

INSPECTION REPORT

ULVERSTON CE INFANTS SCHOOL

Church Walk, Ulverston

LEA area: Cumbria

Unique reference number: 112361

Headteacher: Mrs J Benson

Reporting inspector: Mr D J Halford
12908

Dates of inspection: 22 – 25 April 2002.

Inspection number: 196606

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 School
School category:	Voluntary Aided
Age range of pupils:	4 – 7 years
Gender of pupils:	Mixed
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs R Atkinson
Date of previous inspection:	June 1997

INFORMATION ABOUT THE INSPECTION TEAM

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12908	Mr D J Halford	Registered inspector	English	What sort of school is it?
			Areas of learning for children in the Foundation Stage	How high are standards? The school's results and pupils' achievements
			English as an additional language	How well are pupils taught?
			Information & communications technology	How well is the school led and managed?
			Geography	
			History	
			Music	
19431	Mr J D Holmes	Lay inspector		How high are standards? Pupils' attitudes, values and personal development
				How well does the school care for its pupils?
				How well does the school work in partnership with parents?
27677	Mrs D Davenport	Team inspector	Special Educational Needs	How good are the curricular and other opportunities offered to pupils?
			Equality of opportunity	
			Mathematics	
			Science	
			Art and design	
			Design & technology	
			Physical Education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Ulverston Church of England Infants School is a smaller than average school, with 104 pupils on roll. It is maintained by the Cumbria LEA and is within the Diocese of Carlisle. There are 49 boys and 56 girls. The school is situated in the centre of the market town of Ulverston and serves its immediate parish. Children are admitted to the Reception year at the start of the school year in which they are five. The school has no nursery, but many attend pre-school provision prior to entering the school. On entry children show a wide range of abilities, but the majority demonstrate above average skills for their age. Almost six per cent of the pupils are eligible for free school meals. Almost fifteen per cent are on the register of special education needs and just less than one per cent have statements of special educational needs. Almost two per cent have English as an additional language. All these percentages are below the national averages.

HOW GOOD THE SCHOOL IS

This is a good and improving school. It has many strengths which far outweigh its weaknesses. Whilst the majority of pupils start school with skills which are above average many achieve well and reach standards which are well above the national average in aspects of literacy and numeracy by the time they are seven years of age. Pupils enjoy coming to school and behave well. The quality of teaching is consistently good and relationships are very good. Teachers are assisted by good quality support staff. The curriculum is broad and balanced. Pupils are well known as individuals and are cared for well. The school is well led and provides good value for money.

What the school does well

- The school creates a good atmosphere for learning where relationships are very good and in which pupils listen intently, behave well, are keen to learn and achieve high standards.
- Consistently good teaching and learning, and good support from other adults in school, particularly in the teaching of Literacy and Numeracy, promotes good learning by the pupils.
- Provision for the Foundation Stage of Learning is good and enables children to settle quickly to school routines and make good progress
- Good leadership from the headteacher, supported by an able and well-informed governing body promote school improvement well.

What could be improved

- Ensure that pupils make consistent progress in each year of their learning, particularly during periods of significant changes in staffing .

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in June 1997 and it has made good improvement since then and worked hard to deal with the large number of issues raised. The school now has policy documents in place for all subjects and there are satisfactory monitoring and evaluation procedures in place. Lessons run to time and attendance registers are completed accurately. The school has established appropriate assessment procedures, but could make more use of them to track carefully the progress of individual pupils. The Health and Safety policy is now fully implemented and procedures for financial planning are secure. School finances are managed prudently.

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
Reading	C	A	A	A
Writing	B	A*	A	A
Mathematics	B	A	A	A

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

Standards are high in this school and pupils achieve well. The percentage of pupils gaining the expected level in reading, writing and mathematics has been well above the national average for the last two years, and also well above the average for similar schools. In 2000, the percentage of pupils achieving the expected level in writing was amongst the highest nationally. The percentage of pupils gaining the higher level in all the national tests for seven-year-olds in 2001 was also well above the national average. Pupils' attainment in science, judged by the teachers' assessments, were also well above the national average.

These high standards are reflected in the work of pupils currently in school. Children show a broad range of ability when first starting school, but overall, demonstrate above average levels of skill for their age. They make good progress through the foundation stage of learning, and many reach the early learning goals before the age of six. Many maintain this good progress through the rest of the school. Pupils listen particularly well and are confident readers. They show good levels of writing and ability with mathematics.

Currently pupils standards of attainment are above average in information and communications technology and match those for their age in all the other subjects observed during the inspection.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy coming to school. They concentrate well on their work and show a keenness to learn. They work well in groups and in pairs and look after equipment well..
Behaviour, in and out of classrooms	Good. Pupils behave well in the classrooms, around the school and in the playground.
Personal development and relationships	Good. Pupils take responsibility well, have a clear understanding of right and wrong and know that their actions affect others. Relationships are very good in this school.

Attendance	Satisfactory. Attendance percentages are close to national averages. The school has appropriate systems for promoting and monitoring attendance. Punctuality is good.
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TEACHING AND LEARNING

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

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

Teaching and learning is consistently good. No unsatisfactory teaching was seen during the inspection. In the foundation stage of learning the teachers' expectations are particularly high and the adults challenge the children clearly and well. Planning throughout the school is effective in meeting the needs of all pupils and there is a good balance between direct teaching and practical activities. Good quality teaching is continued for pupils between the ages of five to seven. Good attention is paid to the basic skills of literacy and numeracy and to the application of those skills in all areas of work undertaken.

Procedures for assessing pupils' progress are good, but not used well enough. Better use could be made of the assessment information, which teachers gather, to target the progress of individual pupils and give greater precision in taking pupils' learning forward. Equally, the presentation and marking of pupils' work is inconsistent. Teachers' marking does not always assist the pupils to know what it is they need to learn next. These areas are of particular importance whilst there is a significant proportion of pupils taught by part-time teachers whose teaching styles vary.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum is broad and balanced and meets the learning needs of all pupils. All statutory requirements are met. The provision for literacy, numeracy and information and communication technology is good.
Provision for pupils with special educational needs	Good. Pupils are supported well through the school. This enables them to make good gains in their learning. They are frequently seen successfully undertaking the same tasks as their peers.
Provision for pupils with English as an additional language	Good. Thoughtful provision is made and the pupils make good progress in their learning.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good overall. The pupils' moral and social development is good and is promoted well in wide variety of ways. Spiritual and cultural development are satisfactory.
How well the school cares for its pupils	Good. The school cares well for its pupils. They are well known to the adults with whom they come into contact and the school provides a safe and secure environment. The academic progress of individual pupils

	could be tracked more thoroughly.
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The school has a good relationship with parents and its local community, particularly with its close proximity to the church and parish rooms. Parents are kept well informed about the academic progress of the pupils and they are sent informative newsletters.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The school is well led by an experienced headteacher. She is well supported by an able and well informed governing body. School improvement is being promoted well.
How well the governors fulfil their responsibilities	Good. The governing body has a good overview of the strengths and weaknesses of the school. They fulfil all their statutory responsibilities well.
The school's evaluation of its performance	Good. There are good procedures for identifying areas of improvement and detailed records of work undertaken.
The strategic use of resources	The school carefully allocates the finances it has available to the priorities it has identified. Governors are keen to get the best value they can from the money they spend.

Staffing is adequate and well deployed. Support staff are well informed and offer good levels of support to colleagues and pupils. The headteacher has a significant teaching timetable and coordinates many core subjects of the national curriculum. This is a demanding task, which she manages well. There is a high percentage of part-time teachers and steps need to be taken to ensure that there is a consistency of approach for pupils as they pass through the school. Resources are of good quality and the curriculum is well resourced. The accommodation is good, has been the subject of recent good quality improvements and is maintained to a high order of cleanliness.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases almost all parents most	What some parents would like to see improved
<ul style="list-style-type: none"> • Children like school, make good progress and are expected to do their best. • Teaching is good • The school helps children to become mature and responsible 	<ul style="list-style-type: none"> • A wider range of extra-curricular activities • Better information about the progress pupils make

The inspection team agrees with all the positive points made. Teaching is consistently good, pupils work hard and they are making good progress. Given the age of the pupils, the inspection team feel that the educational visits to support the curriculum and the recorder groups, which operate on two evenings each week, form a satisfactory range of extra-curricular activities. Regular consultation evenings take place and reports on pupils' progress do meet statutory requirements. The inclusion of targets for improvement in literacy and numeracy would offer parents additional information if included on pupils' reports.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. This is a school where standards are high and pupils achieve well. On entry to the Reception Year teachers' assessments show that children have a wide range of attainment, but overall the majority of the children demonstrate above average skills for their age. By the age of seven almost all the pupils achieve the expected levels of attainment in reading, writing, mathematics and science and a significant proportion of pupils achieve the higher level of attainment in the national tests. This pattern of attainment has been substantially repeated over the last few years.

2. Pupils' standards in reading, writing and mathematics have been well above the national average for their age in the national tests for 2000 and 2001. The percentage of pupils gaining the higher level is also well above the national average. In comparison with pupils in similar schools, the pupils' performance is also well above average.

3. Teachers' assessment of pupils' performance in science also presents a positive picture. Almost all the pupils were assessed at the expected level for seven-year-olds in 2001, and almost half were assessed at the higher level. This is above the national average and above the average for similar schools.

4. With the children's assessments at five years of age indicating above average attainment on entry, and pupils' standards of attainment in reading, writing and mathematics all being well above the national average at seven years of age, almost all pupils achieve well. This is seen in the work currently undertaken by the pupils in school. They build well on their basic skills in their early years and many children have exceeded the early learning goals by the start of Year 1. In communication, language and literacy many children can express themselves fluently and are able to explain clearly what they are doing in their work. A high proportion are quite knowledgeable and show a good understanding of fruits from different countries of the world. They recognise a Star Fruit and a Kiwi Fruit. They have a good understanding of numbers up to twenty and beyond. The Early Years co-ordinator has a good grasp of the requirements of the foundation stage of learning and takes every opportunity to extend children's understanding. At the time of the last inspection, standards for children under five were described as 'sound'. Taking this judgement into account, there is an overall improvement in the standards of work currently being undertaken.

5. When pupils enter Year 1 they are allocated into one of two classes with the younger pupils remaining with the older Reception children and the older Year 1 pupils working in a single year group class. In both classes pupils are provided with challenging and demanding tasks and there is a good balance between direct teaching and practical activities. In Year 2, all the pupils are accommodated in the same class. Throughout the school pupils listen intently and actively in lessons. This enables them to have a clear understanding of what is required of them, and this contributes positively to the good progress they make in their learning.

6. By the age of seven, many pupils read fluently and with expression. They readily recount the main ideas from the stories they read and can use a computer well to gather information. The content of pupils' writing is regularly good, and on occasion, better than their presentation, which is sometimes untidy and not always commented upon to encourage pupils to take a pride in what they write. Number work is also given a high priority and here again, pupils make good progress in their learning. Almost all pupils show a good understanding of number and use their basic number skills well in a wide

range of subjects. Pupils were observed collating numerical information, adding it into the computer and producing effective graphs. Standards in numeracy and literacy also show improvement on those reported at the time of the last inspection.

7. Good progress is made by pupils of different ages and abilities. Pupils with special educational needs are well supported. Their needs are identified at an early stage and are well known to the teachers and other adults with whom they come into contact. They receive good support from classroom assistants who are well briefed and confident in their dealings with individual pupils. There is an appropriate balance between work undertaken in small groups when pupils are withdrawn from the main classroom activity and support offered to pupils working alongside their peers in the classroom. Frequently, the task offered to pupils on the register of special educational need is closely linked to the activity undertaken by the rest of the pupils in the class.

8. Only a very small percentage of pupils have English as an additional language. They make good progress in their learning. Only one pupil is at an early stage of English acquisition. Her needs are well known and she works well in a group situation. She is confident to speak with visitors and talks clearly about the work she is undertaking.

9. Currently the school does not have any pupils specifically identified as gifted and talented, although it has had in recent years. Appropriate provision has been made for those pupils.

Pupils' attitudes, values and personal development

10. Pupils enjoy school and have a good attitude to learning. Pupils work well together and respond to questions. They listen to teachers and show interest when others are speaking. Questions are answered sensibly and pupils contribute confidently to discussions. A special assembly is held each week to celebrate achievements and to reward achievement and good behaviour.

11. Pupils understand the expectations of behaviour and are good both in class and around school. Pupils generally display a good level of self-discipline. The children report that pupils generally played well together, although on occasions pupils did fall out but quickly became friends. No oppressive behaviour or inappropriate behaviour was observed in the school during the inspection.

12. Pupils' personal development throughout the school is good with pupils taking responsibility well for some small aspects of everyday school life. Pupils are allowed to make choices in the reception class and help around school by helping to set up and clear away at the end of lessons and returning registers to the office. Pupils are also consulted, informally, over improvements in the school, for example the playground equipment. Pupils in year 2 help by monitoring the doors at break and lunchtime.

13. The relationships in school are very good with a very good level of trust and respect between staff and pupils. Pupils are independent, confident and interested in learning; the pupils are articulate and communicate easily with adults. The pupils work very well together sharing resources and ideas. The pupils are aware of their impact on others and respect each other's points of view. Teachers act as good role models and help pupils to understand the effect that what they do has on fellow pupils. The pupils have a good understanding of the school and what is happening in it.

14. The school takes the choir to the local hospice each Christmas to sing and were involved in the local Flag Day Festival. Pupils participate in Red Nose Day for Children in Need and also regularly do the Shoe Box Appeal. The school chooses and raises money for one of the children's charities each year.

15. Attendance matches the national average and is satisfactory. The level of unauthorised absence is below national average, with parents good at notifying school of absence. There have been no exclusions during the current academic year but there were two fixed term exclusions involving the same pupil in the last school year. Punctuality is generally good and the registers are taken quickly and efficiently and lessons start promptly.

HOW WELL ARE PUPILS TAUGHT?

16. The quality of teaching is good overall. It is very good in fourteen per cent of the lessons, good in sixty-nine per cent and satisfactory in seventeen per cent. No unsatisfactory teaching was seen during the inspection. This is a positive position and one which is significantly improved on that reported at the last inspection. The consistently good teaching is having a positive impact on pupils' learning and achievement in a wide range of subjects, but particularly in English and mathematics, and enables pupils to attain high standards of work.

17. In the foundation stage of learning, children in the Reception Year are taught in a stimulating and effective manner. Very good listening skills are promoted effectively, for example, when children are asked to listen to the pitch of a note on a glockenspiel and asked to take steps forward in a listening game in a music lesson. Children listen intently, assess the pitch of the note accurately and are excited when they reach the home base. This strong focus on listening means that children are very attentive in lessons. They are clear about what is expected of them and engage in useful question and answer sessions with their teacher. In literacy, when children listened to the story of Dirty Dog, the teacher effectively drew their attention to the initial sounds in the title. She told the children that the device was called 'alliteration', that they would hear more about that when they were older, and spent some time asking them to think of similar initial sounds to match their own names. They undertook the task very well. The teacher's expectations were very high.

18. Teachers' planning is good and detailed. It shows a good grasp of the stepping stones in learning. For children under five it is firmly based on the early learning goals. Throughout the school teachers' planning is securely based upon the requirements of the National Curriculum. This shows a good level of improvement from that reported when the school was last inspected. The National Strategies for Literacy and Numeracy receive due attention and their requirements are fully met. In all lessons these activities are planned well to meet the needs of pupils with differing levels of attainment.

19. The teaching of pupils aged 5 to 7 years is good. Pupils are well managed and classroom organisation is effective in ensuring that there is an appropriate balance between direct teaching and practical activities. Listening skills are again promoted well. Teachers' questioning is good, promoting confidence in the pupils and ensuring that their learning is taken forward. Good use of wall displays in Year 1, where there are effective phrases displayed in a 'Magic Box', promote good choice of language on the part of the pupils. In the Year 2 class, effective discussion and role play activities centred upon the human and physical features on the Island of Struay promoted good speaking and listening skills and good connections with work undertaken in geography. The pupils show good levels of enthusiasm and engage in their work well. They are confident to work in pairs and small groups and show good initiative as the role-play develops. Teaching of numeracy is also good. By the age of 7 pupils are working confidently with numbers up to 100. They successfully find the difference between numbers by counting on from the smaller to the larger number. They quickly and accurately recognise patterns in number, for example, twos, fives and tens.

20. The youngest children have good targets for improvement included in their workbooks, but this is not carried on consistently in other years, neither is it included consistently in other subjects. There are

plans to extend the current provision to mathematics at the start of the next school year. Overall, there is an inconsistency in the use made of the assessment procedures the school has and insufficient use is made of this important information. This is unsatisfactory, because there is a high level of teaching staff change and consistent records need to be in place to ensure that different teachers have a clear understanding of the progress made by individual pupils as the pupils pass from class to class. Consistent procedures for the presentation of pupils' work and patterns of marking would also improve the overall provision.

21. Classroom support staff are of good quality, have a clear understanding of what is expected of them and support the pupils well. There is a rich environment available to the Reception children with well-structured activities, under the supervision of good quality support staff who have a clear understanding of how young children learn. Classroom assistants who support pupils with special educational needs do so well and are well aware of their needs. They enable these pupils to make good gains in their learning and regularly support them as they work at the same task as their peers. This is also the case for the small number of pupils who have English as an additional language. They also make good progress in their learning.

22. Homework is used satisfactorily to build upon and extend the work that is happening in school. Almost all the parents who returned the parental questionnaire expressed satisfaction at the homework provision the school makes.

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

23. The curriculum provided for the children in the Foundation Stage of Learning, that is children in the reception class and the mixed reception and Year 1 class, 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, mathematics and personal, social and emotional development. When appropriate the relevant sections of the National Literacy and Numeracy Strategies are introduced.

24. The curriculum for pupils aged 5 to 7 is satisfactory. It complies with the requirements for the National Curriculum and is suitably broad and balanced. The school has successfully implemented the National Literacy and Numeracy Strategies. These are having a positive effect on pupils' attainment and achievement in English and mathematics which is reflected in the good national curriculum test results. All subjects now have appropriate policies and schemes of work, which are providing satisfactory guidance for teachers in their long term planning. This is an improvement since the previous inspection. Long term planning provides an overview of the topics and units of study to be followed each year and are clearly linked to the National Curriculum programmes of study. Good emphasis is placed on linking all areas of the curriculum to literacy and mathematical and information technology skills are incorporated as appropriate in other subject areas, for example, science and design technology.

25. Good provision is made for pupils' personal, social and health education. There is an appropriate written policy in place and opportunities are built into lessons to promote this area of learning. For example, in whole class discussion time and assemblies pupils are encouraged to consider the thoughts and feelings of others and to be kind and caring both in and out of school. Visits to places of interest, for example, museums, and visitors to the school make a valuable contribution to pupils' personal and social development. Pupils are helped to develop a healthy, safer life style through their work in science topics. Sex education and the dangers of misusing drugs and other substances are taught as part of the science and personal, social and health education schemes of work and pupils' questions on

these issues are dealt with sensitively. Visits from the Life Education Caravan further enhance pupils' learning in this subject.

26. Pupils are encouraged to become confident and independent through taking different responsibilities. For example, older pupils look after younger pupils at the dining tables, act as playtime monitors and check cloakrooms. Younger pupils take registers to the office, give out milk and tidy up the classrooms.

27. The provision for extra curricular after school activities is limited due to the curriculum demands on a small staff. Currently the headteacher and another permanent teacher run two recorder groups on a weekly basis which contribute to developing pupils' musical skills. However, visits out of school, for example, to Grizedale Forest, local museums and the seaside and the good use made of the local environment enhance pupils' learning in, for example, history, geography, religious education and science.

28. The school provides an inclusive education. Pupils with special educational needs, including those with more severe difficulties, and those for whom English is an additional language, receive their full curriculum entitlement. Boys and girls are encouraged to do the same activities, for example, as they learn games skills. The school ensures that the higher attaining pupils are given sufficiently challenging work in order to make the appropriate progress. This is reflected in the significant number of pupils attaining the higher levels in the National Curriculum tests. The provision for pupils with special educational needs is good. Individual education plans are carefully constructed with achievable targets for literacy and numeracy and, where relevant, for behaviour: Teachers satisfactorily refer to these targets when planning their lessons. Parents are encouraged to be partners in their children's learning and are kept well informed of progress.

29. The school has developed satisfactory links with the community that make a positive contribution to pupils' learning. For example, visits from the local vicar and the monthly assemblies in the Parish Centre help promote pupils' spiritual development. Pupils visit the local church, shops and Heritage Centre in order to enhance their learning and there are good links with the school library service, health centre and fire brigade. The school has also established good links with other schools in the area in order to share resources and teacher expertise. The school works well in partnership with the Junior School and Year 2 pupils make visits in order to ease their transition to the school.

30. The provision for pupils' spiritual development is satisfactory. Acts of collective worship provide a short time for prayer and reflection and re-inforce the values and aims of the school. Opportunities are given to celebrate pupils' hard work and attitudes in school, publicly acknowledging the value of individuals and boosting self esteem. Through religious education lessons and Circle Time teachers show that they value pupils' ideas and beliefs and give them time to reflect on how feelings can be communicated in different ways as, for example, they talk about their friends.

31. The provision for pupils' moral development is good. The staff act as good examples for pupils and through personal, social and health programmes and the behaviour curriculum, they constantly re-inforce how the behaviour of one person affects others. The school is an orderly community where pupils are polite and well behaved. They show respect for people and property and have a clear sense of right and wrong.

32. The provision for pupils' social development is good and is promoted through the very good relationships that exist throughout the school. Pupils' collaborative skills are fostered during partner and group work and the majority co-operate well with others. Class and school duties develop their sense of responsibility as, for example, older pupils show care and consideration for younger pupils at

playtimes and lunchtimes. The pupils' social development is further enhanced by visits out of school, by singing at the local hospice and by initiatives to raise money and to offer help to charities for example, Comic Relief.

33. The provision for pupils' cultural development is satisfactory. Visits out of school and visitors to the school successfully introduce pupils to their own culture and extend their learning in a range of subjects, for example, science, history and geography. Some opportunities are also provided that broaden pupils' appreciation of other cultures through assembly themes, literature, art, music and as pupils study Judaism in religious education lessons. However pupils learn little about the range and diversity of cultures that exist in Britain today.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

34. The school provides a safe secure environment that is well maintained and cleaned. The pupils receive a good level of care, support and guidance from the adults around them. The procedure for assessing pupils' learning and for targeting and tracking pupils' progress are satisfactory but the use is unsatisfactory as the procedures are inconsistently applied. The procedures for monitoring and promoting good behaviour and eliminating oppressive behaviour are good. The procedures for child protection are satisfactory with guidance for staff on procedures with further training planned for the summer term.

35. The procedures for monitoring academic and personal development are good overall. Teachers know the pupils well and are able to provide pupils with a good level of support for both academic and personal development.

36. Procedures for assessing pupils' attainment and progress are satisfactory. The results of statutory tests are recorded and are analysed to identify strengths and weaknesses in curricular provision and in individual and group attainment. However, assessment procedures and the use of assessment information particularly in subjects other than English are in need of further development. There is no consistently effective approach to recording pupils' progress throughout the school in many subjects. Teachers new to the school do not have a clear understanding of the previous knowledge and achievement of pupils. There is also a notable inconsistency in how well marking is used to recognise attainment and provide pupils with targets for future development.

37. The monitoring of behaviour and personal development is good. The school behaviour policy is based upon a behaviour curriculum, which promotes listening, speaking, sharing, good attitudes and self-discipline and to be involved in their own learning. It has rewards and sanctions and the policies are monitored at regular intervals. The procedures for monitoring and improving attendance are good with improvement since the last inspection. The headteacher monitors attendance weekly and termly in conjunction with the EWO.

38. The Health and Safety Policy is now fully implemented. Class teachers within their own area carry out risk assessments with governors carrying out an annual assessment. The statutory testing of electrical, fire and gymnasium equipment are carried out. Fire drills are carried out each term. The school ensures that pupils are always collected from school safely by teachers taking them to the door for collection by parents or carers.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

39. Parents and carers have a positive view of the school. Nine parents attended the parents meeting and 27 returned the questionnaires out of 104 sent out. The responses from the questionnaire indicated

that parents support for the school was good and they felt that their children enjoy school, children make good progress and the school expects the children to work hard. The responses did indicate that the school did not keep parents informed on progress, work closely with parents or provide an interesting range of activities. The parents meeting indicated that parent's felt the school-helped pupils achieve to the best of their ability. Concern was expressed by a minority of parents at the meeting regarding behaviour at lunchtime. The behaviour observed gave no concerns and the mid day supervisors took good care of the pupils during lunchtime.

40. The inspection team, on the whole, agrees with all the positive comments. The negative responses from the questionnaires are not fully supported. The school provides satisfactory reports for parents which indicate what pupils can do and on progress they have made. The reports do not, however, consistently have targets for future development. This is included in some of the reports but is not prominent. Parents have the opportunity for two formal meeting to discuss progress per year with the annual report in the summer term.

41. The school does have in place systems to work closely with parents. The school has an induction system for new pupils with class teachers making home visits. Leaflets are provided to parents of reception children on number, reading and what social skills would be beneficial. The school supplies topic work details and how parents can support their child. Teachers are available at the start and the end of the school day for parents to approach, which a number of parents were observed to do, to discuss any pressing problems. There is positive support from parents for the school and the parents have a good impact on the learning of the pupils at home. The school welcomes parents into school and parents help in the school on trips and visits on a regular basis.

42. The extra curricular activities provided after school are limited with only a regular recorder class. The range of activities that the school provides to enrich children's learning however is good, with links with local businesses and visits to a good range of learning opportunities. The pupils have opportunities to visit museums, local heritage centre, farms, forests, local businesses, health centre and fire station, as well as having visits from theatre companies and craft demonstrations. All of these provide a good range of activities for the pupils to enrich their learning.

43. The school sends out regular information to parents in the form of newsletters plus a very informative prospectus. The annual report to parents from the governors is good and meets requirements. Parents have the opportunity to attend the Parish Centre Assembly each month when awards are presented. Friends of Church Walk raise funds for the school and organise social events, which are well attended, particularly the barbeques and treasure hunts, they also provide coffee at the assemblies with trainees providing crèche facilities.

HOW WELL IS THE SCHOOL LED AND MANAGED?

44. The leadership and management of the school is good and has improved from the position reported when the school was last inspected. The headteacher is experienced and is supported by an able and well-informed governing body. School improvement is promoted well.

45. The headteacher provides good leadership, despite the fact that she fulfils a demanding role. She has a considerable class teaching timetable and works without the assistance of a deputy head. In addition to this the school has experienced a period of considerable change in teaching staff over recent time, with a high proportion of teachers now working part-time. Even so, the school is well led and has a clear educational direction. Clear priorities for future development are readily identified and the school makes good progress towards them. Following the last inspection a large number of key issues for action were identified and all have been addressed effectively.

46. Because of the relatively small number of staff in school the delegation of responsibility is only moderate. The two full-time staff coordinate the Early Years provision, special educational needs and science. This leaves the headteacher with the significant responsibility of managing the literacy, numeracy and information technology provision. Some aspects of monitoring, therefore, remain underdeveloped. More effective procedures are required to monitor the progress of individual pupils, target what they need to do next to improve and accurately record their progress as they pass through the school. The pupils' work would also benefit from a more consistent approach to aspects of presentation and marking. However, despite these areas for further improvement, appropriate progress is being made and pupils' standards of work are high.

47. The governing body is well-informed and effective in fulfilling its statutory duties. They are knowledgeable, have a good overview of the school and a clear understanding of its strengths and weaknesses. There are nominated governors to overview literacy, numeracy and special educational needs, and whilst some are relatively inexperienced, they have a good grasp of their areas of responsibility. Both the chair of the finance sub-committee and the special educational needs governor expressed a comprehensive view of their responsibilities with little need for notes. The Chair of Governors is interested, gives much time to the task and has information readily available. There is a clear desire on the part of the governors to see the school maintain its standards and make continued progress.

48. Financial planning is good. The governors have a clear commitment to ensuring that the school receives the best value from all its spending. Detailed spending plans are made and the school's budget is managed prudently. Significant building work has recently been undertaken making use of the DfES 'New Deal' funding, which has resulted in the accommodation being significantly improved. As an 'aided' school the governors are responsible for the provision of a significant proportion of these costs and there is a good understanding of the current position. Good procedures are in place to link the finance available to the school with the overall plans for improvement. Day-to-day financial administration is good.

49. The management and administration of special educational needs are good. Detailed records are kept and all statutory requirements are met. Pupils' needs are well known in this school. Teaching and support staff work together well to ensure that pupils needs are readily identified and appropriate measures taken to ensure that the pupils make good progress in their learning. In many lessons pupils with special educational needs work alongside their peers. The school does not currently have any pupils identified as gifted and talented, but has had in the past. Appropriate procedures are in place. The small percentage of pupils for whom English is an additional language are catered for well. They make good progress in their learning.

50. Staffing levels are good, although the proportion of teaching staff working in a part-time capacity is high. Staff are generally deployed well. The accommodation is good and the space available is used effectively. It is maintained to a high order of cleanliness by the caretaking staff. Outdoor facilities are good. Recent building developments have included an effective use of a small area of the playground to provide outdoor play-space for children in the early years. Good use is made of the hard play area, which contains picnic benches and an adventure playground area. The school has recently acquired a school field which is also used well. Resources are generally of good quality. They are used effectively to support pupils' learning.

51. Overall, this represents a good level of improvement since the last inspection.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

52. The school has already accurately identified areas for future development, which include continued work on pupils' writing, computer work and problem solving in mathematics and science. As the school seeks to build on its current improving position, the headteacher, staff and governors should:

- a. Ensure that pupils make consistent progress in each year of their learning, particularly during periods of significant changes in staffing.
 1. by making better use of the school assessment information and recording individual pupils' progress more thoroughly
 2. setting pupils clear targets to improve their learning
 3. establishing a more consistent approach to the presentation of pupils' work and teachers' marking.

53. (Paragraphs: 20, 34, 36, 46, 82, 89, 92, 93)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

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

--

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	5	25	6	0	0	0
Percentage	0%	14%	69%	17%	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	YR – Y2
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	104
Number of full-time pupils known to be eligible for free school meals	N/a	6

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs		1
Number of pupils on the school's special educational needs register		15

English as an additional language

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

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	6

Attendance

Authorised absence

%

Unauthorised absence

%

School data	5.6%
National comparative data	5.6%

School data	0.1%
National comparative data	0.5%

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

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	22	17	39

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	21	19	21
	Girls	16	16	17
	Total	35	35	38
Percentage of pupils at NC level 2 or above	School	95 (97)	90 (100)	97 (100)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	21	21
	Girls	16	17	17
	Total	36	38	38
Percentage of pupils at NC level 2 or above	School	92 (97)	97 (97)	97 (97)
	National	85 (84)	89 (88)	89 (88)

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	1
Chinese	1
White	102
Any other minority ethnic group	0

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	2	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: YR – Y2

Total number of qualified teachers (FTE)	4.5
Number of pupils per qualified teacher	23.11
Average class size	26.0

Education support staff: YR – Y2

Total number of education support staff	5
Total aggregate hours worked per week	74

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.

Financial information

Financial year	2000 / 2001
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	£
Total income	234 058
Total expenditure	232 853
Expenditure per pupil	2 218
Balance brought forward from previous year	8 863
Balance carried forward to next year	10 068

Recruitment of teachers

Number of teachers who left the school during the last two years	2.5
Number of teachers appointed to the school during the last two years	2.5
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

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate 26.0%

Number of questionnaires sent out	104
Number of questionnaires returned	27

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	56	44	0	0	0
Behaviour in the school is good.	22	70	4	0	4
My child gets the right amount of work to do at home.	48	44	7	0	0
The teaching is good.	52	44	4	0	0
I am kept well informed about how my child is getting on.	33	37	30	0	0
I would feel comfortable about approaching the school with questions or a problem.	59	15	22	0	4
The school expects my child to work hard and achieve his or her best.	56	44	0	0	0
The school works closely with parents.	37	33	22	0	7
The school is well led and managed.	30	52	11	0	7
The school is helping my child become mature and responsible.	37	56	0	4	4
The school provides an interesting range of activities outside lessons.	15	15	33	19	19

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

54. Children start in the Reception Year in the autumn term of the academic year in which they are five years of age. Most have had the benefit of pre-school education and, whilst a broad range of ability is represented, the majority show above average levels of skills for their age. There is no pre-school provision in school. There are currently forty children in the reception year and the older reception children work alongside the younger pupils in Year 1, and the rest of the reception year are accommodated in a class of their own. The reception children in both classes are provided for well and make good progress in their learning. By the time they enter statutory schooling most have achieved the early learning goals. This position is substantially the same as that reported at the time of the last inspection.

Personal, social and emotional development

55. Teachers' assessment of pupils' skills on entry to reception indicate that the majority show above average skills in this area of learning. Many show good levels of independence and are able to make choices. They sustain their interest over considerable periods of time. For example, when closely examining a wide range of fruits, they took turns and shared the equipment effectively. There is a large shared area which contains a wide range of activities and construction games and many move effectively between the activities. Children across the whole year follow instructions well and cooperate with each other. The support staff and other adults offer good levels of support. They know the children, are well briefed, share good planning documents and deal effectively with the children.

56. Good progress is made in this area of learning and this enables many of the children to meet the early learning goals by the time they start Year 1. The teaching is good, especially in the quality of the planning and the manner in which the adults work well with the children.

Communication, language and literacy

57. Most children start in the Reception Year with above average levels of communication skills for their age. Many are clear and confident speakers. They relate appropriately to books, know that print carries meaning and some write their names and form letters with a reasonable degree of accuracy. Overall they make good progress and some make very good progress.

58. Children's listening skills are promoted very well. Every opportunity is taken to encourage the children to listen actively and effectively. Good use is made of Big Books to promote discussion. Children are given time to think, in a calm and positive atmosphere and they are allowed to ask questions and given full answers by the teacher. They listen to stories carefully and accurately anticipate the sequence of events. In music, they listen actively and are eager to join in the game. They gain good levels of confidence to express themselves fully and thoughtfully.

59. Most children read effectively, follow the story line in Big Books and are developing good knowledge of phonics. Their good listening skills are used effectively. A competition between the children and the teacher, in which the initial sounds of words have to be identified accurately, is one, which the teacher regularly loses! Children have access to a good range of books and many children read simple texts well.

60. There are many opportunities to write for a purpose. There is a good writing area set up in the activity room and children are seen to use it regularly. Children are encouraged to try to move from mark making to letter formation. The scrutiny of writing shows that some children are able to write simple sentences, including correctly placed capital letters and full stops. This shows particularly good progress, which is well above average for their age. Almost all children attain the early goals by start of Year 1 and some exceed them.

61. The teaching is consistently good, and sometimes very good. There is a good balance between direct teaching and opportunities to apply new skills in a stimulating environment.

Mathematical development

62. The majority of children begin the Reception Year with above average levels of mathematical understanding.

63. There is a regular involvement in mental and oral mathematical work in which most children are keen to take part. Ascending and descending sequences are frequently practised. Children have many opportunities to count successfully in their play and in more formal settings of singing number rhymes. Children often stamp their feet or clap their hands at particular moments when singing songs. In one effective example, as children sat in a circle under the supervision of an able classroom assistant, the children stood up or sat down forming patterns of two or three. This was followed effectively by an introduction to differing shapes, including circles, triangles and squares, where the children had to recognise the pattern and anticipate which shape would appear next. Many made correct assumptions regarding the number patterns and knew the names of the shapes. The task was followed up well with computer work involving the identification of shape and pattern.

64. Teaching is good in this area of learning and it is making a positive contribution to the children's learning. Many children exceed the early learning goals by the time they start Year 1.

Knowledge and understanding of the world

65. Many children show an appropriate general knowledge when they first start in the Reception Year together with an eagerness to take part in what is happening around them. Many reach the early learning goals by the time they begin Year 1.

66. In science activities, the children heard a story of Mr Grinling going on a picnic. They listened intently to the story. Many knew he had no exercise and a short discussion ensued about why they needed exercise. An examination of what he took on the picnic led to the introduction of his flask, and the concept of 'insulation' keeping his drink warm. The significance of a plastic mat, to keep the food dry and clean was also considered. A good range of fruit was introduced and the children considered the shape, colour, texture and smell of the various items. A wide range of opportunities was offered to the children and they responded very well.

67. There is a wide range of opportunities and regular access offered to computers. Children use them with confidence. They can manipulate the mouse and move the cursor with confidence and a good degree of accuracy. Programs used are regularly linked to the focus of lessons.

68. Again, teaching is good. It builds successfully on children's prior knowledge and links well with the basic literacy and numeracy skills which are consistently promoted.

Physical development

69. Children make good overall progress with their physical skills. They meet the early learning goals by the start of Year 1.

70. There are regular opportunities to promote children's manipulative skills effectively. Cutting, sticking and threading activities are readily available for the children and many make good use of them. Threading activities linked well to the work undertaken on pattern, and children used scissors carefully and correctly in cutting up some of the fruit they were examining. They used the equipment carefully and took turns well, even though there was a high degree of excitement in this task.

71. The school has made a good outdoor play area to develop children's gross motor skills. All children in the Reception Year have regular access to the space. It is timetabled well and fully utilised. It is secure, has a very good surface and is a particularly good use of playground space. Children are well supervised when using the play space, clearly enjoy the activities available, perform well and are meticulous in brushing the sand off their shoes before re-entering the school building.

Creative development

72. Children make good progress in this area of learning enabling the majority to meet the early learning goals by the time they start Year 1. The teaching provides many opportunities for the children to develop skills in this area through painting, construction, music and play.

73. The teaching makes good use of singing to encourage children to recognise pattern in sound and shapes. Music is well used, to encourage careful and effective listening and also create a good atmosphere for children taking part in painting activities. The good use of music, where children sing in good time and to well chosen songs, in a register suitable for their voices, and where they listen intently for the pitch of individual notes, contributes well to work in a wide range of areas of learning.

74. In the activity room, well chosen painting activities, accompanied by taped music develop a calm and soothing atmosphere in which children work well and try hard to mix different shades of colour. They are well supported in these activities and produce good results.

75. Teaching is good in this area of learning and the children are well supported by the adults working in the classrooms.

Teaching and Provision.

76. The quality of teaching is consistently good and shows an improvement on that reported when the school was last inspected. Planning is detailed and thorough and the support staff are well informed and effective in the support they offer to the children. There is a rich range of experience available and this has been improved from the position reported previously. There is a strong emphasis to the promotion of active listening to which the children respond very well. This has a positive impact on the quality of their learning and enables a high proportion of the children to make good progress and achieve well.

ENGLISH

77. In the National Tests for seven-year-olds the results in English have been well above the national average consistently since 1998, except for 1999 when they were not quite so high. In the tests for reading and writing in 2000 and 2001 they have been well above the national average when compared

to all schools, and well above the average for similar schools. In 2000, the school's results in writing were amongst the highest nationally. The older pupils currently in school show levels of attainment in reading and writing that indicate this consistent performance over time is on course to be maintained.

78. Almost all the pupils gained the expected level in reading and writing in the 2001 tests and the percentage of pupils who gained the higher level also well above the national average. Girls usually gain higher results than boys, in both reading and writing, but the difference is not greatly significant. More pupils gain the higher level in reading than do in writing, but the standards attained in writing are still well above average. The school recognises that work is still required to improve the quality of pupils' writing and has identified this as an area for current development.

79. The children show a wide range of attainment when they enter the Reception Year, but the baseline assessment information gathered by teachers indicates that the majority of children have above average skills when they first start school. From this secure beginning most pupils make consistently good progress in their work in literacy and achieve well above average results by the end of the year in which they are seven. This indicates that most pupils achieve well and standards are high enough. This good pattern of progress shows a good level of improvement from that reported when the school was last inspected. On that occasion, standards were reported as in line with national expectations and pupils' progress recorded as satisfactory.

80. Standards in speaking and listening are good. Throughout the school a strong emphasis is placed on developing good listening skills. The majority of pupils are confident speakers and express themselves adequately. They know that their contributions are received thoughtfully and positively. They are given many opportunities to speak in classes and they show their understanding well. There is an eagerness to join in, and many teachers use this well. The youngest children are regularly given access to quite technical vocabulary in their discussions with their teachers. The teacher gave accurate descriptions of terms like 'alliteration' and 'insulate' and children showed a good level of understanding. Pupils in Year 1 made effective use of information on wall displays to choose good vocabulary to express themselves carefully in discussions. The oldest pupils expressed themselves well when, in an activity in which they had to describe what they thought was good about another person in the class. All these opportunities promote speaking and listening well and help to raise pupils' standards in a wide range of subjects.

81. Standards in reading are good. Younger children have a good understanding of phonics and use these skills well as they meet unfamiliar words. Pupils throughout the school have a wide range of opportunities to read for interest and for information. Many readily turn to the computer to find out information or prepare texts for use in many lessons. They have a wide range of literature available to them and older pupils speak fluently about their likes and dislikes in the texts they have read.

82. Standards in writing are good and the school is actively seeking to improve the quality of pupils' writing. Younger pupils gain a good understanding of how to write in sentences and they show good development in their understanding of punctuation. Many are becoming competent writers. Older pupils use correct punctuation in much of their writing and convey information clearly when writing factually. An example of creative writing says, 'A green leprehaun appeared. "You lost," he said. "Yes I am," muttered Barnaby Bear.' This shows good control of punctuation, including the correct use of speech marks. This writing shows above average standards of attainment. Later in the year, in a piece of writing in history, the same child wrote, 'It was a dark and stormy night. I stayed to keep the cobble steady. Dad and two of the survivors went back to the ship'. There is evidence of vocabulary being chosen for effect in a good piece of writing that created atmosphere effectively.

83. The quality of teaching and learning is good overall throughout the school. Planning is good and support assistants are used well to promote good learning for the pupils. The high emphasis on developing good listening skills also has a positive impact on pupils' learning. Pupils show good levels of confidence in most lessons and are eager to do well. The teacher in the Reception class sets good targets for children to improve and marks work effectively indicating when individual children have secured their understanding. This is good practice, but it is not continued beyond this promising start. Insufficient use is made of setting targets for individual pupils to achieve. Equally teachers' marking does not consistently indicate to pupils what they need to do next to improve the quality of their work and take their learning forward. A consistent approach is required in these areas to ensure that pupils' progress is continuous as they pass through the school.

84. Most pupils clearly enjoy their work in literacy and use their developing skills well in a wide range of subjects. Teachers select texts well for pupils of differing abilities and good levels of support are given to those who find aspects of literacy work hard. There is a good balance between support which is seen in classrooms, with pupils with special educational needs working alongside their peers, and small group work for which pupils are occasionally withdrawn for more intensive support. The pupils who have English as an additional language make good progress. They talk to visitors well and competently explain what they are doing. The school makes good provision for them.

85. Learning resources are good. The school has an appropriate range of good quality texts for pupils to use and each class has ready access to computers which pupils use with a good level of skill. The subject is well managed by the headteacher. She is interested in the subject and has a clear view of priorities for improvement.

86. Overall, this represents a significant level of improvement in the English provision from when the school was last inspected. Standards are higher and pupils skills in reading, writing, speaking and listening have all risen from the sound levels last reported. There are appropriate assessment procedures in place, but they should be put to more effective use to monitor the progress made by individual pupils over time.

MATHEMATICS

87. The National Curriculum test results for mathematics in 2001 for pupils aged 7 were well above the national average and the average for similar schools. The trend in results over the past four years has been well above the national average in 1998, 2000 and 2001 and above that expected in 1999. This is an improvement since the previous inspection. These good results reflect the teachers' hard work over time and the successful implementation of the National Numeracy Strategy. The majority of pupils, including those with special educational needs, currently in Year 2 are working at levels that are expected nationally for their age and make satisfactory progress. However a significant number of pupils are achieving at the higher levels and making good progress.

88. The quality of teaching is good and has a positive impact on pupils' learning. This is a good improvement on the previous inspection. Teachers make good use of the National Numeracy Strategy to plan what pupils are to learn. Their planning is thorough with clear learning objectives that teachers share with and explain to pupils. The wide range of practical activities meets the needs of all pupils, including those with special educational needs. Good support is given by well briefed classroom support assistants to lower attaining pupils, pupils with special educational needs and pupils for whom English is an additional language. As a result of this these pupils make good progress. The good clear explanations given as the teachers are working through examples with the whole class enable pupils to build on their previous knowledge and become increasingly confident in adding and subtracting numbers. Lessons move at a good pace and the teachers' effective questioning continually extends

pupils' reasoning skills. By the age of 7 pupils are working confidently with numbers up to 100. They accurately find the difference between numbers by counting on from the smaller to the larger number. They quickly and accurately recognise patterns in number, for example, twos, fives and tens. They have a good knowledge of simple mental strategies for working out their answers, accurately double and halve simple numbers and know that some numbers are odd and others even. The teachers ensure that pupils understand simple mathematical language such as "more than", "less Than", "total", and the pupils use these terms confidently when explaining answers. Pupils successfully solve simple problems using money, create fractions such as halves and quarters, represent information in graph form and develop a good understanding of shape, space and measure. Pupils show good attitudes to learning. Relationships are very good and the pupils respond well to the teachers' high expectations of their behaviour. They listen attentively, concentrate well and stay on task. They readily share equipment which is always readily to hand and help each other succeed.

89. An appropriate amount and range of homework is set to enhance pupils' numeracy skills; for example, number games and activities to help them, to become more familiar with basic number facts and patterns and to consolidate the work being done in class. Numeracy skills are used appropriately in other subjects, for example, when measuring and recording data in science and design technology. Information and communication technology is used to enhance mathematical skills as pupils use spread sheets and diagrams to handle information and record data.

90. Leadership and management of the subject are good. The headteacher is the subject co-ordinator and she has a good overview of mathematics work across the school. She monitors teaching regularly and uses her analysis of National Curriculum test results and other test results to identify specific strengths and weaknesses in teaching and learning and to inform future planning. However although there are some assessment procedures in place which have helped raise standards, they are not used effectively to track the progress made by individual pupils or to set targets. Resources are good and used appropriately.

SCIENCE

91. The teacher assessments for pupils aged 7 in 2001 showed that the proportion of pupils reaching the expected level was above that found nationally and at the higher level was well above. When compared with similar schools the teacher assessments are above average and well above average at the higher level. This is an improvement since the previous inspection. Most of the pupils in Year 2 are working at the level expected for their age, including those pupils with special educational needs, and are making satisfactory progress. However there is a significant number of pupils working at a level above that expected for their age and they are achieving well.

92. The quality of teaching is good. The teachers have a good subject knowledge and pupils in Years 1 and 2 are given many opportunities to develop their knowledge and understanding by being involved in practical activities. As a result of this, by the age of 7, pupils have a sound scientific knowledge, use appropriate technical language and develop satisfactory skills for making predictions and carrying out a fair test, for example, as they investigate how far vehicles travel using a ramp. Lower attaining pupils and pupils with special educational needs receive good support from well briefed learning support assistants which enables them to make good progress. Because teachers share the learning objectives with pupils they are very clear about what they are to learn. Teachers' clear explanations and effective questioning techniques extend pupils' thinking skills as, for example, they make close observations of a range of plants found in the local environment and compare their differences and similarities. Pupils respond well to the teachers' 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. Pupils enjoy their science work and demonstrate good levels

of curiosity. They work well together, use resources satisfactorily and record their findings in a range of appropriate ways, for example, labelled diagrams, drawings and writing “reports”.

93. Pupils show good use of their literacy skills as they research information and record their findings. Appropriate care is taken with spelling and punctuation and the correct use of scientific language. Good links are made with other areas of the curriculum, for example, mathematics as pupils take measurements, use information and communication technology as they make graphs of their favourite foods and religious celebrations as they study light. However there are inconsistencies in the presentation of pupils’ work, some of which is very untidy. Work is marked with words of encouragement but gives pupils little information about their progress or how to improve 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.

94. Leadership and management of the subject are currently underdeveloped. This is because the co-ordinator has only been in post for a short time. However she is providing support and guidance to colleagues when necessary. The nationally produced scheme of work is used to enable teachers to plan an appropriate range of activities for all pupils and there is an up to date policy in place. 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. Although the co-ordinator has samples of pupils’ work from across the school there is no monitoring of teaching to ensure consistent progress as the pupils move through the school. Resources are good and good use is made of the local environment and visits to Grizedale Forest to enhance pupils’ scientific knowledge. This is an improvement since the previous inspection.

ART AND DESIGN

95. As only one art lesson was seen during the inspection it is not possible to give an overall judgement on teaching. However from the lesson observed, from a scrutiny of current displays and photographic evidence and from documentation available pupils’ attainment in art and design is at the expected level for their age and pupils make satisfactory progress. This shows that standards in this subject have been maintained since the previous inspection.

96. Pupils use a suitably wide range of materials and work appropriately with different media. Teachers place good emphasis on pupils observing closely objects presented to them, for example, flowers and other natural objects. Their drawings and paintings show increasing attention to the fine detail associated with sound observational skills. Pupils experiment appropriately with colour, successfully creating different shades and tones and they further develop their artistic skills well through the use of computer programs. Pupils are given many opportunities to work in the style of a range of famous artists. They use the work of Picasso, Klee and Van Gogh as a stimulus to produce portraits using pencil, paint and charcoal. Fruit and vegetables are used effectively to emulate the style of Archimboldo and landscapes are created in the style of Monet. Pupils have a sound understanding of the importance of designing their work prior to engaging in practical activity and of discussing and evaluating their own work and that of others. This was effectively demonstrated in the good lesson seen in the Year 1 class as pupils made tree sculptures.

97. In the lesson seen in the Year 1 class teaching was good. This is because the teacher has a good knowledge of the subject. She gave clear instructions and good demonstrations to help pupils achieve well when making tree sculptures. The classroom is well organised with a good range of natural resources readily to hand. This ensures maximum use of time as pupils move to their activities quickly

and begin work immediately. They share resources well and respond positively to praise from the teacher and parent helpers. Pupils develop their understanding of texture, tone and form well and show good manipulative skills as they effectively use these natural objects to form some interesting sculptures.

98. Art is successfully used to enhance pupils' work in other areas of the curriculum, for example, the co-operative collage of "Owl Babies" linked to literacy, Ulverston scenes painted in the style of Lowry to enhance geography and collage work on the Victorians linked to history. Art makes a sound contribution to pupils' spiritual, moral, social and cultural development and includes opportunities to work with an "artist in residence" in preparation for the Flag Festival and to study art from different cultures.

99. Subject leadership and management are satisfactory. There is a policy and scheme of work in place that provides sound guidance for teachers' planning. The co-ordinator offers advice and guidance where necessary and checks on teaching by examining planning and the quality of work that pupils produce. However there are no formal systems in place for assessing the attainment of pupils or recording their progress as they move through the school. Resources are satisfactory, used well and easily accessible to teachers and pupils.

DESIGN AND TECHNOLOGY

100. No design and technology lessons were observed during the inspection and few examples of work were on display. It is not possible, therefore, to make a judgement on attainment, achievement or on the quality of teaching.

101. Scrutiny of photographic records and evidence from school documentation indicates that pupils have experienced an appropriate range of design and technology work. Pupils make a simple sketch of their model, identify the materials and tools needed and evaluate the finished article through individual, group or class discussion. They make effective models from construction kits and recyclable materials, weaving looms from plates and lollipop sticks, puppets from felt and masks and tiles from clay. Teachers build up basic skills of cutting, sticking, sewing, joining and measuring ensuring that tools are used safely. A good demonstration by a visitor using a "real" loom further enhanced pupils' learning and helped them develop their own weaving skills.

102. Leadership and management of the subject are underdeveloped. There is a policy and scheme of work in place and current monitoring of the subject is through staff evaluations, discussion with pupils and scrutiny of work. However there are no systems in place to assess or record pupils' progress in knowledge, skills and understanding to ensure that they are making continued progress as they move through the school. The use of pupils' literacy and numeracy skills to support learning in the subject is satisfactory. Resources available are also satisfactory.

GEOGRAPHY AND HISTORY

103. Timetable arrangements made it impossible to observe any lessons in history during the week of the inspection. It is therefore not possible to make a secure judgement on the standards of work and quality of the teaching. A limited amount of geography was observed. A review of pupils' past work, scrutiny of wall displays and discussions with pupils indicates that standards of attainment in both subjects are close to those expected by the age of seven. The pupils make satisfactory progress in their learning.

104. Good use is made of the locality of the school in bringing these subjects to life for the pupils. For example, a good wall display in the hall combines aspects of history and geography as pupils consider the different styles of houses in the immediate area and further away. Changes in style over time are thoughtfully explored. Photographic evidence is used effectively to show where water came from in a nearby village before houses had their individual water supply. Pupils in Year 1 use good street maps to locate buildings they know in the town. The teacher introduces them well to the key and the correct use of symbols to mark places on the map. Pupils in Year 2 make a good comparison between the town where they live and the fictional remote Scottish island of Struay. The pupils show a clear understanding of the difference between physical features and human features as they compare and contrast locations using good quality photographs. The pupils discuss thoughtfully the differences in life styles between themselves and the islanders.

105. In history the children have a good understanding of the passage of time. They have undertaken work studying Victorian times and there is photographic evidence of them dressing up in appropriate costume to bring the period to life. Good examples of pupils' writing show that historical context is used well to promote good writing on the part of the pupils. Their written work shows that they have a clear understanding of the how different a life the rich people had from those who were poor.

106. Insufficient teaching was seen to make an overall judgement in history, but the teaching of geography was never less than satisfactory and sometimes good. Lesson planning is good and pupils are managed well. Good quality resources are used and good use made of pupils' developing literacy, numeracy and ICT skills.

107. The school has improved its policy documentation from when the school was last inspected, but overall, it has maintained the satisfactory overall provision indicated at the time of the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

108. By the age of seven, pupils attain standards in information and communications technology (ICT) which are above those expected of pupils of their age. There are currently ample opportunities for pupils to use computers in every classroom and the pupils make good progress in developing their skills. This represents a very good level of improvement from that reported when the school was last inspected and standards of attainment were below the levels expected nationally.

109. Pupils in the Reception year use the mouse confidently and move shapes satisfactorily about the screen to create patterns and sequences. Pupils in Year 1 can word process and display their writing effectively. They use icons on a tool bar and are able to change the font and write in different styles and boldness of script. Pupils in Year 2 use the computers effectively to select information for work in a wide range of subjects. They place data into the machine, creating a database, and are able to access information in the form of simple graphs and bar charts. They are able to change the size of their work and alter the colours in their presentation. After being shown, by the teacher, how to gain access to buttons on a new programme the pupils then work effectively in groups and pairs and practiced the new techniques well. This could be seen particularly well when the teacher demonstrated a new painting programme after which two children produced very effective results where shading had been merged into a very successful sky. The pupils explain clearly what they are doing using appropriate language and they demonstrate their skills well when asked to do so. They work confidently and cooperate with each other well and demonstrate good ability to use their ICT skills in a wide range of subjects. The school has internet access and e-mail and uses these well as resources for learning.

110. Teaching is never less than satisfactory and is frequently good. In each class, good opportunities are taken for pupils to have access to computers and work on them on tasks related to the focus of the lesson. Key vocabulary is integrated into planning and teachers display good overall levels of confidence in using the computers. Staff confidence in using ICT is improving and classroom assistants ably support the work of the class teachers. The subject has formed the basis of considerable staff development recently and this is being put to good use. There is much evidence of its increased use in the generation of planning documents and the good use of posters and photographs using a digital camera.

111. Currently ICT resources are good and they are put to good use. The headteacher is confident and competent in the use of computer technology, uses it well in her own teaching, and is unaffected when new software does not work efficiently in one of her lessons. She is well aware of the current school provision for ICT and has a good action plan for further development. This is included in the school's current school development plan. The school makes good provision for ICT, has good plans for the future and has made significant improvement with this subject since the school was last inspected.

MUSIC

112. Only a limited amount of music was observed during the inspection. It was sufficient to reach the view that pupils standards of attainment in music are broadly in line with what is expected for the pupils' age by the time they are seven. Pupils make satisfactory progress in their learning

113. One music lesson was observed in which pupils' listening skills were developed very well. A series of notes were played on a glockenspiel and pupils had to identify the note pitched highest. They did this very well. It promoted listening skills very well and had a positive impact on the quality of pupils' listening in a wide range of subjects. Pupils sing well in assembly, to songs that are generally well chosen for pitch and time. In the celebration assembly towards the end of the week pupils accompanied a song by keeping time effectively on a wide range of percussion instruments.

114. Additionally, on two evenings each week, after the school day, groups of pupils are taught the recorder. They are at a fairly early stage of competence, but they read the notation correctly, know the length of an appropriate range of notes and recognise rests and repeat signs. They play well together, particularly when accompanied on the piano. They are making good progress with their learning.

115. Although the number of lessons seen was too small to make an overall judgement on the quality of teaching, the occasions where observations took place showed teaching to be of good quality. The school has a teachers who have good musical skills and levels of expertise. They had high expectations of the pupils, particularly those working in the recorder groups, and the pupils were motivated to do well.

116. The subject is coordinated by a teacher who has good levels of skill and a clear understanding of the requirements of the music curriculum. Resources are sufficient, varied and of good quality. At the time of the last inspection no judgement was made concerning the quality of provision of the standards the pupils achieved.

PHYSICAL EDUCATION

117. By the age of 7 pupils attain the standards expected for their age in the games and gymnastic aspect of physical education make satisfactory progress. However it is not possible to make a judgement on standards in physical education overall as pupils were not observed in dance activities.

118. Teachers place good emphasis on ensuring that pupils know and understand the need to warm up their bodies before starting physical activities and the effect that exercise has on their bodies. An appropriate range of activities in the warm up session enable pupils to control movements in terms of direction, speed and stopping and starting and they sustain energetic activity as they move in different ways, for example, jogging, running and skipping. The cool down session promotes a calm atmosphere to prepare pupils for their return to class.

119. The quality of teaching is good overall. Lessons are thoroughly planned with clear learning objectives linked to interesting activities. Teachers give clear instructions and demonstrate well skills that pupils need, for example in the mixed reception and Year 1 class, to help them control balls with their feet and with hockey sticks. Following the teacher's instructions pupils practise and improve their skills and show good control as they move around obstacles within a limited space. Teachers have high expectations of pupils' performance. This was seen in the good Year 2 lesson where pupils work well in pairs to perform a sequence using rolls, jumps and balances in response to the teacher's clear directions. They successfully mirror each others actions and add "polish" to their performance with good start and finish positions. Pupils' attitudes to learning are positive, showing enjoyment and enthusiasm in their activities. They listen carefully and watch attentively as teachers and pupils demonstrate movements, for example, the correct way to make forward rolls. Pupils show good levels of concentration, try hard with their work and improve their own skills as they evaluate the work of others. There is a good pace to most lessons ensuring that pupils stay well motivated. However on the occasion when activities are not well organised pupils become restless and lose interest. Teachers are good role models for the pupils as they dress appropriately for physical education lessons and the pupils follow their example. The teachers re-inforce the need for pupils to work safely during lessons and to be aware of others around.

120. The leadership and management of the subject are underdeveloped. There is an up to date policy and scheme of work in place. However the coordinator has not had opportunity to monitor teaching in the subject and therefore has a limited knowledge of the quality of teaching and learning across the school. There are no whole school agreed assessment procedures in place to ascertain the pupils' progress over time. The overall provision for physical education is satisfactory. The hall is suitably equipped for gymnastic activities and the good sized playing field and playground cater well for games activities. Physical education lessons make a positive contribution to pupils' moral and social development as they are encouraged to follow rules, to work together co-operatively and to consider each others safety when using different equipment.