff are knowledgeable about the pupils' targets in their individual programmes of work and the activities given to these pupils are appropriate. Careful questioning encourages the pupils to take part in class discussions and the confidence that these pupils display by Year 6 provides evidence of how well they have been supported throughout their time in school. Teaching assistants give good support to these pupils. They form good relationships with them guiding them in their work by providing clear explanations, asking and answering questions and supporting them in recording their findings or thoughts.

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

28. The curriculum provided for the children in the Foundation Stage of Learning (the reception classes) is good. All six areas of learning are covered through an appropriate range of activities with good attention being given to communication, language and literacy, mathematical development and personal, social and emotional development. When appropriate the relevant sections of the National Literacy and Numeracy Strategies are introduced. The staff plan very well together and the clear learning intentions provide a good focus for children's work over time. Detailed weekly plans show what work is to be covered in each area of learning and what skills the children are expected to learn through the well-planned activities. Future planning is based on the weekly evaluations of what the children have achieved. This good quality planning has a positive impact on the standards the children reach and on how well they achieve. There are good opportunities provided for the children to take part in a variety of visits out of school. These visits effectively enrich the curriculum by providing further significant learning experiences.

29. The curriculum provided for pupils from Year 1 to Year 6 is satisfactory. It complies with the requirements of the National Curriculum and is broad and generally balanced and relevant. However the school has not successfully addressed the issue identified in the previous inspection in re-organising the length of sessions in order to provide a better balance of time. Examples of this were seen in Years 1 and 2 numeracy lessons timed for one hour ten minutes and a Year 6 history lesson which was timetabled for two and a quarter hours. Time is also used inappropriately for pupils in Years 1 and 2 when, on one day each week, the literacy hour is interrupted because assembly is timed to take place in the middle of this session. This is unsatisfactory and impedes pupils' learning because they lose continuity within the lesson. Religious education is taught in accordance with the locally agreed syllabus. However, the arrangements for all pupils to attend the daily acts of collective worship do not meet statutory requirements. This is because groups of pupils are withdrawn for other activities, for example, spelling and recorder practice.

30. The school has successfully implemented the National Literacy Strategy which is having a positive impact on pupils' attainment. However the implementation of the National Numeracy Strategy has not had the same impact as pupils in Year 6 were attaining levels below those expected in the 2001 National Curriculum tests. All subjects now have appropriate policies and programmes of work in place which are providing sound guidance for teachers in their planning. This is an improvement since the previous inspection. The nationally produced guidance has been considered and where appropriate the recommended units of work have been incorporated into the school's programmes of work.

31. Provision for pupils with special educational needs is good. The pupils' needs are effectively identified and appropriate targets are set to support these pupils. All teachers and support staff have a good knowledge of the individual education plans and the targets are linked to their specific needs. The school is not successful in ensuring that all pupils have equal access to the curriculum because the provision for more able pupils is unsatisfactory as they do not always receive work that is appropriate to their ability.

32. The provision for pupils' personal, social and health education is good. The school has a good policy and programme of work in place and many opportunities are built into lessons to promote this area of development. For example, during 'circle-time' activities, the pupils are encouraged to consider their own thoughts and feelings and those of others, to be caring and to behave well both in and out of school. Pupils are encouraged to become confident and independent through taking responsibility in the life of the school. For example, older pupils take care of younger pupils at playtimes and make maths games and storybooks to share with them. They help to set up for assemblies, clear away at lunchtimes and act as librarians. Younger pupils are given responsibilities within the classroom, for example, tidying up and arranging books and resources. Pupils are encouraged to play an active part in the life of the school and through School Council meetings they know that their ideas and suggestions are valued and acted upon where appropriate. As part of their work in science the school helps pupils to develop good attitudes towards healthy eating and how to adopt a healthy lifestyle. This aspect is supported by visits from the school nurse, who plays an important role in the provision of sex education for the older pupils. Good emphasis is placed on making the pupils aware of the dangers of misusing drugs and other substances as part of the school's teaching on citizenship. A good number of visitors to the school and visits out of school to places of interest enrich the curriculum and further enhance pupils' personal and social skills.

33. The school provides a very good range of extra curricular activities including a wide variety of sporting clubs, for example, skiing, football, netball, mini-rugby, which enable pupils to work as a team and develop attitudes of fair play. There are also opportunities for pupils to take part in more creative activities, for example, choir, recorders, French and gardening clubs. The pupils from Years 4 to 6 benefit from a good programme of residential visits which further develop their personal and social skills.

34. The school has very good links with the community, which successfully enhances pupils' learning and their personal and social development. Representatives from the local church communities visit the school and take assemblies. This fosters a sense of belonging to a community as well as providing first hand information and experience of a range of beliefs that has a positive impact on pupils' learning in religious education. The pupils' personal safety and their knowledge of what to do in an emergency benefits from visits to and from the fire, police, ambulance, water and mountain rescue services. In addition, the pupils benefit from road safety training, "Stranger Danger" talks and, for older pupils, aspects of basic First Aid. The pupils' involvement in music festivals and dance, drama and art workshops in the community gives them a wider perspective on the importance of the arts and contributes to their learning in these subjects. Appropriate opportunities are provided for the pupils to entertain senior citizens and to support local as well as national charities. The school has developed good relationships with the secondary schools to which Year 6 pupils transfer and pupils are well prepared for the next stage of their education.

35. Provision for the pupils' spiritual, moral, social and cultural development is very good overall with moral and social developments particular strengths.

36. Spiritual development is effectively fostered in assemblies, in religious education lessons and through musical activities. The pupils are encouraged to think and reflect on a wide range of issues that affect themselves and other people. For example, in a very good religious education lesson in a Year 5 class, the pupils gained a good spiritual insight into personal qualities as the teacher sensitively shared his own experiences of “awe and wonder” at their beautiful natural surroundings. This was effectively related to Jesus’ journey into the wilderness. Spiritual development is also well addressed in subjects such as art and music where the pupils learn how artists and musicians tried to express their thoughts and feelings through their work. Appropriate opportunities are given for prayer and reflection whilst visits from local church leaders further enhance the pupils’ spiritual development.

37. Provision for the pupils’ moral development is very good. The pupils are successfully taught the difference between right and wrong and about the impact their actions have upon other people. All those involved with the school are expected to follow its very clear code of conduct and the staff provide very good models for the pupils. The school very effectively promotes an ethos that fosters good behaviour, good citizenship and good relationships between all staff, between staff and pupils and amongst the pupils themselves.

38. Provision for the pupils’ social development is very good. The comprehensive programme for personal, social and health education is particularly effective in promoting this area of the school’s work. Many good opportunities are presented during lessons to work collaboratively in pairs and in small groups. The very good range of extra curricular activities, residential experiences and visits together with the many initiatives to help others, for example, Action Aid, Cancer Care and the Operation Christmas Child Appeal greatly enhance the development of the pupils’ personal, social and moral skills.

39. Provision for the pupils’ cultural development is good and is effectively promoted in many areas of school life. Visitors to the school and visits out of school successfully introduce the pupils to their British heritage and extend their learning across a range of subjects, for example, history geography, religious education, science, music and art. The good links established with schools in Rumania and Alabama enhance the pupils’ knowledge of wider cultures. The pupils also learn about the richness and diversity of the cultures that exist in Britain today, through, for example, the study of major world faiths and the effects they have on the lives of the people who follow them. This is enhanced by the celebration of different festivals, participation in the African Book Project and visits, for example, to the Buddhist Centre.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

40. The school has satisfactory procedures for child protection. There is an appropriate policy in place and two key members of staff are trained in this area. Although staff training is not fully up to date the system has worked well when activated and liaison with outside agencies is good. Procedures for health and safety are in place. Fire drills take place and the health and safety team meets regularly with the school’s asset management team to ensure any priorities for repairs or safety implications are prioritised and allocated appropriate funding. The school makes good use of the expertise of governors and staff for this purpose. Healthy eating is successfully promoted through the food technology element of design and technology and by following the advice for hygiene and safety in these lessons. Health and safety is further promoted through the school’s involvement in the health promoting school initiative. Appropriate drugs and sex education issues are incorporated into the curriculum. There are a good number of people qualified for administering first aid within the school and all midday supervisors have received recent training.

41. Procedures for monitoring and evaluating pupils' personal development are good. Relationships between all adults and pupils in the school demonstrate mutual respect and contribute to an environment in which pupils feel safe and valued. The teachers know their pupils well and provide good support. They use informal opportunities such as playtimes to talk to pupils and there are good processes in place to support pupils with problems or difficulties. The pupils' self-esteem is developed through merit awards for good work and through opportunities to discuss concerns during 'circle-time'. Teachers use praise effectively resulting in pupils having the confidence to fully participate in lessons and to challenge the opinions of others with thought and informed queries.

42. Procedures for monitoring and maintaining behaviour are good although they are not always fully implemented on the few occasions that pupils' behaviour falls below expectations. The school has an appropriate policy for the management of behaviour and, while all aspects may not be utilised at all times, they are implemented as appropriate and pupils are familiar with the processes. An example is an award by the site manager; if tidiness in the classroom lapses, an award is presented to the tidiest classroom. The pupils then try extra hard to be tidy in order to win the award. The headteacher deals with any instances of oppressive behaviour but these are rare and parents agree that this is not an area of concern for them or their children. Procedures for this aspect of behaviour management are very good.

43. Satisfactory attendance procedures are in place and are monitored by the Local Education Authority education welfare officer at regular intervals. However, the system of reporting and following up absence is informal with no defined procedures for teachers to inform the secretary of pupil absences. Although parents are diligent in reporting absences to the school the monitoring of attendance is not rigorous enough. Attendance is close to the expectations despite a slight inaccuracy in reporting figures and the punctuality is generally good although the process for recording lateness again lacks rigour. The process for analysing attendance data and the strategies for promoting better attendance are not good enough. Pupils' entry into the school in order to ensure a prompt start to lessons was an issue at the last inspection. Parents have also recently been concerned about the issue. This now has been addressed but must be monitored regularly to ensure that agreed procedures to supervise and bring pupils into the school are consistently implemented.

44. The last inspection report cited assessment and recording procedures as a key issue for development. This has not been fully addressed and aspects of assessing pupils' attainment remain inconsistent. Statutory tests in Year 2 and Year 6 are administered and optional tests are also used in Years 3, 4 and 5. Standardised spelling and reading tests are also carried out but the recording system for tracking pupils' progress is not coherent. A system is in place to enable the co-ordinators of mathematics and English to report to the senior management team, about groups of pupils who may need additional support. Decisions made at this meeting may establish the deployment of teaching assistants and support staff or may decide on a support programme such as 'Springboard mathematics' or 'Additional Literacy Support'. The system for recording test results over years, however, is not rigorous enough. It is used to predict the levels of attainment that the Year 5 pupils might attain by the end of Year 6. However it is not used rigorously throughout the school to track the progress of pupils year by year and to ensure that the progress pupils make is as good as it should be. This is particularly evident, as few pupils despite their ability are attaining the higher levels in mathematics, science and the writing aspect of English. In the Foundation Stage, assessment, recording and reporting procedures are thorough and enable the staff to monitor effectively the progress that each individual child makes in all six areas of learning. Initial assessments are carried out satisfactorily and the information from these is used to plan subsequent learning experiences. There are also good arrangements at the end of the year to transfer the relevant information about children's attainment and achievement to the next teacher.

45. The school has identified that assessment, recording and target setting are areas for development and is beginning to pilot possible strategies, identify speakers for training sessions and use information and communication technology to support the organisation of data.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

46. Parents are very supportive of the school and its ethos. At the pre-inspection meeting, in the questionnaire, and in conversations with inspectors parents revealed that their children are making good progress and that, as parents, they are comfortable contacting teachers, especially the headteacher, with any queries or worries. They perceive the school to be well led and managed and thought that the school expects their children to work hard. Most parents approve of the way that the school operates. The replies received from the questionnaire totalled about 37 per cent and indicated high levels of satisfaction. However, 14 per cent of respondents felt that they would like more information about how well their child is getting on.

47. The school lays great emphasis on developing parental links and has taken good steps to sound out parental opinion. There were specific worries expressed about the disruption that parents felt had been experienced by pupils in a Year 1 class who have had a series of temporary teachers in the current year. The head teacher has responded recently to these concerns by talking to parents at a meeting and has stabilised the situation by providing more permanent teaching for this class. Parents of pupils with special educational needs are kept well informed of their child's progress through regular meetings with the special educational needs co-ordinator and the class teacher.

48. The quality of information overall is unsatisfactory. The annual reports to parents regarding pupils' attainment and progress do not have targets for improvement that can be shared with parents and children, and information about the progress that the pupils make is not specific enough. This does not enable parents to be clear about how well their children are doing in relation to their age nor how they have improved during the course of the year. Parents of children who have special educational needs are better informed. There are also good procedures in place for sharing information about the children's learning in the Foundation Stage. A system of rolling appointments for parents to come in to discuss their children's work after or before school is innovative. However, not all parents are able to take advantage of this system. There is some confusion about published data in the governors annual report to parents relating to targets, and there have been conflicting attendance figures also published in the school prospectus. The prospectus is however, effective in explaining clearly school procedures. The newsletter, 'Spotlight' provides focused discussion on particular issues identified as areas of specific interest to parents, for example the behaviour policy. Curriculum detail in the prospectus is slight, but most teachers provide additional information in the form of a summary of what is to be studied during the term.

49. Parents support the school well by organising and joining in fundraising and social events. A good number of them help regularly in class and with activities. Parents and families make an appreciative audience in regular assemblies where achievements are celebrated. The majority of parents listen to their children read and help them with their homework. The school supports courses, care facilities and learning for parents on issues such as first aid and improving basic skills for example, and a fair number of parents have taken up these opportunities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

50. The school is soundly led and managed. The headteacher is well thought of by the governors, parents, teachers and pupils. A strength of the school is the strong team approach and effective teamwork has succeeded in creating a learning environment where relationships are good and pupils

feel secure and valued. There is a positive ethos that reflects the school's commitment to achieving improved educational standards and all staff have a shared commitment to improving teaching and learning opportunities throughout the school. A particular strength is the recently formed senior management team which, consists of a group of clear thinking professional people who want to move the school forward.

51. The governing body fulfils all of its statutory obligations apart from ensuring that all pupils receive a daily act of collective worship. The governors take their responsibilities seriously and make a good contribution to the running of the school. They are kept well informed by the headteacher and work hard in their individual and collective roles. They have a sound view of strengths and areas needing improvement.

52. The key issues identified in the previous inspection have been satisfactorily addressed although some aspects of these issues still require improvement. The quality of teaching and curriculum planning has improved considerably and the amount of unsatisfactory teaching has declined from 26% to approximately 7%. A good senior management team has been established with clearly defined roles and responsibilities, learning resources have improved and are good in many subjects and statutory requirements in relation to teacher appraisal (now known as performance management) and the completion of attendance registers are fulfilled. However issues regarding the balance and use of curriculum time and the use of assessment still need further work.

53. The quality of teaching in literacy and numeracy is regularly and systematically monitored as a part of the schools' performance management structure. Staff are complimented on the strong features of their work and given an area for development. However in subject areas other than literacy and numeracy, the monitoring and the evaluation of the quality of teaching and learning is under developed. The analysis of assessment data is satisfactory and the results of any analysis are used appropriately to make any necessary adjustments to curriculum planning and to identify pupils who would benefit from extra support. A simple tracking system is in place but it is not yet rigorous enough to check if the progress that pupils are making is good enough. The school recognises that the tracking of pupils' progress is a developing area and needs to be refined. For example although the staff has a satisfactory understanding of what pupils have to do to attain a National Curriculum level, they are not as secure about measuring the progress of pupils within a level. Therefore teachers are not secure about setting clear measurable learning targets or measuring the small steps in learning that pupils make. Targets for learning are given to pupils but the targets are not specific enough in some classes and few teachers refer to them when teaching.

54. The schools' financial planning is good and the school manages its budget well. The school is careful that 'earmarked' funds are used appropriately. Accounts for these specific funds are effectively monitored by the headteacher. The budget designated to special educational needs is used well to promote the learning of these pupils. Routine financial and administrative procedures are good enabling the school administrator to provide accurate financial information to guide the headteacher and governors. Satisfactory use is made of information and communication technology in this work to manage the budget and monitor attendance. The governors ensure that the principles of best value are applied soundly in the school's work when deciding priorities and are beginning to monitor the likely effect of spending on standards and on the pupils' achievement.

55. There is a satisfactory level of staffing and staff are effectively deployed. The management of pupils with special educational needs is good and all statutory requirements are met. The documentation is clear and enables pupils' progress to be appropriately tracked. The staff new to the school are able to settle into their routines quickly as they receive sound support from their colleagues.

Performance management has been satisfactorily introduced. All the relevant staff have agreed appropriate objectives and all the relevant documentation is in place.

56. The accommodation is good and all areas of the school are used efficiently and effectively. Throughout the school there are attractive displays that help to raise the standards of pupils' work. These displays encourage pupils to present their work carefully and celebrate their successes. Standards of tidiness and cleanliness are consistently good both inside and outside of school. The building is well maintained overall. Outdoor facilities are good and the school benefits from an interesting surrounding local environment which enriches the curriculum and further enhances pupils' learning experiences. Resources are good for mathematics, history, information and communication technology, music and physical education and are satisfactory in all other subjects. All resources are used well and are easily accessible to staff and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

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

1. raise attainment in mathematics by:

- eliminating inconsistencies in the quality of teaching;
- ensuring lessons last an appropriate length of time for pupils to learn effectively throughout;
- ensuring more able pupils are suitably challenged and their progress is carefully monitored throughout the school;
- providing training for teachers so they are clear about how to teach formal, written methods of calculation;
- in the classes where pupils are set by ability, ensuring that the needs of the pupils within the set are appropriately addressed.

(paragraphs: 3, 10, 16, 24, 25, 79, 80, 81, 82 & 83)

2. improve the rigour and quality of the monitoring and evaluation systems by:

- systematically planning for monitoring and evaluation activities to occur.
- using the information from these activities to improve school systems and procedures, for example, attendance and punctuality, and the use of curriculum time;
- providing training for subject co-ordinators on how to monitor teaching and learning effectively;

(paragraphs: 24, 30, 44, 76, 91, 96, 102, 106 & 110)

3. improve the use of assessment information to ensure that pupils' learning is continuous throughout the by:

- producing a whole-school tracking form, which will allow teachers to group pupils into target groups and then predict their possible attainment;
- using information gained from tests and assessment in each year group to predict expected attainment;
- developing an agreed understanding of what the learning is for pupils to progress through a level in English, mathematics and science;
- using this agreed information to target groups of pupils and improve their rate of progress;
- developing assessment and recording procedures for all subjects which are manageable and useful.

(paragraphs: 45, 54, 76, 77, 85, 91, 95, 102, 106, 110, 115 & 134)

4 develop pupils' awareness of what they need to do next to improve the quality of their

work by:

- developing pupils' self assessment skills by providing pupils with learning targets which relate to National Curriculum levels and indicate clearly what pupils must do to move through a National Curriculum level;
- using written marking as a tool for improving the quality of pupils' work;
- ensuring that pupils have the time and support to address the issues identified by the written marking comments;
- regularly monitoring and evaluating the pupils' progress and from this information setting subsequent targets for pupils to ensure that each pupil makes at least satisfactory progress in relation to their prior attainment.

(paragraphs: 27, 77, 85, 91, 106, 110 & 134)

5. improve the quality of information for parents by:

- clearly identifying in the pupils' annual report what pupils know, understand and can do;
- ensuring the reports provide accurate information about how well their child is progressing;
- informing parents if the learning and the progress made is good enough;
- providing parents with information about how their child might improve their work;
- ensuring that the information in the school prospectus and the governors' annual report to parents is accurate.

(paragraphs: 47 & 49,)

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

Ensuring all pupils receive a daily act of collective worship *(paragraphs: 30 & 52)*

Ensuring more able pupils are suitably challenged in all relevant subjects. *(paragraphs: 12, 16, 21, 45, 74, 86, 89 & 110)*

Improve progression in the development of art and design skills. *(paragraphs: 92 & 96)*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

83

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

103

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	8	36	32	7	0	0
Percentage	0	9.6	43.4	38.6	8.4	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/A	397
Number of full-time pupils known to be eligible for free school meals	N/A	36

FTE means full-time equivalent.

Special educational needs

	Nursery	YR– Y6
Number of pupils with statements of special educational needs	N/A	10
Number of pupils on the school's special educational needs register	N/A	41

English as an additional language

	No of pupils
Number of pupils with English as an additional language	4

Information re EAL obtained at set up day – therefore different than info on S form

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	16
Pupils who left the school other than at the usual time of leaving	14

Attendance

Authorised absence

	%
School data	4.4

Unauthorised absence

	%
School data	0.1

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 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2001	30	30

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	23	20	27
	Girls	29	28	29
	Total	52	48	56
Percentage of pupils at NC level 2 or above	School	87 (95)	80 (97)	93 (92)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	23	24	29
	Girls	29	29	29
	Total	52	53	58
Percentage of pupils at NC level 2 or above	School	87 (95)	88 (93)	97 (95)
	National	85 (84)	89 (88)	89 (88)

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	27	25

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	20	19	25
	Girls	23	15	24
	Total	43	34	49
Percentage of pupils at NC level 4 or above	School	83 (75)	65 (69)	94 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	19	24
	Girls	23	21	23
	Total	40	40	47
Percentage of pupils at NC level 4 or above	School	77 (73)	77 (77)	90 (83)
	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	1
Black – other	0
Indian	0
Pakistani	1
Bangladeshi	0
Chinese	2
White	334
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	16.2
Number of pupils per qualified teacher	24.5
Average class size	28.3

Education support staff: YR – Y6

Total number of education support staff	13
Total aggregate hours worked per week	Not given

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	N/A
Number of pupils per qualified teacher	N/A
Total number of education support staff	N/A
Total aggregate hours worked per week	N/A
Number of pupils per FTE adult	N/A

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	1.7
Number of teachers appointed to the school during the last two years	1.7
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000-2001
	£
Total income	738174
Total expenditure	714849
Expenditure per pupil	1837
Balance brought forward from previous year	0
Balance carried forward to next year	23325

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate: 37.8

Number of questionnaires sent out

397

Number of questionnaires returned

150

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	39	6	0	0
My child is making good progress in school.	52	45	2	0	1
Behaviour in the school is good.	38	57	5	0	0
My child gets the right amount of work to do at home.	34	56	9	1	0
The teaching is good.	55	39	5	1	0
I am kept well informed about how my child is getting on.	42	43	12	2	1
I would feel comfortable about approaching the school with questions or a problem.	63	31	4	0	2
The school expects my child to work hard and achieve his or her best.	66	31	1	1	1
The school works closely with parents.	51	39	8	1	1
The school is well led and managed.	55	43	1	0	1
The school is helping my child become mature and responsible.	52	44	3	0	1
The school provides an interesting range of activities outside lessons.	43	45	4	0	8

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

57. The children in the Foundation Stage are taught in two reception classes. They are admitted into school in the September of the school year in which they become five and currently there are 60 reception aged children in school.

58. A nationally approved assessment scheme used as children start school in the reception classes, shows that the attainment of the majority is above that expected for their age in communication, language and literacy, mathematical development and personal, social and emotional development. By the time they enter Year 1 the majority of children exceed the early learning goals in all six areas of learning. The children's good achievement is a direct result of the good teaching, challenging and varied work and stimulating environment which ensure a good start to their education.

59. The majority children have had some nursery provision before starting school and the staff liaise effectively with these out of school providers. There are good systems in place, for example, visits in the summer term, comprehensive information packs and home visits, which help ease the transition from pre-school into reception, and appropriate induction procedures ensure that children settle quickly into their new routines.

Personal, social and emotional development

60. The teaching is good and good emphasis is placed on providing a wide range of well planned activities to develop this area of learning. As a result the children achieve well, and by the time they leave the reception stage, the majority have exceeded the early learning goal. The children settle quickly into school life where a happy and secure atmosphere is created for them within the classroom. The children learn to play amicably with others, to share resources and to co-operate with adults and with each other. Circle-time enables the children to express their feelings about a variety of issues, for example, what they like about school and talking about their mums on Mothers' Day. In a good lesson the teacher's effective questioning enhanced the children's awareness of their senses as they described objects from a treasure box. They are able to undress themselves for physical education activities with minimal help and look after their own personal hygiene. The children's attitudes towards lessons are very positive and they carefully follow the instructions given by the adults working with them. Adults have high expectations of the children's behaviour which were well met in all lessons observed. The staff provide good opportunities for the children to become increasingly independent. For example, children register themselves in the mornings, become fully involved in classroom tasks, and tidy up after activities.

Communication, language and literacy

61. The children make good progress in this area of learning and the majority exceed the requirements of the early learning goal by the time they leave reception. Teaching is good and aspects of the National Literacy Strategy are introduced at the appropriate time to enhance the children's learning. The teacher and support staff place a great deal of importance on teaching the basic skills of reading and writing and on giving the children many planned opportunities to talk about their work and personal experiences. Speaking and listening skills are developing well. The children listen attentively to stories and respond well, talking enthusiastically about what they like and dislike. They express themselves clearly. By careful questioning and good use of text, for example, 'The Train Ride', the teacher extends the children's ideas and vocabulary very effectively. When choosing a book children hold it

the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. The children enjoy books and handle them with care. They recognise and accurately read their own name, the names of familiar objects within the classroom and key words within stories. They are beginning to associate sounds with patterns, words and letters and to read familiar words with increasing accuracy. Many of the children write a recognisable simple sentence and make reasonable attempts at words with which they are not familiar.

Mathematical development

62. The children make good progress in their mathematical development and the majority exceed the early learning goal by the end of the reception year. Where appropriate the relevant sections of the National Numeracy Strategy are introduced to extend their learning. Teaching is good. Well planned activities such as the counting and sorting of objects and sequencing of patterns together with practical activities for measuring and shape work, all contribute effectively to the children's mathematical progress. When counting, ordering and adding together the children show a good understanding of numbers up to 10 which they consolidate through number rhymes. The higher attaining children are developing a good understanding of larger numbers through activities in other areas for example, their own house numbers. The children recognise and make repeated patterns. They know the names of common regular shapes, for example, square, circle and triangle and recognise and count coins accurately up to 10p. Most of the children accurately use an appropriate range of mathematical language such as 'more than', 'less than' and 'total' during their number activities. When they are working on the large apparatus, with construction kits and in sand and water areas, this is developed further as the children are encouraged to use such terms as 'under', 'over', 'above', 'below', 'full', 'empty'.

Knowledge and understanding of the world

63. The children achieve well in this area of learning and most have exceeded the early learning goal as they enter Year 1. Teaching is good with activities planned to stimulate the children's curiosity, develop their powers of observation and encourage them to ask questions. Good use is made of the local environment to develop the children's historical and geographical knowledge as they visit Kendal Castle and walk around town to find out about the different shops, houses and streets that are there. These visits make a significant contribution to the development of the children's literacy, personal, social and creative skills as they record the main features through simple maps, writing, drawings, role play, paintings and large collage displays. The children learn about sound as they explore musical instruments and use scientific knowledge of levers and sliders to make pop up books and pictures. The school and local environment are used well to enhance the children's learning about living things and how to care for their environment. The good use of information and communication technology is having a positive impact on the children's literacy and mathematical development. The children are confident when using the computers and show good control when using the mouse. The stimulating activities presented to the children result in good concentration and children showing interest and enjoyment in their practical activities, for example, when creating their own heraldic shields. They work well even when not under the direct supervision of an adult and readily help each other.

Physical development

64. The children achieve well in this area of learning and the majority exceed the early learning goal by the time they leave reception. Effective teaching ensures that the children have good opportunities to develop their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using small construction apparatus. They successfully build and construct models and use appropriate tools and methods when assembling and joining materials, for example, when making toys as birthday presents. In a physical education lesson in the hall, the children

demonstrated well several different ways of moving, for example, running, jumping and jogging and worked hard to improve their rolling, throwing and kicking skills when aiming at a target. The children's awareness of their own and each other's space is developing well. They work well in a group and show interest and enjoyment in their activities. A good improvement since the last inspection is the provision of the outdoor play area which is well used on a daily basis to allow the children freedom of movement. The good selection of wheeled toys such as tricycles, bikes and prams which the children push or pedal and sand and water activities enable the children to improve their co-ordination, whilst the adventure playground provides good opportunities to develop their climbing and balancing skills.

Creative development

65. The majority of children exceed the standards expected by the age of five in this area of learning and make good progress as a result of the stimulating and varied range of activities presented to them. The quality of teaching and learning is good. The children have many opportunities to draw, paint and make objects from a variety of media. Their work is often related to other curriculum areas, for example, they make large co-operative collages of different areas of Kendal and hot air balloon mobiles to give a "bird's eye view" of the town. The children show a good understanding of the process of model making as they plan, design and evaluate the success of their work when making toys and pop up books. The structured play areas fire the children's imagination as they play out the role of knights, ladies and servants in Kendal Castle or train driver, ticket collector and passengers at the railway station. The children participate well in music lessons showing interest and enjoyment. They are making good progress in their understanding of how sounds are made and play a variety of musical instruments with confidence. The teacher's good use of the tape recorder enables children to listen to their own performance and suggest ways to improve. They enjoy singing songs and rhymes and add actions appropriately.

ENGLISH

66. The majority of pupils currently in Years 2 and 6 are attaining standards that at least match those expected nationally for their age. In reading a significant majority of pupils are achieving above the levels expected at both ages 7 and 11. As a result of specific focused teaching it is evident that more pupils than in previous years are attaining at above the expected level in writing.

67. In speaking and listening, pupils' achievement is good. Throughout the school, pupils speak clearly and confidently. In a Year 2 class, pupils explained their ideas on grouping sentences about tadpoles into a suitable order for a piece of non-chronological writing that they were constructing. The rest of the class listened carefully and responded appropriately to what was being said. In a Year 6 class, pupils discussed the arguments for and against the practice of whaling, conveying their opinions clearly and convincingly and choosing their words carefully in order to achieve the maximum impact as they put forward their arguments. Pupils are expected to use the specific vocabulary correctly in other National Curriculum subjects and teachers effectively model this vocabulary in their presentations. Through their discussions with pupils they challenge them to think more deeply and answer questions more fully as a result. The majority of pupils listen to teachers attentively during lessons; this enables them to sustain concentration and has a positive effect on learning. A small minority of pupils in a Year 3 class do not listen well and because of this they do not learn as well as they should. Throughout the school the pupils are given many opportunities to discuss and debate their ideas and they treat the views and opinions of others with respect. Teachers effectively encourage the less confident pupils to speak and ensure they are given time to formulate their thoughts. Pupils with special educational needs are well supported by teachers and teaching assistants and make good progress in speaking and listening.

68. Pupils achieve very well in reading throughout the school. In Year 6 they show a good understanding of a range of texts. All pupils develop competence in reading familiar words by sight and have good strategies to decode unfamiliar words. Pupils make good progress in reading for meaning and competently select essential points from both fiction and non-fiction texts. For example, pupils in Year 5 confidently selected appropriate sections from a range of challenging texts on controversial issues, such as foxhunting and shooting, in order to strengthen their written arguments. The school encourages reading by providing interesting and appropriately challenging books, which are attractively displayed and easily accessible to pupils. Pupils with lower attainment in reading and pupils with special educational needs are well provided for and care has been taken to ensure that there are books that are stimulating and interesting, despite their less challenging texts.

69. The issue raised in the last inspection, which noted the poor quality of books for pupils in Years 3 to 6 has been addressed and a centrally based non-fiction library, which houses a good range of modern texts, has now been established. The school places great emphasis on its aim for pupils to become 'readers of habit' and actively encourages parents to support reading at home, by providing them with information and advice. Pupils are encouraged to take books home on a regular basis and teachers check that book choices are appropriate, providing guidance where necessary. Pupils of all ages enjoy reading and can talk knowledgeably and enthusiastically about their favourite stories, authors and poets. Classrooms have attractive displays, which challenge pupils to read information and answer questions related to current work. Around the school, displays encourage pupils to read finished pieces of work, for example, the interesting selection of 'Letters from an Imaginary Island' in the Year 2 area.

70. Achievement in writing for the majority of pupils is satisfactory. The school's action in targeting writing skills has led to an improvement and, by Year 6, pupils are working at the level expected with a significant minority working above nationally expected levels for their age. Presentation and handwriting are good; letter formation and cursive script are systematically taught and teachers expect and receive a high standard of written work. When pupils enter Year 1, their attainment in writing is above average and they have some competence in spelling familiar words. The systematic teaching of phonics and spelling rules, together with regular practice and tests, ensures that they make good progress. Pupils are developing their use of punctuation throughout the school and, by Year 6, they competently write in paragraphs and observe punctuation rules well. All pupils are given good opportunities to write, and therefore develop their skills in both narrative and non-narrative forms. In Year 2, pupils write interesting play-scripts, based on their reading of traditional tales, such as 'The Three Little Pigs' and 'Jack and the Beanstalk' and, in Year 6, pupils produce information texts based on Charles Dickens and write summaries of sections taken from novel 'Oliver Twist'.

71. Pupils write creatively; they include interesting detail and exciting descriptions in their stories and poems. For example, in Year 6, a character from a story, called 'The Ringmaster', was described as 'a small man with a large bony nose, wearing a tailcoat of peacock blue, emerald green and a delicate scarlet'. In a group poem, written by a Year 5 class, phrases such as 'the sound of the rampaging horses echoed in the darkness' provided vivid images for the reader. A further Year 6 example is the elegant phrase from a poem: 'the snowy owl glides through the air, silent on feathered wing'. Throughout the school, pupils are encouraged to improve their developing literacy skills by writing in other subjects, for example, historical accounts and scientific reports.

72. The quality of teaching has improved since the last inspection; teaching is good overall and there was an example of very good teaching in one Year 5 class. All staff have successfully implemented the National Literacy Strategy and this has had a positive effect in developing the teachers' subject knowledge, their ability to teach the basic skills and providing clear learning intentions for lessons. In

the very good lesson in Year 5, learning intentions are shared and explained to the pupils at the beginning of the lesson, referred to during lesson and used as part of the evaluation of learning at the end.

73. Teachers' planning is detailed and thorough, good care is taken to ensure pupils receive the same learning experiences albeit at different levels. Teachers foster good relationships. They demonstrate to pupils that their efforts are valued by encouraging contributions in oral sessions and by celebrating their achievements by producing high quality displays of their written work. In the best of lessons, teachers inject humour and a sense of fun, enabling pupils to enjoy their learning and approach it with enthusiasm. There is good attention given to the needs of pupils of average and below average attainment and pupils with special educational needs so that their learning is built on what they previously know. However, in some lessons there is insufficient challenge for the higher attaining pupils and, in order to ensure their full potential is realised, this needs to be addressed. In Year 3 and 4, there are examples of pupils' progress being impeded because of ineffective strategies in dealing with disruption, for example, pupils dominating oral sessions by constantly calling out, interrupting the teacher and not allowing others the opportunity to speak.

74. Teaching assistants are well briefed and provide good support for the pupils with whom they work, including those with special educational needs. There is an example in a Year 1 class where a guitar-accompanied singing session led by the classroom assistant at the end of a literary lesson, enhanced the learning experience for all the pupils.

75. The leadership and management of the subject are good. The subject co-ordinator has extensive subject knowledge and she is knowledgeable about new national developments. She is enthusiastic and fully committed to her role. She is supported well by a Year 5 teacher and his expertise and knowledge of pupils, in Years 3 to 6, contributes to the effective leadership of the subject. Both teachers lead by providing good examples for others, through their own classroom practice. The subject co-ordinator is not, currently, provided with time to undertake classroom observations and work produced across the school is not scrutinised on a regular basis. This, together with inconsistent tracking of pupils' progress, is an area, as the co-ordinator has correctly identified, which lacks rigour and needs to be developed.

76. There are some sound procedures in place for assessing pupils' work in English. End-of-year test scores are analysed and strengths and weaknesses are identified. The school has produced action plans in order to focus on areas needing to be developed and the action taken to improve writing is proving to be effective. Teachers mark work regularly but there are inconsistencies; for example, in a piece of Year 5 writing, where the word 'stopped', spelt 'stoped', remained uncorrected, when a few lines down the page, in the same piece of work, the word 'skidded', spelt 'skided', is corrected. There is insufficient written advice given to pupils on where and how improvements could be made, with the majority of comments being mainly congratulatory. Overall, there is insufficient consistency in the frequency and quality of shorter-term assessments and insufficient pupil involvement in the evaluation and setting of targets for their own work. Procedures for the accurate tracking of pupil progress are not in place. This is an issue which has not been effectively addressed since the last inspection. Curriculum breadth and balance is appropriate across the school. However, there are occasions when the use of time and the pace of lessons are not conducive to effective learning. For example, in Years 1 and 2 literacy sessions are interrupted by an assembly which negatively impacts on pupils' concentration and consequently their learning. All teachers have copies of individual education plans for pupils with special educational needs and their progress is monitored regularly.

77. The use of information and communication technology in English is good. Pupils benefit from a range of programs which provide, for example, support with phonics and spelling. The pupils use word-processing programs with confidence, using information from the Internet to include in their writing.

The teaching of English makes a good contribution to the personal and social development of all pupils and there has been good improvement since the previous inspection.

MATHEMATICS

78. The majority of pupils currently in Year 6 are attaining the levels expected nationally, but there is insufficient challenge in the work given to higher attaining pupils. The majority of pupils currently in Year 2 are attaining levels expected for their age with a minority of pupils attaining above the levels expected. Pupils' achievement is good in Year 2 and satisfactory in Year 6. Pupils with special educational needs although working below the expected levels make good progress, because of good support that they receive are achieving well.

79. The school has implemented the National Numeracy Strategy satisfactorily and the Numeracy Framework is used as the basis for planning, to ensure that learning is continuous throughout the school. The introduction of the Strategy has had a positive effect in developing the teachers' subject knowledge, and their ability to teach numeracy skills. However there are some teachers who are not yet sure about how to teach pupils formal written methods of calculation, an issue of which the subject co-ordinator is aware and has good plans to address. The teachers have successfully adopted the structure and format of a numeracy lesson as suggested by the National Numeracy Strategy and a mental mathematics session has become an integral part of every lesson. In the majority of lessons, the pupils have good attitudes to their learning. They are keen to answer in the mental mathematics sessions and show particular enthusiasm for this part of the lesson. Teachers' questioning skills are mainly good and pupils are encouraged in the majority of classes to explain their strategies for solving problems. Pupils' mental strategies have improved since the last inspection with pupils articulating clearly the strategies they have used to solve problems. Pupils listen attentively to their teachers and to each other. Teaching assistants are used well in numeracy lessons and have a positive impact on the pupils' learning and achievements.

80. In Year 2, pupils demonstrate a good knowledge of number and count forwards and backwards accurately from one and two digit numbers in tens. They order numbers to 100 correctly and confidently explain their strategies for solving different number problems. Pupils speak clearly and articulately and use specific mathematical vocabulary correctly showing good use of literacy skills. Although most pupils show satisfactory achievement, this is not the case for higher attaining pupils because their tasks are not sufficiently challenging. For example in the lesson focusing on ordering numbers a minority of Year 2 pupils are well able to work with numbers beyond 100 but the opportunities for this were limited.

81. In Year 6, approximately two thirds of pupils understand place value and multiply and divide whole numbers and decimals accurately. They confidently approximate numbers involving two places of decimals and multiply three digit numbers by two digit ones. They have a sound understanding of the equivalence of fractions and decimals and can convert one into the other. Most pupils can rapidly recall number facts from memory and can perform mental calculations with confidence. Lower attaining pupils although able to carry out the same activities, are working with much lower numbers and lack the confidence of the average and higher attaining pupils. As a result of the school's aim to promote mathematical vocabulary, most pupils use correct technical terminology. Pupils appropriately recognise common two and three-dimensional shapes and have a sound knowledge of their properties, including symmetry. However there is evidence of insufficient challenge given to pupils with higher attainment. This was also evident in the National Curriculum tests in 2001 where the number of pupils

attaining Level 5 was below the national average and below that of similar schools. In addition the work in pupils' books indicates very little difference between the work of the average and the more able pupils.

82. The quality of teaching has improved since the last inspection; teaching is good overall and there was an example of very good teaching in one Year 5 class. In this class, the very good teaching ensured that the lesson was conducted at a brisk pace and that all pupils were provided with challenging tasks. Information and communication technology was used very well to improve pupils' knowledge of number. The teacher's good subject knowledge, lively approach and the provision of stimulating work, enthused the pupils and enabled them to learn well. The learning of the lesson was shared with the pupils so they were clear about what they were to do. In this class pupils' achievement was good. Very good use of praise and encouragement had a strong impact on pupils' learning. Some teaching however of pupils in Years 3 and 4 is carried out at too slow a pace and the work provided for the more able pupils offers little challenge. In one lesson in Year 3, the teacher's instructions were unclear and pupils when working independently did not know how to start the task. They consequently lost interest and motivation and some inappropriate behaviour occurred. In another lesson in Year 4, the teaching was far too directed and the pupils had too few opportunities to think for themselves. The mental session was unchallenging and the independent work was also unsatisfactory. The pupils who had finished one activity were given a series of unrelated worksheet in quick succession to keep them occupied. In both these lessons very little learning took place and pupils' achievement was unsatisfactory. Time is not used well in some lessons in Years 1 and 2, and a numeracy session can last up to one hour ten minutes which is far too long for these young pupils. In order to address the range of ability within year groups the school 'sets' pupils in Years 4, 5 and 6. Although this works well in some classes it is less successful in others as teachers do not always plan work suitable for the range of ability that still exists within the class or set.

83. Throughout the school satisfactory use is made of information and communication technology. Teachers seize opportunities to use the classroom-based computers to give pupils further good learning experiences in mathematics. This is particularly evident in the classes of Years 1 and 2. In other subjects, such as geography and science, teachers take the opportunity for pupils to use their numeracy skills. In science for example, pupils use their knowledge of measurement to explore the difference between themselves and their friends. As part of work in a geography topic, pupils in Year 4 produce good quality graphs to record traffic information. The subject also makes a good contribution to pupils' personal, moral, and social development. Pupils are encouraged to share ideas, listen sensitively to others and to collaborate in group activities.

84. Leadership and management of the subject are satisfactory. The newly appointed subject co-ordinator advises teachers on their planning and has had the opportunity to monitor standards of work and teaching. There is a simple and consistent method of recording the pupils' attainment as they move through the school. The school has carried out a detailed analysis of the pupils' National Curriculum test papers to identify strengths and areas for improvement. Also, the annual optional tests are analysed and used to identify pupils who would benefit from extra support. The school has begun to introduce a system of target setting and tracking pupil progress but as yet this is not rigorous enough to ensure that all the pupils are making sufficient progress in mathematics. Written marking, although satisfactory, does not help the pupils to improve the quality of their work and raise their attainment. Pupils are not fully aware of their immediate 'next steps' in learning, nor do they know how they might achieve them or when they have been achieved. The use of homework to extend or consolidate pupils' learning is satisfactory. The quality and range of resources are good and they are used appropriately. Overall there has been satisfactory improvement in this subject since the previous inspection.

SCIENCE

85. The majority of pupils currently in Year 6 are attaining the levels expected nationally, but there is insufficient challenge in the work given to higher attaining pupils. The majority of pupils currently in Year 2 are attaining the level expected for their age. Pupils' achievement is satisfactory.

86. The quality of teaching for pupils in Years 1 and 2 is satisfactory overall with some good teaching seen in one Year 2 class. The teachers in Years 1 and 2 use their good subject knowledge to plan a range of practical activities which effectively develop pupils' knowledge and understanding. As a result of this pupils in Year 2 have a sound scientific knowledge, use appropriate technical language and develop satisfactory skills of making predictions and carrying out a fair test, for example, as they investigate the warmest places within the classroom. Lower attaining pupils and the pupils with special educational needs receive good support from well briefed learning support assistants which enables them to make good progress in science. Because teachers share the learning intentions with the pupils, they are very clear about what they are to learn. In the best lesson seen the teacher effectively linked pupils' observations back to the identified learning intentions so that the pupils know if they have made progress in their learning. In this Year 2 class, the teacher's clear explanations and effective questioning extend pupils' thinking skills as they confidently explain the differences and similarities between humans and other animals. In the more successful lessons pupils respond well to the teacher's high expectations of behaviour by listening attentively, concentrating on their tasks and behaving well. This ensures that the lesson moves at a good pace and has a positive impact on pupils' learning. Where teaching is less successful the pupils become restless and are off task because of the slow pace and lack of challenge to their activities. The pupils enjoy their science work and demonstrate good levels of curiosity. They generally work well together, use resources satisfactorily and they record their findings in a range of appropriate well presented ways, for example, by using tally charts, labelled drawings and writing reports.

87. The teaching of the pupils in Years 3 to 6 is satisfactory overall with some examples of good teaching seen in Years 4 and 5 lessons. The teachers plan their lessons appropriately, effectively using resources to focus the pupils' attention and to deepen their understanding of what is being studied. This was seen particularly in a Year 3 lesson on the structure and care of human teeth and this led to the majority of pupils showing considerable interest in what they were doing and eagerly offering to answer questions. In all lessons the teachers' careful questioning draws from the pupils what they already know and extends their learning, for example, in a Year 5 lesson as the pupils continue their work on reproduction in plants by discussing the variety of ways in which seeds are dispersed. The teachers place good emphasis on an investigative approach to science as they encourage pupils to ask questions that can be adapted into a hypothesis. For example, in a Year 4 lesson on moving and growing the pupils made predictions as to whether the person with the largest hands will have the largest feet. They then planned and carried out investigations to see if their hypothesis was correct.

88. The good support given to lower attaining pupils and to the pupils with special educational needs ensures these pupils make good progress. However there is a lack of challenge, particularly in Year 6, for the higher attaining pupils who are not currently working to their full potential. Because of the majority of teachers' good classroom management and organisation most pupils listen attentively, concentrate, stay on task and behave well. This has a positive impact on their learning. However there are instances, for example in Year 3, when some pupils become distracted, lose concentration and behave inappropriately. In Year 6, the pupils have a sound understanding of scientific topics such as life processes, food chains, light and sound, liquids, solids and gases and changes to different materials.

89. Throughout the school, the majority of pupils make good use of their literacy skills as they record their findings. Appropriate care is taken with spelling and punctuation and the correct use of relevant scientific language. Pupils apply their mathematical knowledge confidently as, for example, they make bar graphs of their favourite foods in Year 2, take body measurements for an investigation in Year 4, and record water temperatures in an experiment in Year 6. Although there is evidence of information and communication technology (I.C.T.) being used to record findings in the form of bar graphs and pie charts, there is insufficient use made of I.C.T. to research information or record, interpret and present data. There are good examples of art and design and design technology being used to enhance pupils' work in science for example, healthy foods in Year 2. The majority of pupils take a pride in the presentation of their work, which is marked with words of encouragement but provides the pupils with little information about how to improve the standard of their work. The pupils' spiritual, moral and social development is promoted well through this subject. Pupils are given opportunities to reflect on the wonders of nature, discuss ideas, work collaboratively together and consider the opinions of their friends.

90. Leadership and management of the subject are satisfactory and satisfactory improvements have been made since the last inspection. The school now uses the nationally produced programme of work to plan an appropriate range of scientific activities for all pupils and there is an up to date policy. Further improvement is in the provision of more practical, investigative activities and the subject co-ordinator provides satisfactory support and guidance for his colleagues. However the school lacks an effective system of assessment to enable it to monitor the attainment of individual pupils. Consequently there is not always sufficient information for teachers to set specific targets for individuals or groups of pupils to improve their performance. Written marking does not clearly identify how pupils might improve their work. Although the subject co-ordinator has samples of pupils' work from across the school, there is no monitoring or evaluation of teaching to ensure continuity as the pupils move through the school. Resources are satisfactory and pupils take part in the annual Cumbria fun science week. Good use is made of visits, for example, to Townend and to the Abbot Hall Museum of Lakeland Life. These visits, together with the good use, for example, of the pond, nature patch and adventure playground in the school grounds and the local environment greatly enhances the pupils' scientific learning.

ART AND DESIGN

91. As very few art lessons were timetabled during the inspection, it is not possible to make an overall judgement on the quality of teaching and learning. Judgements on standards and other aspects of the subject are based on pupils' work seen in displays and portfolios and on discussions with the co-ordinator and members of the teaching staff. This limited evidence indicates that provision for pupils in different year groups varies and skills developed in one year are not always built on in subsequent classes. This is particularly evident in some of the Years 3, 4 and 5 classes when skills developed in Year 2 are not extended through careful planning and appropriate opportunities. This element has not been improved since the previous inspection. Overall standards in art and design are in line with national expectations with evidence of higher attainment in some aspects, for example, when pupils have been working with the artist in residence.

92. In Year 1 there are occasions when art is not treated seriously as a curriculum subject. However, pupils are able to produce good observational paintings when they have been encouraged to pay attention to details. Their paintings of daffodils and spring scenes show a good understanding of colour and developing observational skills. In Year 2 pupils demonstrate a satisfactory drawing skills and are beginning to develop an awareness of texture and the importance of selecting appropriate tools and materials to carry out their work. In one drawing lesson the pupils were not given the opportunity to choose resources and, despite some discussion, were only provided with one type of pencil and paper.

Drawing and painting skills are developed satisfactorily. Pupils in Year 2 have begun to produce artwork on the computer but this is not yet well developed. Pupils show enthusiasm for the subject and participate well and to the best of their abilities.

93. Year 6 pupils have studied a theme of movement and have produced good figure movements in drawing and sculpture. Lessons on perspective have satisfactorily increased the pupils' skills and they have drawn series of movement positions for different activities capturing a flow and coherence to the sequences. The sculptures have built on and extended this activity. In Years 3 to 5 work in sketchbooks seldom shows flair and imagination or opportunities to develop skills. The standard of line drawings and posters varies in parallel classes and silhouettes on shaded background gives progression in materials but not in design or skills. Work used for display, however, shows a range of experiences covering landscape paintings using a book by Gerald Durrell as a stimulus

94. Assessment in art is inconsistent and unstructured. Examples of work have not been organised to establish progress or to moderate pupils' attainment against National Curriculum expectations. Samples of work are not routinely kept as evidence of attainment. Although some teachers may use a recommended format for occasional assessment, the practice is not consistent. The school has adopted a recommended scheme of work but this is not fully supplemented and more detail for prescribed units would be of benefit.

95. Leadership and management of the subject are satisfactory. A new co-ordinator has been appointed and has brought considerable enthusiasm to the subject. She has begun a record of photographic evidence and has been able to support staff in their use of 3 dimensional (3D) work and sculpture. She successfully helped her colleagues to begin to use the work of other artists as a stimulus for pupils' activities. This is bringing a new dimension to the subject and is particularly noticeable in the model cows based on work of Mackenzie-Thorpe. Studying his work influenced the pupils to make the cows appear friendly. Work to translate the ideas of an Austrian architect and artist into 3D models has also been effective and pupils have taken into account his use of colour and lines to produce effective and attractive work. The co-ordinator has identified areas for development and has the ability to have a positive influence on the subject. She plans to repeat the successful 'creative day' that was held last year to enable pupils to experience an extended art activity. The school has not fully addressed the issues from the previous inspection of carefully planning for the development of skills, full implementation of the scheme of work or assessment. The co-ordinator's role in monitoring the subject needs to be formalised and to contribute to the progress of pupils' skills and the structure of opportunities provided. Information and communication technology is not yet being fully used to support art and design. Resources, however, are now satisfactory, as is the administration of funding and organisation of materials and equipment.

96. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. The pupils' work is well displayed and makes an exceptional contribution to the school environment and its ethos. Their work is placed in strategic places throughout the school, is clearly labelled, and has complementary backgrounds and arrangements to show it to best advantage. Displays celebrate the work of all ages and contribute to a welcoming and stimulating environment. Pupils are justly proud of their work and can talk about their experiences. The use of resident artists is a strength of the school. Artists have been chosen for the range of their expertise and several impressive and permanent displays now contribute to the school environment. The school has addressed the issue of limited experience in sculpture and ceramics through working with a ceramic artist and with a local college. There is now an impressive ceramic panel on an outside wall and living willow sculptures in the garden. Further links with local colleges have enabled pupils to look at the importance of illustrations as was relevant when they worked on a project about Africa. These experiences have enabled pupils to identify the relevance of art in the environment. Additional support

has been given to gifted and talented pupils who have been able to develop their skills and knowledge beyond what would normally have been available in the classroom. There has been sound improvement since the last inspection.

DESIGN AND TECHNOLOGY

97. No lessons were observed during the inspection period and only minimal evidence was available from earlier in the year. Judgements are based on the units of work which were covered in recent weeks consisting of work in books, artefacts, examination of documentation and a discussion with the co-ordinator. This evidence covers too limited a range of activities, for secure overall judgements to be made on teaching and learning or on standards of attainment in this subject. However improvement since the previous inspection is satisfactory.

98. The pupils in Year 1 have created attractive artefacts using levers and slider mechanisms. They have used originality and imagination in their designs and created a range of models to illustrate their understanding of the processes. They have good finished products, for example, of fireworks emerging from boxes, flowers from plant pots and kittens from cats. In Year 2, pupils have designed and made puppets and given their activity purpose by relating it to literacy by writing and performing a puppet play for pupils in other classes. Pupils have had some opportunity to evaluate the finished product appropriately.

99. In Year 3 pupils have designed sandwiches and packaging but evaluation opportunities are only developing. In Year 4 pupils have made purses and they were able to create a variety of styles and develop design ideas from the discussions and approaches presented by the teachers. They have also made torches making links to electricity work science, and putting that knowledge to a practical use. Here written evaluations are relevant and valid. The pupils were able to recognise that the torch was not sufficiently bright and could suggest a possible adjustment such as the proposal that a stronger battery or bulb would solve the problem. The pupils had chosen a particular purpose for their personal torch and a high level of involvement and application was evident. In Years 5 and 6 the subject has had less emphasis but there is evidence of pupils developing an understanding of motors and of using appropriate construction kits.

100. Information and communication technology is being given greater importance in the design element of the subject but this has yet to be systematically implemented throughout the school. Assessment is also inconsistent at present. A recommended programme of work has been adopted and the co-ordinator has supplied supplementary materials to support teachers in their work. However, some of the pupils' work lacks substance and detail because not all teachers have heeded the guidance given.

101. Leadership and management are satisfactory. The co-ordinator is newly appointed and brings a good level of enthusiasm and expertise to the school but as yet she has not had the opportunity to make a significant impact on teaching and learning in the subject. She has correctly identified appropriate areas for development including assessment which is at present inconsistent and is not used to support teachers in their planning for improving and developing pupils' design and technology skills. The co-ordinator has tackled the elements of design and evaluating work and has developed some effective approaches that are being adopted by the teachers. She is working hard to promote the subject by linking to a local technology college and organising a technology event for parents. Her monitoring role is not yet sufficiently developed to enable her to advise her colleagues and evaluate how well the programme of work is being implemented and pupils' skills developed year on year. Resources are satisfactory and the co-ordinator has reorganised them to make them easily accessible for staff and to enable her to check how well the resources are used to promote learning.

GEOGRAPHY

102. Standards are in line with the national expectations for pupils in Years 2 and 6, and the pupils' achievement is satisfactory. No lessons were seen in Years 1 and 2 during the inspection, and only two in the classes of pupils aged 7 to 11. Therefore no judgement is possible on the overall quality of teaching and learning. Improvement since the previous inspection is satisfactory.

103. Scrutiny of evidence, including pupils' previous work, discussions with pupils and teachers, and work seen in displays around the school, all suggest that the school provides a broad and well-balanced curriculum, which is presented in a variety of interesting and stimulating ways which appeal to a wide range of pupils. The choice of topics is good, and pupils are introduced to basic geographical ideas through practical, relevant and enjoyable activities. Visits are used well to enhance geographical knowledge and understanding. These include localities around the school and to a variety of carefully selected more distant and contrasting places. In a Year 4 class, for instance, pupils have been studying the immediate surroundings of the school using their developing numeracy skills. They have conducted a traffic survey accurately, and looked at the arguments for and against the new traffic system. By studying maps and plans of the area pupils have developed a sound understanding of the conventions of mapping, symbols and scale. The ways in which people try to improve their environments is also given appropriate consideration.

104. By Year 6 pupils have studied a range of different environments, such as urban, coastal and farming communities, and have learnt satisfactorily about how peoples' activities and lives are affected by human and physical factors. Once again this work is well supported by visits, such as the Year 6 residential trip to Hawse End. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

105. Leadership and management of the subject are satisfactory although monitoring and evaluation procedures are under-developed. The subject co-ordinator has not had opportunities to monitor teaching and learning, and assessment procedures are still in the early stages of development. This has particular impact on higher ability pupils because, while middle and lower ability pupils are given appropriate work, it is often the case that those with higher abilities are insufficiently challenged. As pupils' work is only assessed informally, teachers cannot use assessment information to provide well-targeted work for the next stages of learning. Written marking does not consistently identify why work is good and how it may be improved. Resources are satisfactory overall, and well organised and managed by the subject co-ordinator. Some, however, are outdated and are in need of replacement. Pupils use their developing numeracy skills well in a variety of ways including recording their collected information on charts, graphs and lists.

HISTORY

106. In Years 2 and 6, pupils attain standards which are in line with those found nationally, and, throughout the school they make sound progress overall. The pupils' achievement is satisfactory. During the inspection it was only possible to see one history lesson, and so it is not possible to make overall judgements about the quality of teaching and learning. Scrutiny of pupils' previous work and displays around the school, together with discussions with pupils and teachers enable judgements to be made about other aspects of the subject and improvement since the previous inspection is satisfactory.

107. In Year 2, pupils have developed an satisfactory understanding of historical time, and how events took place at different times in the past. They appropriately discuss the different ways of finding find out about the past, and how our lives differ from those of people in former times. In talking about the

Fire of London, for instance, Year 2 pupils, confidently explained how fire fighting at that time was different, and how the construction of houses hastened the spread of the fire. The same pupils also talked informatively about a visit to Kendal castle. They explained why the castle was there, and the purpose of some of the rooms. They showed a good understanding of the similarities and differences between their lives and those of the castle's original inhabitants.

108. The recent work of pupils in Year 6 was about the Victorian era. Work included study of the lives of ordinary working people, and those of famous figures of the age. Pupils had also carried out their own research into family life, wages and working conditions, and this gave them good insight into the similarities and differences between life now, and then. The work was thoroughly done, and well presented, and the quality of displays also made a positive contribution to the classroom environment. Pupils use their developing literacy skills effectively in this subject for example through writing historical accounts of life in the past. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

109. The leadership and management of the subject are satisfactory. At present, however, monitoring and assessment procedures are insufficiently developed. The subject co-ordinator has made a start on collecting a portfolio of pupils' work, but does not have a clear overview of teaching and learning throughout the school, or the standards achieved. Because assessment procedures are largely informal it is not possible at present to use the resulting information to plan the next steps in individual learning. Written marking does not effectively enable pupils to know why their work is good and what they must do to improve their historical knowledge and understanding. Most teaching caters well for the middle ability range, and pupils with special educational needs are well supported so as to be fully included. Those with higher ability, however, are insufficiently extended, and so do not fulfil their potential. The monitoring and evaluation aspect of the subject co-ordinator's role is under developed. The school provides a broad and well-balanced curriculum which makes positive contributions to pupils' personal development. Resources for the subject are good and are used effectively. The use of a wide range of visits to locations of historical interest is a significant feature, and makes a very worthwhile contribution to the learning in the subject. The use of information and communication technology to enhance learning is satisfactory.

INFORMATION AND COMMUNICATION TECHNOLOGY

110. Pupils' attainment is in line with the national expectation for Year 2 and Year 6. Pupils achieve well and progress is at least satisfactory and sometimes good, throughout the school. This is due to improvements made in resources and teachers skills, which, although they have yet to show fully in pupils' attainment, are clearly resulting in much improved provision and more effective learning since the previous inspection. Pupils with special educational needs make good progress, especially when there is extra support provided. Overall, the level of improvement made since the last report has been good.

111. Pupils in Year 2 have a good understanding of the various uses for computers and are confident in using both the mouse and the keyboard. They use word processing packages to produce text and understand how to find words in a spelling bank to support them when writing. This was evident in one Year 2 class when pupils wrote questions about tadpoles without the need of adult assistance. The pupils in this year group are also beginning to use a new multimedia package but at present they are not yet confident in finding information independently. They are beginning to apply their skills well in other subjects such as mathematics, in a program that requires them to click and drag numbers up to 100 into the correct position. Guidance from learning support assistants is appropriate.

112. Older pupils build on these skills very well and use information and communication technology in a wider number of applications. Good word processing and graphic skills are evident, for example on a display in the entrance hall where Year 5 pupils have created a poetry corner. In this display, graphics have been cleverly used to enhance the word processing to create a stimulating display. Pupils confidently use a variety of fonts and know how to change font size, underline, bold and add colour. Pupils in Year 3 have sent e-mail to neighbouring classes and older pupils have used this form of communication to link with schools in different parts of the world. In Year 4, as part of their geography lesson, pupils have used information collected from a traffic survey to produce line, bar and pie charts. One class in Year 5 was observed using control technology where their good knowledge of angles helped them quickly to identify and solve the problem of printing out their initials using a screen turtle. The school newspaper 'Stramongate Echo', which covers a range of interesting facts about school life, reflects pupils' good ability to use a desktop publishing program.

113. The quality of teaching is satisfactory overall but this hides a significant amount of good teaching especially in Years 3 and 5. Recent staff training has been influential in improving teachers' subject knowledge and confidence. This improving subject knowledge results in pupils having very good attitudes towards the subject and high standards of behaviour are evident across the year groups. Time on the computer is highly valued by the pupils. The teachers are committed to working hard to ensure that they keep up to date with new developments. There is a good understanding of the need to acquire and refine pupil's skills so they can easily access and use technology. Planning is very clear and based on a nationally recognised scheme of work. The plans ensure coverage of all aspects of the National Curriculum and resources have been purchased carefully to ensure that they fit into the scheme effectively. Despite clear plans and good equipment there are many missed opportunities where information and communication technology could support learning in a variety of subject areas. Computers in classrooms are not yet used to their full potential. During the inspection many computers were not utilised in lessons and those that were used were timetabled in the latter part of lessons with a limited number of pupils having access to them. Time allocation and equality of access is also an issue with some pupils having more opportunities to use computers than others. This was particularly so in the older classes.

114. Leadership and management are satisfactory. The subject co-ordinator has developed her skills and expertise in line with developments in the subject, and her enthusiasm and knowledge are major factors in the improvement of provision. Planning is satisfactory but the co-ordinator is aware that record keeping and assessment must be developed to ensure that all pupils are making appropriate progress. The monitoring of teaching is satisfactory and time has been allocated for the subject co-ordinator to visit classes and support staff. A very good action plan for the future development of the subject is available, which includes the purchase of digital projectors and more laptop computers to create a portable computer suite.

MUSIC

115. During the inspection the school timetable resulted in no music lessons being seen. Therefore it is not possible to make judgements on standards of attainment or on the quality of teaching and learning. The subject co-ordinator for the subject was also absent from school and so no judgement is made on leadership and management.

116. The school has been involved in a research project for a book that explores the way curriculum is taught so that it provides continuity into the secondary school. Involvement in the project has brought the school many benefits including access to specialist teaching.

117. A visiting peripatetic musician was seen singing with 6 pupils. The song 'Spring Chicken' was performed with gusto. Good musical vocabulary was developed and the skills of the teacher on the guitar brought a good response from the pupils. Pupils had a good sense of pitch and it was encouraging to see a pupil with hearing impairment partaking successfully. In this session, the teacher had a lovely manner with the pupils and they responded with enthusiasm.

118. A recorder group of 28 pupils performed well for parents. There was good concentration and attitude, resulting in a pleasing performance. Pupils reacted well to praise and applause from parents. In this session there was a good standard of expertise and musical development.

119. The school is proud of its musical tradition. At present pupils are able to access violin, flute and clarinet through the music service and recorder lessons are taught in school from Year 2. There is a successful choir that is open to everyone regardless of ability, its aim being to promote enjoyment of singing and performing with others. The choir has performed at a number of local venues. The school has for the last eight years been involved with other local schools and artists in performing in the Leisure Centre. This has given the pupils an opportunity to perform alongside other schools using professional lighting and sound. Visiting performers from other countries enable the pupils to experience live music from other cultures and to partake in musical workshops. The subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

120. In assemblies, pupils sing well following the good example of the headteacher who leads the hymn singing with enthusiasm. Music of a different style is carefully chosen each week for the pupils to listen to when entering the assembly hall and occasionally pupils who have learnt musical pieces are able to perform them in assembly.

121. The school has good musical resources that are stored securely and well looked after by the pupils. The curriculum is planned appropriately using a nationally agreed scheme of work. However assessment and recording procedures have yet to be developed. The learning support assistant for pupils with hearing impairment has used his musical talent to encourage pupils with special educational needs. His enthusiasm has helped to develop their self-esteem in this subject. Improvement since the previous inspection is satisfactory.

PHYSICAL EDUCATION

122. In Year 2, pupils' attainment in physical education is in line with national expectation. The progress made by older pupils is good and by Year 6 pupils' attainment is above the national expectation. Pupils' achievement in physical education is good. Pupils with special educational needs show good achievement and many take part in after school sports clubs. Lessons were observed in dance, indoor and outdoor physical education but not in swimming. However, records show that pupils attain the expected requirement in swimming by the age of 11.

123. All lessons start with an appropriate warm-up session and skilful questioning from teachers helps develop pupils' understanding of the effects of exercise on their bodies. The pupils are clear about the need to loosen and stretch muscles and to raise their heart rate and speed of breathing. In their dance lesson, pupils in a Year 4 class worked co-operatively to perform complex movements linked successfully to music. The pupils imaginatively interpreted a pirate story with each group of pupils performing different parts using a variety of body movements. What was effective in this lesson was that some pupils were asked to observe for short periods of time and suggest ways of improving the class performance. The teacher's good management of this session ensured that the pupils were well challenged and consequently their performance reflected her high expectations.

124. In the indoor sessions, pupils in Year 2 worked hard to improve their passing and retrieving skills, from basic practices to situations when they used these skill in more challenging ways. The teacher effectively ensured that these skills were carefully practised prior to introducing the pupils to competitive situations. The school team games in football, netball, cricket, basketball and athletics are invariably successful. This is a reflection of the good ball and games skills that they have developed. In athletics pupils are encouraged to try their best and in a good lesson seen in Year 6, everyone was successfully encouraged to do their best by being actively involved throughout the session. Good teacher expertise in this session resulted in the pupils being given a clear technical analysis of a sprint start.

125. The quality of teaching in the subject is good and in some cases very good. The school is proud of its achievements in a variety of sports and has been awarded the Active Mark by the Sports Council that reflects staff commitment to the subject. The variety of training the staff have received and the improved availability of resources have resulted in improved subject expertise and understanding. The good relationships created between the teachers and their pupils give the pupils the confidence to attempt tasks that are challenging and interesting. The teachers have high expectations of behaviour and concentration in lessons and pupils respond well. They listen carefully and respond appropriately to the instructions from the teachers. The result is that many pupils improve their movements and skills during the lessons. They work well in team situations and also as individuals when the need arises. The teachers use a variety of strategies to praise and encourage, although in one lesson in Year 4 when a teacher was inclined to be critical, confidence diminished.

126. Leadership and management are good. The subject co-ordinator has good subject knowledge and has encouraged staff and pupils to partake in a variety of sports. Resources both indoor and outdoor are good and the school has worked hard to achieve funding from a variety of sources to provide quality equipment for the pupils. The pupils have been successful in a number of sports—cricket champions, represented the county at football and recently they have won basketball competitions. Residential visits for outdoor activities at Ulverston Youth Centre further enhance the curriculum as does the sailing and climbing activities at Waterpark where working as a team is encouraged. Pupils also have the opportunity to ski on the dry slopes found locally as well as skiing trips to Italy.

127. This subject is monitored regularly by the senior management team. The co-ordinator has been given opportunities to work alongside other members of staff in a supporting role and this has impacted positively on teaching and learning. It has raised teacher expertise and this has had a positive influence on pupils' expectations of what they are able to do. Overall there has been satisfactory improvement since the previous inspection.

RELIGIOUS EDUCATION

128. Pupils' attainment in Years 2 and 6 is in line with the expectations of the locally agreed syllabus which reflects the situation in the previous report. Pupils with special educational needs make good progress and achieve well. The subject makes a good contribution to pupils' spiritual, moral and social and cultural development. There is a good link between the religious education programme and assemblies and there has been an imaginative use of resources that is beginning to promote a sound multi-faith perspective.

129. In Year 2, pupils are familiar with the key events of the life of Jesus and the Christian celebrations of Easter and Christmas. They have also studied the Jewish religion and a stimulating display reflects the pupils' very good understanding of Judaism. In this class they were preparing for a visit by a Jewish person from the local community. It was apparent from the questions which they had

compiled that the pupils had a very good knowledge of Judaism and were able to compare clearly their own beliefs with that of a Jew.

130. The majority of pupils in Year 6 have a good understanding of the many features of Christianity and a suitably broad knowledge of other world faiths. They understand that praying is communicating with God and more able pupils, in particular make comparisons between Jewish, Buddhist, Muslim, and Christian festivals.

131. The quality of teaching overall is satisfactory but it ranges from very good to unsatisfactory. When teaching was very good, as in a Year 5 class where the theme was temptation, good planning and very good pupil relationships ensured that the lesson had a clear spiritual insight. Opportunities were also provided in this lesson for drama and good links were made with both social and moral issues. When teaching was unsatisfactory, as in a Year 6 class studying Victorian Reformers, then the time allocation was limited and the religious focus was unclear.

132. The subject makes a good contribution to literacy, particularly in the younger classes, where a range of religious 'Big Book' resources are used in the 'literacy hour'. Curricular planning is good and ensures that all appropriate topics are covered. The range of topics in this subject is very good giving the pupils a very balanced curriculum. Teachers have enthusiasm for the subject and as a result pupils enjoy religious education and their interest and curiosity help the quality of their learning. Pupils' attitudes and behaviour in lessons are good. They have a good understanding of what they are learning because the teachers clearly share the learning intentions at the start of the lessons.

133.Leadership and management are satisfactory. The subject co-ordinator has good subject knowledge and has gradually built up a series of resources to support teaching in the subject. The co-ordinator has had opportunities to work alongside teachers in other age groups and monitors books to ensure that all aspects of the subject are taught. Assessment and record keeping procedures are not well developed and insufficient time is afforded to the subject particularly in Year 6. Written marking does not consistently inform pupils of why their work is good and how it might be improved. Visits to local churches and a range of visitors from other faiths to talk to the pupils, helps to enrich effectively their learning in the subject.