

INSPECTION REPORT

ST PAUL'S C OF E JUNIOR SCHOOL

Barrow-in-Furness

LEA area: Cumbria

Unique reference number: 112406

Headteacher: Mrs M. McCulloch

Reporting inspector: Mr A. Portlock
21411

Dates of inspection: 17 – 19 June, 2002

Inspection number: 196436

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Aided
Age range of pupils:	7 - 11
Gender of pupils:	Mixed
School address:	Hawcoat Lane Barrow-in-Furness Cumbria
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs K. Henshaw
Date of previous inspection:	19 – 22 May, 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21411	A. PORTLOCK	Registered inspector	Science	What sort of school is it?
			Design and technology	The school's results and pupils' achievements.
			Physical education	Pupils' attitudes, values and personal development
			Equal opportunities.	How well pupils are taught.
				How well is the school led and managed?
				What should the school do to improve further?
11437	A. ANDERSON	Lay inspector		How well does the school care for its pupils?
				How well does the school work in partnership with parents?
11472	M. BEALE	Team inspector	Mathematics	
			Information and communication technology	
			Art	
			Geography	
			Special educational needs	
22396	J. YOUNG	Team inspector	English	How good are curricular and other opportunities offered to pupils?
			History	
			Music	
			English as an additional language.	

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The Office for Standards in Education
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33 Kingsway

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

St Paul's is smaller than most primary schools and caters for pupils aged 7 to 11 and there are 138 full-time pupils (77 boys and 61 girls) on roll. It is a Church of England voluntary aided school and takes its pupils from a wide area and from about six infant schools. About four per cent of the pupils are eligible for free school meals, which is below the national average. Very nearly all pupils are white. The week prior to the inspection one pupil was admitted who is the only pupil learning English as an additional language. The pupils' attainment on entry is broadly average but varies from year to year. There are 30 per cent of pupils on the register of special educational needs, which is above the national average and 5 per cent of pupils have Statements of Special Educational Need, which is above average. Seven per cent of pupils have left or joined the school at times other than at the normal times. There were no exclusions last year. There is a very stable full-time teaching staff, with only part-time appointments made in recent years. One full-time teacher is on long term sickness absence.

HOW GOOD THE SCHOOL IS

This is a good school. Whilst there has been a wide variation from year to year in standards in English, mathematics and science with a decline in two recent years, the standards overall since the last inspection have improved in line with the national trend. By the time the pupils leave the school they achieve average standards in reading, mathematics and science but below average standards in writing. The pupils make satisfactory progress in these subjects overall. However, the pupils' progress has improved this year largely because of the effective changes to the teaching, the good leadership and the very good attitudes the pupils have to their work. The headteacher and governors evaluate the school's performance well. The school provides effectively for the needs of all pupils and gives good value for money.

What the school does well

- The quality of work in art and design and music.
- The quality of teaching is good overall and this supports the pupils' improved progress.
- The provision for spiritual, moral, social and cultural development is very good and this supports the pupils' very positive attitudes to their work and their very good behaviour.
- The leadership and management of the school is good; the headteacher, the governors and all members of teaching and non-teaching staff work as an effective team.
- The school provides a caring environment in which the pupils are highly valued and relationships are very good.
- The range of extra-curricular activities offered to pupils, which effectively supports their learning and extends their skills in many areas.
- The very good links with parents and the effective links with partner schools and the community.

What could be improved

- Standards in English, particularly writing, and in mathematics and science.
- The monitoring and assessment of standards in foundation subjects.
- The use of computers and the development of the pupils' research skills across the curriculum.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Since it was last inspected in 1997 the school has made satisfactory improvement and has improved its standards in English, mathematics and science overall in line with national trends but the school is aware that these could be better. Standards in, ICT (information and communication technology), music, and physical education have improved. The quality of teaching has improved and this has resulted in the pupils making greater progress. Since the last inspection, the school has made considerable effort and succeeded in addressing the key issues. The key issues have been addressed by the successful introduction of the National Literacy and Numeracy Frameworks and the adoption of the national guidelines to support the school's schemes of work for the other subjects. The assessment procedures for English and mathematics and structured curriculum plans are now well in place. These measures have improved the teachers' ability to meet the needs of the pupils, including those who have special educational needs, accurately across the full range of attainment.

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	A	B	C	E
Mathematics	B	C	C	D
Science	A	C	D	E

Key

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

As the table above shows, standards attained by Year 6 pupils in national tests have varied significantly. Both 1998 and 1999 results were higher than other recent years. The results in most years indicate that standards generally in English, mathematics and science are broadly in line with national averages when compared to all schools. There has been an improvement in standards in line with the national trend since the last inspection in 1997.

In English in the 2001 tests, fewer pupils attained Level 4 (average) and Level 5 (above average) than in previous tests. In mathematics and science, more pupils attained Level 4 but fewer pupils attained Level 5 than in most schools causing a fall in the standards overall. The school has taken appropriate action to address this decline. The inspection evidence confirms that the school is on course to achieve its targets for the pupils in the current Year 6 in English and mathematics although the pupils continue to achieve better in speaking and listening and reading than they do in writing. The pupils' attainment by the end of Year 6 in English, mathematics and science is broadly average with more pupils working

at the higher level 5. The school is aware that in all of these three subjects the pupils' standards could be higher.

In other subjects, standards are mostly average by the end of Year 6, which is an improvement in ICT, music and physical education since the last inspection. In music and physical education, the standards are above average. Standards of completed work in design and technology are now much more accomplished, showing a greater care taken in the making and finish of products. The pupils' ICT skills are now more secure because of the specialist teaching. In music, the pupils are making greater progress in musical appreciation through singing, composing and performing.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	The pupils' attitudes to their work are very good.
Behaviour, in and out of classrooms	The pupils' behaviour is very good overall, and especially in the older classes.
Personal development and relationships	The very good relationships between the teachers and the pupils and the pupils themselves creates a positive environment for learning that encourages the pupils to work hard and do their best.
Attendance	The overall attendance at the school is good and it is above the national average.

The school has high expectations of the pupils in terms of their attitudes to school and their behaviour and almost all of the pupils meet these expectations very well. This provides a positive learning environment in which the pupils can learn effectively. Throughout the school, the pupils enjoy their lessons. They participate well in the activities and mostly they concentrate well on their work.

TEACHING AND LEARNING

Teaching of pupils in:	Years 3 – 6
Quality of teaching	Good

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

Overall the quality of teaching is good and is having a positive impact on the progress the pupils make in their learning. The teaching in English and science lessons is good overall and satisfactory in mathematics. There is detailed planning for literacy and numeracy and the teaching takes full account of the National Frameworks and ensures that these lessons are well taught. Occasionally, in mathematics, parts of lessons are too slow and some tasks are too difficult for some pupils. A particular strength of the teaching is that the teachers have very good class management skills and they encourage the pupils to concentrate and work hard. The school is working to meet the needs of all pupils effectively, including those pupils with special educational needs and English as an additional language. The teachers' planning is satisfactory overall, as is the marking of the pupils' work, however, the teachers do not provide sufficient comments that offer guidance on how the pupils might improve

their work. The teachers do not provide sufficient opportunities for extended writing and there is an overuse of worksheets in science, history and geography. There are also too few opportunities for improving the pupils' research skills, such use of library in subjects other than English, and the use of computer skills, in some other subjects. The two teaching assistants are used well, often to help the less able pupils and are effective in the support that they give.

The teaching is good in art, music and physical education. It is also good in the ICT lessons taken by the specialist teacher but it is satisfactory overall because of the limited amount of work being developed in supporting other subjects. No teaching was seen in design and technology but standards have improved and this is part due to the more confident teaching. The teaching in history and geography is satisfactory. Where the quality of teaching has improved, it is at least be partly, if not largely, due to the more focused specialist teaching in these subjects.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	There is a broad and balanced curriculum offered to the pupils and is supported by a very good range of extra-curricular activities.
Provision for pupils with special educational needs	Satisfactory overall. The procedures for the identification and assessment of these pupils are good and the school is now identifying those pupils who may need extra support at an early stage.
Provision for pupils with English as an additional language	The newly arrived pupil is being well supported during his induction into school.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for the pupils' personal, social and health education is very good. The school makes very good provision for the pupils' spiritual, moral, social and cultural development.
How well the school cares for its pupils	The procedures for child protection, the pupils' welfare and the provision for the pupils' personal development are good.

The day-to-day partnership with parents is a significant factor in the life of this school and it has a very positive impact on pupils' personal development and achievement. The curriculum for creative arts - music and art and design - is a strength of the school. The school has a clear, effective curriculum framework that enables the teachers to plan systematically. The amount of time for design and technology is insufficient. All subjects meet statutory requirements.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is effectively led by the headteacher, with good support from the deputy-headteacher and staff with management responsibilities.

How well the governors fulfil their responsibilities	The governors have effective procedures in place for identifying the school 's strengths and weaknesses and they fulfil their statutory responsibilities well.
The school's evaluation of its performance	These monitoring procedures allow the management team, the governors and the teachers to evaluate the progress the pupils are making and to set appropriate targets for improvement.
The strategic use of resources	The headteacher and governors are effective in their development of resources, especially in the use of specific grants, and in strategic planning.

The staffing, accommodation and learning resources are adequate to meet the needs of the school, although the large size of classes means that space in classrooms is limited, especially for older pupils and resources for science could be improved. Whilst pupils' standards and progress are monitored and assessed well in English and mathematics, the assessment of the pupils' progress is limited in other subjects. The governors are successful in applying the principles of best value when buying resources and services.

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 children like school. • Behaviour is very good. • The good teaching. • The school is well led and managed. • The school is very approachable and teachers are readily accessible. • Activities organised out of lessons. • The introduction of the School Council. 	<ul style="list-style-type: none"> • The amount of homework.

The inspection team fully shares the parents' positive views. The inspection finds that there is an appropriate amount of homework set. Regular homework is provided to supplement pupils' work at the school and this includes a variety of reading books and other curricular related topics.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. Standards in English, mathematics and science have been variable over the last few years when compared to all schools and to similar schools. Overall, however, the standards have improved in line with the national trends and the progress that the pupils, including those with special educational needs, are making is improving largely because of the good teaching and the improved curriculum.
2. The inspection findings show that standards are higher this year in English, mathematics and science. The school has set itself more realistic targets in recent years and generally exceeds these. Overall in English, particularly reading, mathematics and science, the present Year 6 pupils make good progress, including the more able pupils. It is in writing that the pupils' standards are less secure. The pupils, including those with special educational needs, make good progress in literacy and satisfactory progress in numeracy and they are well supported by teachers and teaching assistants.
3. In English, by the end of Year 6, standards of the pupils' speaking and listening skills are above average and the pupils throughout the school make good progress. They listen carefully and eagerly join in discussions. Throughout school, the pupils' listening skills are well developed largely because they are given many opportunities to practise and extend their skills in a wide variety of well focused speaking and listening activities. Standards of the pupils' reading skills are above average. Year 6 pupils read widely, with good fluency, accuracy, expression and understanding. Older pupils can research information well but there is less evidence that the library is used as well in other subjects. The standards in writing by 11 year-olds are average, but inspection evidence indicates that standards are rising because the school is more aware of where the weaknesses lie and has targeted the work to meet the needs of the pupils. The pupils write enthusiastically, using a wide variety of different forms and particularly well in poetry writing. The pupils work accurately with confidence and increasing independence. However, there is less evidence of the pupils producing extended pieces of writing.
4. In mathematics, by the end of Year 6, the pupils attain average standards and make satisfactory progress overall. However, the pupils make good progress in Year 5 and 6 because of the interesting and challenging activities set for all pupils, and the constant emphasis on improving standards. The pupils make good progress in developing their

numeracy skills and understanding. They use their mathematical knowledge and understanding when carrying out well-planned and challenging mathematical investigations. However, the pupils are presented with few opportunities to use their data handling skills in science, geography or information and communication technology.

5. In science, the pupils' standards are average, which is an improvement over the last two years, largely because of the more specialised teaching and the improved curriculum. The pupils in all years have made improved progress, including those with special educational needs. Over time, the pupils have made satisfactory progress and have covered a wide range of work. Since the changes to using 'specialist' teachers throughout the school this year and the introduction of the national guidelines, standards are rising and the work is more effectively planned and taught.
6. In art and physical education standards are above average. This is an improvement in physical education. In all other subjects, standards are in line with expectations. There have been improvements in aspects of design and technology, ICT and music since the last inspection. Standards of completed work in design and technology are now much more accomplished, showing a greater care taken in the making and finish. The pupils' ICT skills are now more secure because of the specialist teaching. In music, the pupils are making greater progress in musical appreciation through singing, composing and performing.

Pupils' attitudes, values and personal development

7. The pupils' attitudes to their work are very good. The older pupils settle quickly to their work and join in well with whole class and group activities. They work hard to complete work. Most pupils listen attentively to explanations and instructions and carry these out sensibly. As a result, they are clear about the activities and tasks that they are to do next and what is expected of them. The pupils in all years support each other in lessons and share equipment well. At playtimes the pupils demonstrate a positive attitude towards supporting and caring for each other in the way that they play well together. The pupils with special educational needs, like the others in the school, are keen to learn and they form very good relationships with one another and the adults who support them in lessons. The pupil who is learning English as an additional language is highly motivated and is enthusiastic about the work in lessons.
8. The pupils' behaviour is very good overall, but especially in the older classes. The pupils work particularly well, given that classes are large and the classroom space is limited. The pupils show in many situations that they are polite and think about other people, such as, involving other children in their games at playtime. Instances of bullying are rare and the pupils and parents feel confident that if incidents do occur they will be dealt with promptly. The pupils' very good attitudes and behaviour ensures an effective learning environment. There are high expectations of the pupils' behaviour and the vast majority live up to this.
9. The overall attendance at the school is good and it is above the national average. The incidence of unauthorised absence is very low and is well below the national average. There is a little evidence of occasional pupil lateness and most lessons start promptly to the school timetable.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

10. Overall the quality of teaching is good. The teaching observed in lessons was mainly good and at times very good and is having a positive impact on the progress the pupils make in their

learning. This is an improvement since the last inspection, especially in the amount of good teaching. Of the 27 lessons observed all were at least satisfactory (as at the last inspection), 17 of them were good and one was very good. The changes to the teaching of science and the foundation subjects have supported the pupils in making better progress and are significant in the improvements in teaching. It has given the teachers more time to concentrate on English and mathematics and the one or two other subjects that they are responsible for.

11. A significant feature of the teaching is that the teachers have very good pupil management skills and they encourage the pupils to concentrate and work hard. The pupils' very good attitudes to their work and their very good behaviour are a reflection of this. This is due in part to the consistency in the way in which the teachers work to help the pupils to learn. The school is working to meet the needs of all pupils effectively, including those pupils with special educational needs. The very good relationships established within class and the teachers' good expectations for work and behaviour ensure learning is usually brisk and high standards of behaviour exist in the majority of lessons. The teachers planning is satisfactory overall, as is the marking of the pupils' work, however, the teachers do not always provide comments that offer guidance on how the pupils might improve their work. The teachers give clear explanations so that the pupils know what it is that they are to learn in the lesson. The pupils are made partners in their learning, for example in a Year 3 physical education lesson, the pupils identified what they and other pupils needed to do to improve their work. Most teachers have a good knowledge of the subjects that they are teaching and promote it with enthusiasm that encourages the pupils to learn. This has improved particularly in the teaching of foundation subjects because of the more specialised teaching. However, the teachers do not provide sufficient opportunities for writing and improving the pupils' research skills, such use of library, data handling and use of computer skills, in all subjects. The two teaching assistants are used well, often to help the less able pupils and they are effective in the support that they give.
12. The teaching in English and science lessons is good overall and satisfactory in mathematics. Occasionally, in mathematics, lessons lack pace and tasks are too difficult for some pupils. The teachers have a good knowledge of the subjects. There is detailed planning for literacy and numeracy and the teaching takes full account of the National Frameworks. The teachers provide literacy and numeracy homework for the pupils weekly and this supports the work being done in class.
13. The teachers plan effectively for pupils with special educational needs paying appropriate attention to their individual education plans. The pupils' progress is regularly recorded and teaching plans reviewed regularly. The work is well matched to pupils' needs and there is good liaison between class teachers and the teaching assistants. The very newly arrived pupil receives good opportunities to accelerate his English language skills. The individual teaching sessions are organised and managed well. Plenty of pupil participation is built into the teaching programme. The close liaison between the teachers, and joint planning sessions enable this pupil's needs to be discussed and catered for effectively.
14. The quality of teaching has improved in many of the other subjects. This is due to the more focused specialist teaching in these subjects. Teaching is good in art, music and physical education. It is also good in the ICT lessons taken by the specialist teacher: it is satisfactory overall because of the limited amount of work being developed in supporting other subjects. No teaching was seen in design and technology but standards have improved. Teaching in history and geography remain satisfactory.

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

15. The school has a clear, effective curriculum framework that enables the teachers to plan systematically. There is a broad and balanced curriculum offered to the pupils, which includes the full range of National Curriculum subjects and religious education. The amount of time allocated to the school day is broadly average in comparison with other schools, although the time allocated for design and technology does not always allow the planned work to be completed. The specialist skills among the members of staff are well used. For all subjects except for English, mathematics and design technology, each teacher is responsible for teaching a subject throughout the school. In physical education and science, two teachers share this responsibility. Although it has only been in place since 2001, it appears to be having a positive impact upon the quality of teaching and learning. The key issues for action identified in the last inspection concerning schemes of work and planning have been fully addressed: the issue regarding balance of curriculum time is addressed, with the exception of design and technology. The school provides particularly well for the creative arts, enabling the pupils ample opportunities to explore and demonstrate their skills and talents to the full. The school governors with class and curriculum responsibilities also support the school well.
16. Since the last inspection the school has made effective use of national guidelines and has received useful guidance from its local authority. This support has enabled the teachers to develop detailed curriculum plans for every subject. They plan together and ensure that pupils throughout school are given work matched to their ability. Because the work is now better matched to the pupils' needs, standards are slowly beginning to rise. The National Literacy and Numeracy Strategies have been successfully implemented and this is also beginning to have an impact on how pupils learn and is helping to raise standards. An improvement in spelling and reading is certainly evident, particularly over the last two years.
17. The pupils with special educational needs have equality of access to the curriculum and make similar progress to other pupils. The procedures for the identification and assessment of these pupils are good and the school is now identifying those pupils who may need extra support at an early stage.
18. The provision for pupils' personal, social and health education is very good. The pupils are offered many opportunities to relate to others in a variety of situations in and out of school and, as a result, they learn to respect the values and beliefs of other pupils and adults extremely effectively. This aspect of the curriculum is organised and taught through a combination of special lessons, circle time and through work in science and religious education. It includes activities that help to raise the pupils' awareness of environmental issues and successfully develops good attitudes towards healthy eating through the sale of fruit each day. Through discussion the pupils gain an understanding of the dangers of drugs and learn to resolve personal difficulties for themselves, enabling personal relationships to be very high quality throughout school. Sex education is taught as part of the science curriculum and the governing body has agreed the school's policy.
19. The community makes a valuable contribution to pupils' learning and helps them to gain a greater understanding of the importance of working with other people. For example, lottery funding has provided additional funds for music and physical education, which has resulted in five pupils, who received coaching as part of national initiative at a local secondary school, have now gained places at the basketball Summer School of Excellence. Also local businesses provided seating and shelter for the pupils at playtimes. Through the school's participation in

the 'Building Bridges' project, members of Age Concern regularly help in class and listen to children read.

20. The programme for extra-curricular activities is extensive and enables all pupils to be involved in a variety of sports, music activities, computer clubs and workshops. Many pupils join in these activities regularly. Individuals learn to play a variety of musical instruments and many are involved in the choir, recorder group and orchestra. There are a number of school sports clubs that enabled the pupils to participate in various teams as well as in a rugby and swimming league and cricket tournament.
21. The school arranges for visiting speakers and specialists to contribute to the pupils' learning. For example, musicians, artists and writers often contribute to lessons during the year and extend the pupils knowledge and understanding. The pupils have opportunity to go on day and residential trips that link with their particular areas of study. For example, the Year 3 Victorian visit to the Museum of Lakeland Life and bulb planting in Furness Abbey. Year 5 and Year 6 have a residential stay. The activity week in Grasmere includes outdoor pursuits, orienteering exercises and environmental studies.
22. The school's relationship with its partner institutions is good. Their involvement in the 'Bridging Project' with the feeder Secondary schools, enables the staff to form firm relationships with the pupils who are to transfer. 'Taster' sessions for local infant schools and secondary specialist teacher involvement with the arts curriculum both enhances learning opportunities for the pupils whilst enabling an easier transition from one school to another at age 7 and 11. The school is proud of its liaison with local secondary schools and the Sixth Form College. Community experience offered to secondary pupils enables them to participate in aspects of environmental education for extended periods. Older sixth form pupils work with a class regularly in order to gain pre-teaching experience.
23. The school makes very good provision for the pupils' spiritual, moral, social and cultural development. Spiritual awareness is developed well because the school shares a clear set of values with the pupils. This gives them the opportunity to explore their feelings and beliefs and gain a good understanding of how these impact on people's lives. This is evident, for example, during assembly when individual pupils lead prayers or the way they show their appreciation when groups of pupils share musical achievements with the school. In lesson discussion times, the pupils show their ability to reflect deeply and form their own conclusions. For example, during a discussion about how it feels to be left out when most of the class are invited to a 'Sleepover'. The pupils are keen to show how they value their classmates' contributions and readily appraise each others work as part of the final part of lessons. Very good examples were seen during a music lesson as pupils appraised each other's group compositions and offered ideas for further improvement. The pupils are rightly proud of their class poetry anthologies. They read contributions with expression and sensitivity, readily praising the ones they like best. These occasions encourage pupils to explore and develop what animates them whilst appreciating, respecting and valuing other peoples' differences.
24. The school works hard to ensure that the provision for the pupils' moral development is very good. Relationships among the pupils are very good, and standards of behaviour throughout the school are high. This is because the pupils are helped to reflect on positive attitudes and ways to help each other. As a result they quickly learn the difference between right and wrong. They respect their own and others' belongings and look after their school very well. The teachers are very good role models. They treat the pupils with courtesy and value all contributions to lessons. Hence the pupils have very positive attitudes towards adults. They behave very well in lessons and listen carefully to instructions. The school's high expectations of the pupils' moral and social behaviour are consistently reinforced in the classrooms. The pupils benefit from the reward systems and respond extremely positively to whatever they are

asked to do. In taking charge of the 'Worry Box' competently, the School Council ensures that the extremely positive climate flourishes.

25. The school provides very well for the pupils' social development by offering a range of different trips and visits regularly throughout the year to enhance curriculum opportunities. Activities, such as entertaining Senior Citizens and the partially sighted, positively promotes social awareness as does regular involvement with Croft Village where physically and mentally disabled people live. The pupils take responsibility seriously and this is shown by the way they run the School Council and other related duties maturely and sensibly. It offers them a successful forum where their ideas and opinions can be discussed and acted upon. It also enables them to appreciate some of the dilemmas that have to be faced before important decisions can be reached. Each term, the school has a charity focus, such as donations of gifts for Romania and support for the work of UNICEF and the British Heart Foundation. Participation in music groups and sports teams also promotes team building and a sense of social responsibility most successfully among the pupils.
26. The school makes good provision for the pupils' cultural development. They are offered many opportunities to learn about their own cultural heritage, as well as that of other cultures. For example, in lessons in English, history, music and science, the pupils acquire much knowledge and understanding of past and present cultures. Their learning is enhanced by visits to museums and places of cultural interest. Events such as the whole school 'Productions' are used to celebrate the many aspects of the creative arts. The participation of the school orchestra in assemblies and visiting musicians help the pupils to appreciate and learn about music from their own and other cultures. In religious education lessons, they have opportunities to share what they know about other faiths having visited the different places of worship that form part of their studies. The school has 'twinning' links with a primary school in the south of England and has also sponsored African boys' schooling for a number of years.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

27. The procedures for child protection and pupils' welfare are good and for the monitoring and provision of personal development and for pupils' educational support and guidance they are also good.
28. Child Protection procedures are in place and effective. The experienced teaching staff, supported by the classroom assistants and lunchtime supervisors, know their pupils very well and, as a team, they provide a positive level of welfare support and guidance. Records are maintained of all accidents, fire drills and occasional risk assessments including the preparation for residential visits.
29. The present system of monitoring the pupils' absence is satisfactory and the school is very well assisted by the Education Welfare Service, which carries out occasional inspections of the attendance records. The entries made in the respective school registers are not always consistently applied across the school but action is already being taken to review existing procedures. The school also maintains other relevant and helpful records linked to pupil absence such as a parental telephone log.
30. The school has developed a range of strategies for the monitoring and control of the very rare examples of challenging behaviour seen at the school. The school's objective is to put the 'St Paul's Stamp' onto all pupils at the school with respect to attitudes, behaviour and personal development and, to this extent, the school very much welcomes the support of the vast majority of parents towards this initiative. The impact of this positive provision can be seen in

the significant contribution made to the consistency in pupils' behaviour observed both in the classrooms and across the school.

31. The school acknowledges each pupil's individual achievement through the praise given to them in the classroom and, more formally, during merit and reward assemblies in which pupils' success is shared with the whole school.
32. In the previous inspection report the use of assessment information was identified as a weakness. Since then the school, has made significant improvements. Both assessment procedures and the use of assessment are now satisfactory overall with some examples of good and very good practice. However, assessment procedures are still limited in subjects other than English, mathematics and science.
33. Particularly good use is made of the end of key stage assessments. Results from tests, both statutory and non-statutory, are meticulously recorded and analysed to identify strengths and weaknesses in curriculum provision and in individual and group attainment. The information is further used for future planning, predicting attainment and setting targets. For example, the school uses the information to set individual targets for all pupils in literacy and targets for some pupils in numeracy.
34. The school's focus on using assessment evidence to improve curriculum provision and to help raise standards is an area of considerable improvement since the last inspection. Entry assessment of children in Year 3 now gives detailed information on each child's attainment and is used by the teachers in the early identification of each child's learning needs.
35. The work of pupils with special educational needs is assessed carefully and their progress is recorded systematically. They receive effective support from staff within the school and from outside agencies. Their individual education plans contain clear targets and teaching assistants are well briefed about pupils' work. There are sound procedures in place for monitoring the pupils' academic progress and personal development. Comprehensive records are kept for the pupils as they progress through the school.
36. The teachers use a variety of ways to identify the quality of learning in subjects. Lessons and units of work are analysed with teachers making useful assessments of work completed and if necessary, changes are made to subsequent lessons. Changes are also made to the curriculum to target any weaknesses. For example, weaknesses in spelling were identified after an analysis and the action taken to improve teaching and learning has raised attainment.
37. The school uses annual testing to help track the progress of individual pupils and information gleaned from this is used effectively in the core subjects to plan work for the different ability groups and to ensure that all pupils are suitably challenged. However, this is not the case in some other subjects where all pupils are often given the same and sometimes inappropriate work. The pupils' reading, spelling and knowledge of multiplication tables are monitored regularly.
38. The assessment of the pupils' attainment and progress as they move through the school is well structured. Teachers know their pupils well and make good quality assessments as they circulate around class. Samples of pupils' work are kept and updated in some subjects.

39. The absence of clear working procedures for marking causes variability in the quality of marking. There is a notable inconsistency in how marking is used to recognise attainment and provide pupils with targets for future development.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The parents' views of the school and the school's links with parents are very good. The impact of parental involvement with the school is effective and the information provided to parents about pupils' progress is very good. The day-to-day partnership with parents is a significant factor in the life of the school and it has a very positive impact on the pupils' personal development and achievement.
41. Seventeen parents attended the parents' meeting with the inspectors and the percentage return to the parental questionnaire was high. The vast majority of parents who completed the questionnaire are very supportive of the school and of its aims and objectives. The parents feel that their children like school and that they are making good progress. A small minority of parents felt that the school did not provide a satisfactory level of homework. However the inspectors regular homework is provided to supplement pupils' work at the school and this includes a variety of reading books and other curricular related topics.
42. School academic reports provide a very good level of information to parents in terms of the general details of what their children have been studying over the past year. They also include a detailed section on possible targets for improvement in the main core subjects of English, mathematics and science. The parents are encouraged to attend occasional open evenings at which their children's progress can be discussed in more detail with relevant staff. The school also sends out regular newsletters to keep parents informed and these provide a good level of detail covering curricular topics, school trips/visits and other relevant domestic issues. The available range of extra-curricular activities at the school is very good.
43. Some parents and grandparents are regular visitors to the school in terms of providing classroom support, helping to listen to pupils read and in assisting with extra curricular activities and school trips. The school operates an 'open door' policy and parents are always welcome to discuss any particular areas of concern in relation to the progress of their children. The level of parental support to pupils both at school and at home is very good. There is a good level of additional support provided to the parents of pupils with Special Educational Needs. There are also a wide range of external visitors to the school who provide academic, medical, and pastoral support to both pupils and parents.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The school is effectively led by the headteacher, with good support from the deputy-headteacher and staff with management responsibilities. They work well as a team and are well supported by governors and the other members of staff. The school has clear aims, which include the raising of standards for all pupils. These are well reflected in the work of the school and are shared by all. Because it is a small school, the headteacher has a good knowledge of the strengths and weaknesses of the school and the school has developed effective procedures for monitoring and evaluating the work of the school in English and mathematics. These monitoring procedures allow the management team, the governors and the teachers to evaluate the progress the pupils are making, particularly in English and mathematics and to set appropriate targets for improvement. However, this is less well

developed in the senior management's monitoring of the standards achieved and progress of the pupils in the foundation subjects.

45. The governors are kept well informed by the headteacher. They have procedures in place for identifying how well the school is achieving in English, mathematics and science and they fulfil their statutory responsibilities. The chair of the governors meets with the headteacher regularly and governors visit the school. This helps them to gain a better understanding of its strengths and weaknesses. The governing body has established appropriate means for appraising the work of the headteacher and has set performance targets for her. Performance Management procedures for all staff are fully in place.
46. The headteacher and governors are effective in their development of resources, especially in the use of specific grants, and in strategic planning, where the governors seek to apply the principles of best value when buying resources and services. The school is very well supported by a bursar. The school development plan has improved since the last inspection. It identifies the priorities and the means of achieving them are appropriate to the needs of the school. The school's improvement planning is clear about raising standards in English and mathematics and developing effective performance management. The day-to-day administration is carried out well and good use is made of new technology. Levels of both teaching and support staffing are satisfactory.
47. The subject managers are enthusiastic, knowledgeable and hard working. They have put in place well-developed and useful policies and schemes of work, which have been significant in helping to raise standards. In English and mathematics they have opportunities to evaluate pupils' progress. Most other subject co-ordinators teach all classes their subjects or in some cases, for example science and physical education, share this with one other teacher. However, there are only limited assessment procedures in place in the foundation subjects to monitor the pupils' progress and attainment.
48. The special educational needs co-ordinator works hard to manage the school's policy and resources for special educational needs. All members of staff are aware of procedures for identifying, assessing and providing for pupils. Teaching and teaching assistants work closely with the co-ordinator and provision is integrated appropriately into teachers' planning. Initially the headteacher has taken the responsibility of the co-ordination of the work for the pupil who is learning English as an additional language.
49. The school is well resourced for teaching literacy and numeracy. The school has developed its range of fiction books for the pupils to choose throughout the school but the library is under used in subjects other than English. Resources for mathematics have been well planned and developed. Resources for ICT have been upgraded and are good; future plans will extend these further when the new ICT suite is built. Resources for science are generally satisfactory but some need extending, for example, to support the pupils when investigating the school grounds, especially as the school is very fortunate to have a small wood attached to their playing field. Resources for other subjects are adequate for the age and number of pupils in the school.
50. The school is situated on a pleasant site with a good-sized playground and a small playing field. There is access to a larger field near to the school when this is necessary. The library and music equipment is situated in the school hall. The school is shortly planning to add a computer suite and the overall accommodation at present provides a good environment for children to access all areas of the curriculum. The external accommodation is very attractive and a new

'quiet area' has recently been completed with the addition of all weather matting to provide year round access. The classrooms are limited in space given the large size of pupils, especially in the older classes.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

51. The school should:

- (1) Improve the standards in English, particularly writing, and in mathematics and science by:
 - Planning more opportunities for pupils to use their writing and numeracy skills in other subjects.
 - Providing sufficient opportunities for the pupils to develop and apply their skills in other subjects.
 - Limiting the use of worksheets.(paragraphs 52-56, 58, 61, 62, 70, 87.)

- (2) Improve the monitoring and assessment of standards in foundation subjects so that there is a better understanding of how well pupils are achieving in these subjects by:
 - establishing appropriate and manageable assessment procedures;
 - providing opportunities and developing procedures in order for senior management and subject co-ordinators to be able monitor the pupils' standards effectively.(paragraphs 32, 44, 47, 80, 84, 88, 98, 102)

- (3) Improve the use of computers and the development of the pupils' research skills across the

curriculum by:

- ensuring that the ICT scheme of work provides sufficient opportunities to support work in other subjects.
 - increasing the use of computers in other subjects.
 - improving the range of software to support the use of ICT in other subjects.
 - Improving the pupils' ability to research information in a variety of ways, such as developing good library skills, when carrying out work in other subjects.
- (paragraphs 3, 4, 11, 14, 54, 61, 62, 70, 87, 92)

Minor issues for the governors to include in their action plan.

- The amount of time for design and technology is insufficient. (paragraphs 15, 77, 78)
- Improve the quality of marking to make it more evaluative. (paragraphs 11, 39, 67)
- Improve science resources. (paragraphs 49, 70, 71)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	21

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	1	17	9	0	0	0
Percentage	0	4	63	33	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

Information about the school's pupils

Pupils on the school's roll	Nursery	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)		138
Number of full-time pupils known to be eligible for free school meals		5

FTE means full-time equivalent.

Special educational needs	Nursery	Y3 – Y6
Number of pupils with statements of special educational needs		2
Number of pupils on the school's special educational needs register		47

English as an additional language	No of pupils
Number of pupils with English as an additional language	1

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	4
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	4.6
National comparative data	5.6

School data	0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2001	14	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	11	13	14
	Girls	15	14	17
	Total	26	27	31
Percentage of pupils at NC level 4 or above	School	76 (86)	79 (77)	91 (94)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	14	13	14
	Girls	18	16	18
	Total	32	29	32
Percentage of pupils at NC level 4 or above	School	91 (89)	83 (77)	91 (94)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	137
Any other minority ethnic group	1

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	22.8
Average class size	34.3

Education support staff: Y3 – Y6

Total number of education support staff	2
Total aggregate hours worked per week	44

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Financial information

Financial year	2001/2
	£
Total income	280610
Total expenditure	300944
Expenditure per pupil	2197
Balance brought forward from previous year	32011
Balance carried forward to next year	10677

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	0.2

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	86

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	39	4	0	0
My child is making good progress in school.	49	45	4	1	1
Behaviour in the school is good.	55	39	4	0	2
My child gets the right amount of work to do at home.	42	46	11	1	0
The teaching is good.	59	39	0	0	2
I am kept well informed about how my child is getting on.	50	42	7	1	0
I would feel comfortable about approaching the school with questions or a problem.	71	28	1	0	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	55	37	7	0	0
The school is well led and managed.	60	38	0	0	2
The school is helping my child become mature and responsible.	56	41	1	0	1
The school provides an interesting range of activities outside lessons.	58	31	8	1	2

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

ENGLISH

52. The standards achieved by the end of Year 6 are in line with national averages and have risen overall in line with the national trend since the last inspection. However, there has been slower improvement over the last few years in the number of pupils attaining the expected Level 4. Last year, the number of pupils attaining the higher Level 5 fell. However, the school's own analysis of the data and the inspection evidence provides good evidence of improvement towards Level 5 this year, with the highest attaining pupils attempting Level 6.
53. By the end of Year 6, standards of the pupils' speaking and listening skills are above average and the pupils throughout the school make good progress. They listen carefully to instructions and eagerly participate in group and class discussions. Year 6 pupils discuss effectively with their partners when brainstorming ideas for an original story based on Jacqueline Wilson's 'The Lottie Project'. The good teaching provides challenging questions that make them think more deeply when pressed to extend their replies with further detail. Throughout school, the pupils' listening skills are well developed because they are given ample opportunity to engage in a wide variety of well focused speaking and listening activities.
54. By the end of Year 6, standards of the pupils' reading skills are above average. The majority of pupils read well. This is a reflection both of the good teaching and the valuable contribution made by the adult volunteers who hear pupils read regularly. The home-school diaries are used very well throughout the school and provide a valuable dialogue between home and school. Year 6 pupils read from a wide range of books. They show fluency, accuracy and expression. They talk knowledgeably about favourite authors and often compare and contrast different stories by the same person. The school encourages the use of dictionaries and other reference material to help them understand meanings better. Many pupils are conscientious about taking their books home to read regularly and also use the local public library. Most pupils borrow books regularly from the reorganised school library. It is used well by individual pupils during the day and often during English lessons as the need arises. Many 11 year-olds are adept at retrieving the exact information they need. However, there is less evidence that the library is given the same high profile across all areas of the curriculum. The use of the computer as a research tool is developing but needs to be extended further.
55. The standards attained in writing by the end of Year 6 are in line with national averages. Inspection evidence suggests that standards are beginning to rise. This is because the teachers have more detailed assessment information and this has been carefully analysed to identify what aspects of the work need to be improved and have adapted a commercially produced scheme to meet the particular needs of the pupils. The pupils are enthusiastic writers who attempt a wide range of different forms. These include stories, letters, instructions, biographies, play scripts, and diaries. A particular strength throughout school is the poetry writing. Beautifully presented anthologies exist in each class. The subject range is wide and shows imagination creativity and flair. Year 6 pupils' persuasive words convincingly capture a holiday paradise or dream island. Year 5 pupils create verse using 'The owl and the pussycat' as their model. In contrast, Year 4 pupils convincingly capture the mystery, mood and fantasy of dreams. The pupils give detailed explanations of the process used to compose the poems and read the finished work sensitively and expressively. They carry out tasks confidently, carefully and with increasing independence. Spelling, grammar and punctuation are taught systematically. The pupils have opportunities to practise these skills in a formal way before

experimenting more creatively. The use of individual white boards and work sheets in this 'practice' situation works well. The pupils show care and determination with their spelling and handwriting.

56. By Year 6, the pupils successfully combine much of what they have learnt. Their writing includes active and passive forms and different tenses, and compound or complex sentences that include well-punctuated clauses. The organisation of sentences into paragraphs is accomplished successfully by many. Although the pupils write for a range of purposes, there is less evidence of sufficient quality extended prose being produced by the pupils, particularly the more able. The school appreciates that this is a possible way forward, along with maximising the opportunities for extended writing in other subjects, which at present is underdeveloped.
57. The quality of teaching is good. The teachers plan English lessons well and are beginning to make good use of the library as a learning resource. The work prepared for the pupils is interesting and varied. It includes a careful sharing of each lesson's objectives. Because the work is well planned and taught, the pupils quickly become interested and have a clear idea of what they need to do to complete their work. In nearly all of the lessons, the teachers are skilful in helping the pupils to understand the main purpose of the work and what is expected of them. In most lessons, too, they are good at helping the pupils to review what they have learned. The very good relationships established within class enable discussions to be carried out extremely effectively. Very high standards of behaviour exist in the majority of lessons. The teachers establish good levels of class control because of their high expectations of the pupils' behaviour. They work hard to maintain good relationships with the pupils. As a result, the pupils waste little time, and work sensibly both in groups and also independently. This was evident in both Years 5 and 6 when they were encouraged to seek the aid of their learning partners to share their ideas about their individual work preparation.
58. The management of the subject is good. The school, led by the co-ordinator, is clear about the need to raise standards in writing. They are aware that the task is to raise and sustain the number of pupils attaining level 4 and the higher level 5 in writing. Planning and assessment procedures are good, with the information gained from assessments being used to produce individual targets for the pupils. Class libraries are particularly well focussed to give the pupils easy access to whatever is the particular focus of study in English.

MATHEMATICS

59. The results of 2001 national tests show that the school has made steady improvement in mathematics since the last inspection in line with the national trend.
60. The inspection evidence indicates that by the end of Year 6, the pupils' attainment in mathematics is broadly average. This is similar to the last inspection. The school is likely to achieve its realistic targets for pupils achieving level 4 or above in 2002 with more achieving the higher level 5 than in 2001. The inspection findings confirm that pupils make satisfactory progress throughout the school. In Year 3 and 4, the pupils' progress is satisfactory, but the challenge and pace of lessons increases in the upper school leading to more rapid progress for these pupils. There are aspects of good quality teaching in Years 5 and 6. In these classes interesting and challenging activities are set for all pupils, and there is a constant emphasis on improving standards.
61. Year 3 and 4 pupils make satisfactory progress in the acquisition of number skills, but the using and applying of mathematics to new situations is underdeveloped. The achievement of pupils is

satisfactory overall, but the rate of achievement varies according to teaching quality. There are too few planned opportunities for the pupils to use their knowledge and understanding of mathematics in other subjects. Computers are rarely used effectively to support the pupils' mathematical development.

62. By the end of Year 6, the pupils can multiply by 10 and 100 and have a generally good recall of the multiplication tables to 10x. They extend their understanding of numbers to one thousand and become more proficient at adding and subtracting these larger numbers. The pupils in Year 4 learn to round numbers to the nearest 10, can double and halve numbers to 100 and use their knowledge to solve simple problems. Year 6 pupils are able to calculate areas and perimeters of regular shapes and readily solve problems involving percentages. Towards the end of the key stage, the pupils apply their mathematical knowledge and understanding to a range of carefully selected and interesting mathematical investigations. However, pupils are presented with few opportunities to use their data handling skills in science, geography or information and communication technology.
63. Throughout the school, the pupils enjoy their mathematics lessons. They participate well in the introductory sessions and answer questions confidently and enthusiastically. Most pupils concentrate well on the tasks set and they persevere when they find work difficult.
64. The quality of teaching is satisfactory in all classes. Teachers have a good knowledge of the subject. They use an effective range of questions to assess and extend pupils' understanding and this helps to focus on what has been learned in previous lessons. All teachers are clearly aware of the importance of teaching a range of strategies for carrying out calculations. They provide pupils with regular and frequent opportunities to talk about and explain their methods to improve their problem solving skills and to develop their mathematical reasoning.
65. Where the best teaching is seen, particularly in the classes containing older pupils, the teachers ensure that the pupils understand what they are to learn and are clear about the expectations. In the best lessons seen teachers show great enthusiasm, ensure learning is carried out at a brisk pace and offer constant challenge to the pupils. This style of teaching created a very good working atmosphere in a Year 5 class and enabled the pupils to make rapid progress in learning to subtract using decimal notation. In this lesson the National Numeracy Strategy was appropriately applied to a brisk quick-fire mental arithmetic session, followed by group work at a challenging level and concluding with a class session to sort out any problems and to consolidate and assess the progress made. The pupils remained alert and interested throughout the lesson, produced work of a good standard and enjoyed the challenge. In a Year 6 lesson, the pupils concentrated very well, shared a genuine curiosity and adopted an effective problem solving approach as they investigated World Cup statistics.
66. Whilst teaching is always satisfactory overall, there are parts of lessons that are too slow and occasionally pupils are set tasks that they find too difficult. The pace of the mental arithmetic start to the lesson is invariably good and pupils are skilfully drawn into answering questions. However, some teaching is overlong and pupils occasionally become restless.
67. The mathematics co-ordinator is actively involved in the monitoring of teaching and learning. This is generally effective and colleagues feel it has been very useful. Books are mostly marked conscientiously but the comments on workbooks do not always help the pupils to improve. The regular testing of the pupils enables their progress to be monitored but the information is not used in all classes to help plan work for the pupils of differing abilities.

Resources for the subject are adequate and accessible. Most teachers make good use of numeracy displays to support the pupils' learning.

SCIENCE

68. Standards have been variable over the last few years when compared to all schools and to similar schools. Following a fall in the last two years, the standards are rising this year and the progress that the pupils are making is improving largely because of the specialised teaching and the improved curriculum.
69. In the current Year 6, standards are average. Over time, the pupils are making satisfactory progress and have covered a wide range of work. Since the changes to using 'specialist' teachers throughout the school this year and the introduction of the national guidelines, the work is more effectively planned and taught. In their work on micro-organisms, Year 6 pupils understand that micro-organisms are too small to be seen by the naked eye and that illnesses have different causes and that some of these can be 'caught' and others not. They list and sort different illnesses and causes into appropriate groups and demonstrate good understanding. They are able to carry out investigations using a fair test when finding out about friction and forces. They understand the effects of air and water resistance on moving objects in their investigations on 'spinners'. In Year 3, the pupils are finding out about the functions of different parts of a plant. They can identify root, stem, flower and leaf. They record these on well-labelled diagrams. The pupils are beginning to carry out fair tests and are challenged by the teacher to think about a test for discovering if plants need leaves. They use books to research their ideas and are beginning to think through their ideas. Year 4 pupils use the school grounds to explore different animal habitats. Some groups find evidence of birds and squirrels. Another group are fascinated by the ants and aphids on a large plant. Year 5 pupils investigate the effects of exercise on their pulse rates and make decisions about the aspects of the investigation to follow and develop appropriate ways of working. The pupils demonstrate generally good understanding of the work covered. They suggest ways of how their predictions could be tested and ways to record their ideas.
70. The quality of teaching and learning is good, which is supporting the improved progress being made by pupils of all abilities. This is an important factor in the school's drive to raise standards. Both teachers have a good understanding of the science that they are teaching. They plan the work thoroughly together, using the school scheme based upon the national guidelines. This provides pupils with a good and interesting range of work. Although much of the pupils' work is recorded using commercially produced worksheets, the effective learning that takes place in the lessons overcomes the limitations of some of these worksheets. However, their use does limit opportunities for more extended scientific writing. Although the school has a satisfactory range of resources, at times the lack of some resources limits the pupils' ability to develop a topic as fully as possible. This was seen when Year 4 pupils were using the school grounds to investigate animal habitats with few appropriate resources to support their learning. In lessons, the teachers ensure that the pupils understand what they are going to do. Through effective questioning the teachers help the pupils to think more deeply about their own ideas. In a Year 3 lesson, the teacher stresses the use of correct scientific language related to parts of a plant, as does the teacher in the Year 6 in ensuring that the pupils use the vocabulary accurately when discussing micro-organisms. In the same lesson, the teacher asks the pupils to use the data collected to produce a graph of their findings. However,

in many classes the pupils' written work shows only limited use and analysis of the data information they have collected.

71. The two subject co-ordinators work closely together. They are beginning to develop a good understanding of the strengths and weaknesses in the subject. They have produced an effective action plan. However, whilst assessment procedures are satisfactory, the co-ordinators are aware that there needs to be clearer information on how well pupils are doing throughout the school. The pupils do not have targets for improving their work. The science curriculum is enriched by a small woodland area with a stream and pond in it. This and the grounds are used for investigations, although resources to make full use of these areas is underdeveloped.

ART AND DESIGN

72. The standard of work by Year 6 pupils is above average and they make good progress. This is a similar position to the time of the last inspection. Art is a strength of the school and makes a very good contribution to the spiritual and cultural development of the pupils. All pupils are involved in quality art activities and enjoy the very good range provided. They are proud of their work and talk enthusiastically about it. They explore different media confidently, refining their ideas as they work. Their achievements are celebrated in well-presented displays that enhance many different areas of the school.
73. The pupils in Years 3 and 4 draw with confidence. They use different media such as pencils, crayon and pastel. They complete detailed and accurate portraits and create background patterns to complement the portraits. The pupils are taught about the approaches of artists from different times and cultures. They use their skills effectively to produce pictures in the style of Mondrian. Often art is linked to other subject areas. A good example of this was seen in paintings using the vibrant colours and patterns of Aboriginal art.
74. In Years 5 and 6, the pupils' skills in drawing techniques are extended as they learn to use lines to create shading and tone. They make interesting and imaginative drawings of containers to hide wishes in and produce accurate and detailed street scenes demonstrating their clear understanding of perspective. They learn to use water colour techniques in producing beautiful paintings based on Turner's Sunset.
75. Art is taught throughout the school by a knowledgeable and very enthusiastic subject leader. The quality of teaching is good, enabling the pupils to make the good progress seen. It is clear from the variety and range of the work that the pupils are carefully taught the skills and techniques needed to produce good quality work and to make good progress in a range of art activities. The teacher's planning is good and clearly identifies what is to be achieved. Explanations are clear and the quality of teaching support and intervention in lessons is informative, supportive and challenging.
76. The scheme of work is based on national guidelines and is ensuring that pupils are taught a range of skills and given the opportunity to use these with different media. The school provides further opportunities for the pupils to experience art activities outside of lessons. Recently an artist came into school and worked with pupils to produce a beautiful textile collage based on the Caribbean folk tale of the Little Red Fish.

DESIGN AND TECHNOLOGY

77. The teaching of design technology is different from the other foundation subjects in that it is taught each term for one week over five consecutive afternoons. This means that some of the pupils do not complete their work within the allocated time. Class teachers teach their own classes for this subject. As at the last inspection, no lessons were observed.
78. The standards by the end of Year 6 are average overall. The pupils' knowledge and understanding of the work that they have done is good and their completed work is mostly finished at a good level. However, greater rigour is needed in the quality of their recorded research, planning and evaluations to show a thorough understanding of the design process. This is partly accounted for by the limited time provided for each topic.
79. Year 4 pupils have produced storybooks, with a particular focus on using moving parts as a feature of their illustrations. This work linked well with both literacy and art and design. The examples seen showed a very high standard in the care and presentation taken by the pupils who had produced the books in small groups. The pupils had carefully researched their ideas for the story and developed interesting and imaginative text and pictures. The control element of the work had been developed well, with pupils using a limited range of linkages and levers. As the research and planning for this topic took up much of the time allocated, the pupils are completing their work in additional lesson time. Year 5 pupils talked with interest about the food topic on making bread that they carried out last term and the musical instruments that they had made in the autumn term. The pupils had a good understanding of how they had researched and found out about different types of bread and how they could make some of their own. They described the part played by yeast in the process. Year 6 pupils confidently discussed the topics they have so far done this year on shelters and slippers. They showed an obvious interest and enjoyment in the work they had done. They demonstrated a good knowledge of how they researched both topics, planned their work and how they made their model houses with a waterproof roof and their fabric slippers, using a variety of construction techniques and materials. The planning was recorded satisfactorily and evaluations made at the end of each topic.
80. The subject co-ordinator is knowledgeable and enthusiastic. She has a clear policy in place and the school's scheme of work is based upon the national guidelines. The school has only a limited knowledge of the standards achieved by the pupils as there are no assessment procedures in place and the monitoring of the subject is limited. The co-ordinator has identified appropriate resources well for each topic but whilst there is a satisfactory range of tools and equipment, the school has not as yet developed fully the resources to teach each topic. The planned work for this term is to be carried out after the inspection.

GEOGRAPHY

81. The standards achieved by the pupils at the end of Year 6 are average and they make satisfactory progress. Throughout the school, the pupils are interested in geography. The teaching of geography is satisfactory with some good features in the Year 5 lesson seen. The pupils are given carefully planned and interesting opportunities to consider the issues surrounding various approaches to coastal management and make good progress in learning about associated land use.
82. Younger pupils learn about globes, find the routes to places and study different journeys. They learn to identify the differences between their own locality and a contrasting area. They learn about the area around school and develop sound map reading skills. In a Year 3 lesson, the pupils were able to make sensible suggestions about the effects on the local community of

various building and demolition projects. From their studies of other localities they can distinguish between coastal and inland settlements and can give some of the characteristics of these types of towns and villages. They know some details of countries further afield, such as Australia.

83. By the end of Year 6, the pupils have increased their knowledge of countries and places around the world such as the village of Chembakolli in India. They have made comparative studies and know something about differences in physical features and climate.
84. A policy for the teaching of geography is in place and the school has used the national guidance to establish a scheme of work that ensures progression and continuity of learning. Visits are made to local places to support areas being studied and a residential stay in Grasmere provides many opportunities to extend the geography curriculum. The subject co-ordinator is on long-term absence and therefore the headteacher has taken responsibility of the management of the subject. She is aware that the subject is in the very early stages of development of appropriate assessment and monitoring procedures.

HISTORY

85. The standards achieved by the pupils at end of Year 6 are average and they make satisfactory progress. The standards attained are the same as at the time of the previous inspection. The pupils' achievement is enhanced because they are given a range of opportunities to gain knowledge of people, places and environments in the past, and a chance to compare what they have found out with what they know about the present day. Those with special educational needs and English as an additional language are well supported in their learning.
86. The pupils show awareness of the difference between the past and present when they study Invaders and Settlers. They understand some of the difficulties of living in Roman times. They learn about ancient Egypt and how the Pharaohs' influence affected the Egyptians in life and in death. Older pupils learn about the Tudors and investigate the social and political conflicts during the life of King Henry V111. Good links between religious education and English were developed the Year 5 study of Ancient Greece when they investigated links between myths and legends and stories in the Bible. The pupils are helped to bring the past to life as they research the Victorian era, the causes of World War 2 and brainstorm the events of the last fifty years. Throughout school, the pupils' knowledge increases most when they are involved in fact-finding tasks linked to trips and visits. Visitors, who take on the role of Victorian teachers and inspector, enable the pupils to gain experience of what it was like to attend a Victorian school.
87. The teaching is satisfactory overall. Good teaching takes place when the pupils are offered first hand experiences and opportunities to find out for themselves. Worksheets can be a valuable resource, however, too often they take the place of the pupils carrying out research and first-hand investigations. The teachers are beginning to plan lessons so that the library is used well by a number of pupils across the school but this has not happened sufficiently often. At times, the pupils' presentation and handwriting skills are forgotten in the hurry to record what they have found out. This detracts from what is actually written. The use of digital cameras and the Internet is developing well as pupils gain confidence in collecting group topic information. The topic work focussing on the Tudors and Ancient Greek civilisation enabled them to show their ability of accessing, collating and presenting certain facts in a concise style. The school has made a good start at collecting relevant artefacts and other resources, but in

some lessons they are still in short supply. The pupils have more difficulty grasping the full significance of a topic when they have to rely solely on duplicated pictures.

88. The subject co-ordinator is on long-term absence and therefore, as with geography, the headteacher has taken responsibility of the management of the subject. She is aware that this subject is also in the very early stages of development with the assessment and monitoring procedures.

INFORMATION AND COMMUNICATION TECHNOLOGY

89. Standards in ICT are average and remain similar to those at the time of the last inspection. However, the more focused teaching of skills observed in some classes is now accelerating the pupils' progress and beginning to raise standards more quickly. Appropriate training has been provided for teachers who now have more secure subject knowledge.
90. Year 6 pupils can log onto the computer network and choose the program that they need to use. They show good control of the mouse to move the cursor when using graphics programs. They can change the size of their writing as well as flood and fill colour in their picture formation when designing repeating patterns. Many Year 6 pupils use word processors at a satisfactory level to write in a variety of styles. They are able to alter the style of font and save and print their work. The most able pupils produce impressive multimedia presentations, adding their own commentary to work on different countries. With the more frequent opportunities provided for direct, large group teaching pupils are beginning to develop their keyboard skills to good standards
91. Throughout the school, the pupils develop their skills in word processing, data handling and control technology. Year 5 and 6 pupils are making good progress and benefiting from some very good teaching. They learn quickly and are enthusiastic and ready to try things out. They are quick to appreciate the possibility of short cuts and the power of the computer as a tool for modifying and improving information. This could be seen in a lesson where Y5 pupils designed and used spreadsheets to record and demonstrate the effect of exercise on the pulse rate.
92. However, these skills and interests are not always exploited to promote learning generally and in some classes ICT is not integrated into the curriculum as a whole. Little evidence was seen of computers being used to support work in other subjects. Few younger pupils regularly use the computer as part of their literacy or numeracy experiences. Across the school, lesson plans and classroom organisation have not always been adapted to make full and regular use of classroom-based computers. Similarly the potential use by the pupils of cameras, scanners and tape-recorders has not been fully explored or included as part of curriculum experiences. When teachers do use classroom-based computers regularly better progress is made in using and extending the skills. The plans in place for the establishment of a new computer suite should help ensure all pupils have opportunities to develop their skills still further in the subject.

MUSIC

93. The standards of Year 6 pupils are average and they make good progress. This is an improvement since the last inspection. The school encourages pupils to gain musical appreciation through singing, composing and performing in a variety of ways. A number of pupils have brass, woodwind and percussion lessons each week as part of their normal school day. Others are taught instruments privately. This impacts positively on the interest, enthusiasm and achievement in various aspects of the subject.

94. The pupils use their voices expressively when singing songs and rhymes. They maintain a good pulse when clapping to accompany songs and music of different tempo. They identify high, medium and low notes as they play a range of tuned and untuned instruments. When playing percussion instruments, they learn to interpret mood and rhythm well as they recognise and explore ways in which sounds can be arranged. Their ideas are represented by symbols that groups or the class combines effectively to create joint compositions.
95. By the end of Year 6, the pupils sing a varied repertoire of songs competently in a number of parts as well as in unison. They listen to each other extremely effectively as they sing clearly and tunefully whilst paying attention to musical expression. They play instruments confidently and are becoming proficient performers. When offering suggestions as to variations of timing, they produce pleasing results because they have a growing understanding of musical structures when composing cyclic patterns.
96. Because of the teacher's knowledge and skills, the pupils are enthusiastic and have extremely positive attitudes to all aspects of their music making. They sing competently as a school group, listening carefully and responding very well to the teacher's guidance. The newly formed orchestra already plays with a high degree of accuracy. This enables the teacher to increase the pupils' understanding of what is expected of them so that they can apply their knowledge fully to the different aspects of music. The teacher ensures that opportunities arise for the evaluation and improvement of performances during music-making sessions. These impacts significantly on the progress pupils make throughout the school.
97. The subject is organised and managed very effectively. The teaching is never less than good with very good features in most lessons. Because class lessons are taught exclusively by the co-ordinator, best quality learning opportunities are offered throughout the key stage. Strengths of the teaching lie in the detailed whole school planning that enables the co-ordinator to fully appreciate the structure of the curriculum to be taught. The commitment, preparation and delivery of this subject positively affects how well the pupils learn and encourages them to have a sustained interest in music throughout the school.
98. The pupils appreciate music from different traditions and cultures as they participate in assembly and lessons each week. Resources have been selected and bought carefully. They are used well to enhance the skills of composing and performing. Many opportunities arise for pupils to perform throughout the year. These include whole school performances, local festivals, class assemblies and Croft village events. The celebration of these special times with the local community impacts significantly on the pupils' personal development and positively aids their learning in this subject. At present the monitoring and assessment procedures are in the early stages of development.

PHYSICAL EDUCATION

99. The standards achieved by the end of Year 6 in the work seen are average. Lessons were seen in three out of the four classes. All of these lessons focused upon developing games skills, particularly striking a ball and fielding. The pupils demonstrated skills that showed good progress throughout the school. The pupils of differing abilities are well catered for and all of the pupils, including the more able pupils, are challenged well to improve. This is largely due to the good 'specialist' teaching and the well developed planning. Swimming is carried out at the local Leisure Centre and nearly all pupils achieve at least the national level.

100. The youngest pupils are well co-ordinated in their movements. In their warm-ups they use well controlled movements, when bending and stretching and moving about at increasing speed. They follow instructions carefully. The pupils are developing effectively in evaluating their own and other pupils' skills; they offer good solutions as to how to improve techniques. Most pupils are beginning to control a ball well when striking it and their throwing is reasonably accurate. Year 5 and 6 pupils are also developing their striking and fielding skills.
101. The teaching is good, which is an improvement since the last inspection. One teacher takes Year 3 and 4 lessons and another teacher takes Year 5 and 6 lessons. Both teachers have secure subject knowledge and provide challenging and interesting work, which ensures that the pupils follow instructions well and work hard during the lessons. The pupils are very well behaved and are aware of the need to improve their skills. The teachers support this effectively through the well developed teaching points for improvement and helping the pupils to assess how well they are performing.
102. The subject co-ordinator is enthusiastic and well informed. There is an effective policy and a scheme of work in place, which is based upon the national guidelines and has been adapted appropriately to meet the needs of the school. The extra-curricular activities provided offer good opportunities for the pupils to extend their skills and for them to participate in a wider variety of activities. The two teachers have a good knowledge of how well the pupils are progressing but there are no assessment procedures in place and the monitoring of the subject is limited.