

INSPECTION REPORT

INGLEWOOD INFANT SCHOOL

Carlisle

LEA area: Cumbria

Unique reference number: 112217

Headteacher: Mrs. C. Palmer

Reporting inspector: Mr R Fry
21073

Dates of inspection: 24 – 27 June 2002

Inspection number: 197002

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

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Glossary

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

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

Child – young child up to end of reception age.

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

Early Learning Goals – Standards of work in the 'Areas of learning' listed below typical of children nationally at the end of the reception year.

Foundation Stage – (young children up to the age of 5+ in reception classes) The curriculum includes the 'Areas of Learning' - language development, mathematical understanding, knowledge and understanding of the world and creative, physical and social development.

ICT – information and communication technology.

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

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

National averages – refer to National Curriculum test results and teachers' assessments in English and mathematics where there are national comparisons with all schools and similar schools.

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

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

Pupil – term for a child in Years 1 to 6

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

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

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

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

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

Focus week – perhaps as many as six lessons about one subject eg. science, grouped together in one week, intended to give pupils an intensive/complete experience about an aspect of the subject.

INFORMATION ABOUT THE SCHOOL

Type of school: Infant and nursery

School category: Community

Age range of pupils: 3 – 7 years

Gender of pupils: Mixed

School address: School Road
Harraby
Carlisle
Cumbria

Postcode: CA1 3LX

Telephone number: 01228 607517

Fax number: 01228 538191

Appropriate authority: Governing body

Name of chair of governors: Mr. N. Forster

Date of previous inspection: 17 May 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
21073	Roger Fry	Registered inspector	Information and communication technology Physical education	What sort of school is it? How high are standards? The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
11439	Jill Moore	Lay inspector		Pupils' attitudes, values and personal development. How well does the school care for its pupils? How well does the school work in partnership with parents?
22058	Christine Richardson	Team inspector	Foundation Stage English Art Music	
2759	Derek Sleightholme	Team inspector	Special educational needs Equal opportunities Mathematics Design and technology Religious education	
23922	Douglas Horlock	Team inspector	Science Geography History	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Inglewood Community Infant School is an infant school of above average size for boys and girls aged between three and seven years. The school educates pupils from Harraby and the surrounding area to the east of Carlisle. It has 218 pupils who attend full-time and 52 young children who attend the nursery part-time. The number of pupils who attend the school has decreased slightly over the last four years, in keeping with other schools in the area. Children's attainment on entry to the school is below the standard typically found nationally. Approximately twenty per cent of pupils are known to be eligible for free school meals, which is slightly above average. Twenty seven per cent of pupils have special educational needs, which is above average. Some pupils, for example, need extra help with reading and writing skills or have specific or moderate learning difficulties. There are no pupils from different ethnic backgrounds. All pupils speak English as their first language. The school regularly devotes a week's work to individual subjects. During the inspection week, many lessons were about science themes.

HOW GOOD THE SCHOOL IS

Inglewood Infant is an effective school with many strengths. It makes successful provision for all pupils, including those with special educational needs. Pupils' standards of work improved in Year 2 in 2002 and they achieved well. The teaching is very good in the Foundation Stage and good with strengths in Years 1 and 2. The leadership and management of the school are very good. All adults work very well together and seek to improve the standards of pupils' work. The school involves all pupils in everything it does. Although the cost of educating pupils is above average, Inglewood is good value for money.

What the school does well

- Pupils achieve well because the teaching and learning are good.
- The management and leadership of the school are very good.
- The provision for young children in the Foundation Stage is very good.
- The school takes very good care of all pupils and their social development is very good.
- The curriculum is very well extended with visits to places of interest.
- Teachers assess what pupils know, understand and can do very well.
- Parents hold the school in high regard.

What could be improved

- The school does not make best use of assessment information to set targets for groups of pupils and then closely match the curriculum to meet those targets.

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 May 1997. Since then, it has made good improvements. The school has developed effective schemes of work for all subjects of the National Curriculum. Teachers now have good guidance to help them plan lessons that build on pupils' previous learning. There are more opportunities for pupils to understand the multi-cultural character of today's society. The school development plan contains the costs for all plans. The Foundation Stage has more large outdoor play equipment for children to use.

There has been good progress in other aspects of the school's work. Teaching is better and more very good lessons were observed than at the time of the last inspection. There has been an upward trend in standards, particularly in mathematics. There are many more extra-curricular clubs for pupils to attend. The procedures teachers use for assessing what pupils know, understand and can do are now very good. The school has made significant progress with the provision for information and communication technology (ICT). The school has rewritten its policy for pupils with special educational needs to take account of the requirements of the new code of practice. There are many internal checks by staff about what the school is doing.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 2 based on average point scores in National Curriculum tests.

Performance in:	Inglewood compared with			
	all schools			similar schools
	1999	2000	2001	2001
reading	C	E	D	C
writing	B	C	B	A
mathematics	D	E	D	C

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

The table shows that in National Curriculum tests in 2001, Year 2 pupils' standards of work in reading and mathematics were below average in comparison with schools nationally, but standards in writing were above average. In comparison with 'similar' schools, pupils' results were average in reading and mathematics and well above average in writing. Over the past three years, results have dipped, then risen. Pupils' writing standards have been consistently better than those in reading. Mathematics results have shown a steady improvement. National Test results this year (2002) show a further improvement in reading and mathematics standards. The trend is one of improving results and better pupil achievement.

Pupils achieve well. The quality of teaching ensures that young children and older pupils make good progress from the time they enter the school until they leave it. Pupils with special educational needs also achieve well, and they attain their targets. Results vary from year to year because the capabilities of year groups vary. However, the improvement in the school's results is explained by the improving teaching. During the inspection, Year 2 pupils' standards of work observed were average in reading, writing and mathematics. Pupils attained particularly well in investigative science work during the science focus week. Classes were working on the idea of 'fair tests.' Pupils attain standards above national expectations in art, physical education and aspects of ICT.

Five year olds attain standards close to those typical of young children nationally. They achieve well. Children make good progress in, for example, their personal and social development, in language and literacy and mathematical development. The very good teaching in the reception classes and nursery has had a positive effect on young children's standards of work. Young children become confident and learn important skills, such as how to work together with others. They follow instructions and settle to tasks well.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils have enquiring minds in lessons, such as practical work in science, or when working in groups with a teacher or adult. Pupils are enthusiastic and want to get on.
Behaviour, in and out of classrooms	Good. Pupils behave well in lessons and at playtimes. Movement around the school is also good. Pupils are reliable and helpful and this quality showed very strongly on the visits to Penrith and Maryport.
Personal development and relationships	Very good. Pupils get on well with each other in class and in the playground. Pupils carry out duties enthusiastically and reliably, such as delivering things to the office. Relationships are very good.
Attendance	Satisfactory and in-line with the national average.

TEACHING AND LEARNING

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

The teaching in the reception classes and nursery meets young children's varied learning, social and physical needs very effectively. When they come to school, there are many interesting activities for them to do and children are very well managed. The teaching of language and number skills is very good in the Foundation Stage. Another important strength is the way teachers settle young children so that they are able to learn. Teachers plan very thoughtfully to ensure that children's learning builds systematically on what has gone before and prepares them for what they will learn next. Staff use assessment information very carefully to identify children's needs. They check their progress in all of the six Areas of Learning from the time children start school.

In Years 1 and 2, teachers continue to ensure that pupils are well supported. Pupils are effectively managed in all classes by teachers and support staff. The school places considerable emphasis on teaching basic skills and in making the curriculum interesting. Across the school, English (including literacy) and mathematics (including numeracy) are taught effectively, and pupils make good progress. Teachers reinforce ideas and repeat key points of lessons frequently and pupils, consequently, make good progress with learning new ideas. The needs of pupils of all capabilities are met in lessons, but teachers' marking of pupils' work varies considerably in quality. Pupils with special educational needs make good progress. Teachers and support staff meet their needs effectively in small group sessions and in class lessons.

There is a purposeful atmosphere in classrooms and teachers have a wide spread of knowledge and skills. Teachers are very well prepared and emphasise language points in many lessons. Pupils learn well because teachers prepare many practical lessons for them, such as those for the science focus week. Pupils were observed learning to test their predictions fairly in science, learning the sounds and use of words in English, and how to put numbers in the right order in mathematics. The point for development now is for teachers to set targets for groups of pupils and teach a curriculum to attain them over the year.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Very good. All subjects of the National Curriculum and religious education are taught. High priority is given to teaching the basic skills of literacy and numeracy. There has been a considerable improvement in the ICT curriculum. Subject focus weeks, such as for science, are successful and the visits to places made during them are interesting.
Provision for pupils with special educational needs	Good. The provision is well managed. Pupils make good progress towards the targets in their individual education plans. Teachers and support staff help pupils effectively in lessons and in small groups. Pupils are well integrated into whole class lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. Pupils' social development is a particular strength. All pupils have opportunities to take part in everything that the school does. Good displays of pupils' work enhance classrooms and many parts of the school. The social and moral tone of acts of collective worship is strong. Pupils have good opportunities to discuss a wide range of issues in lessons.
How well the school cares for its pupils	Very good. Teachers have very good systems for assessing pupils' progress. End-of-year reports for parents are very informative. The rewards that teachers give for pupils' good work and attitudes are effective. The assertive discipline policy works effectively.

Partnership with parents	Very good. The school has an 'open-door' policy. Parents support the school very strongly in lessons and on visits. Newsletters are informative.
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HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. The headteacher has led the school very well since the last inspection. There are improvements in standards, curriculum, teaching and learning. There are many good systems in place to help manage the school. Staff with responsibilities are effective in their work. The administration of the school is efficient. The school does not have a policy for racial equality.
How well the governors fulfil their responsibilities	Good. The chair of governors understands the school's needs very well. Some governors help to manage the school by, for example, reviewing pupils' progress. The aims of the school are reflected well in its work. The annual report to parents does not contain some required items.
The school's evaluation of its performance	Very good. The school's development plan clearly identifies what the school needs to do. The headteacher and staff make very effective checks on the work of the school, and the quality of teaching has improved consequently. The school's policy and practice of self-improvement has been successful.
The strategic use of resources	Good. The school has made good use of the money available to it and 'best value' is found for many major purchases. This year's small underspend is kept in reserve to ensure that the good provision is maintained during a period of declining pupil numbers.

The accommodation is good and there is a good range of books and equipment for use in lessons. There are sufficient trained staff to meet the demands of the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

Twenty three per cent of questionnaires were returned and 8 parents attended the parents' meeting.

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

Virtually all parents who responded are pleased with what the school offers and the inspection team agrees with their positive views.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The attainment of most children on entry to the nursery is below what is typical of young children nationally. However, by the time they are ready to start Year 1, most children are close to the Early Learning Goals expected of children aged five plus and they achieve well. This is because, for example, the school has successfully introduced the national guidance for educating children in nursery and reception classes. All staff have a very good understanding of the needs of young children. They plan very thoughtfully to ensure that children's learning builds systematically on what has gone before, and prepare them for what they will learn next. From entry into school, staff use assessment information very carefully to identify children's needs and to follow their progress in all of the six Areas of Learning. There are very good relationships with parents, many of whom help in school and on trips. Young children become more confident and learn many important skills, such as how to settle to tasks and to read, write and count.
2. Year 2 pupils' performances have varied in the last three years because pupils' capabilities vary from year to year. In National Curriculum tests in 2001, Year 2 pupils' standards of work in reading and mathematics were below average and in writing they were above average. In science, results were well below average. Pupils have achieved better in writing than in reading and mathematics in the last three years because writing has had the highest priority and attention. This year (summer 2002) there has been a further improvement in pupils' standards in reading and mathematics. The trend is one of improving results.
3. Standards of work in Year 2 observed during the inspection matched those expected nationally in reading, writing, mathematics and science. Pupils achieve well. The effects of the good teaching of basic skills in reading, writing, mathematics and science are evident in the school's work. Pupils' scientific understanding during the focus week was good because pupils had a chance to finish their investigations over a short period of time and gain new knowledge immediately.
4. There are further reasons why there have been improvements in standards in literacy. Literacy skills are practised in other subjects. Individual writing assessments are used well to track pupils' progress as they move through the school. There is a good structure for reading and writing activities. Teachers make very good use of focus weeks, which involve a wide range of literacy activities. The full implementation of the National Literacy and Numeracy Strategies has had a positive effect on standards. In mathematics, some of the reasons for improvement are the better opportunities for pupils to carry out investigations to increase their understanding and the presence of regular opportunities for teachers to discuss how mathematics can be improved.
5. Standards of work in information and communication technology match those expected nationally at the end of Year 2, and pupils now make good progress and achieve well. Some areas of attainment are above expectations. The school has made considerable improvements to the quality of provision for ICT since the last inspection and pupils' standards of work reflect this. The new computer facilities, including access to the Internet, have made a positive impact on pupils' learning. Teachers' expertise has improved and pupils now systematically build on their skills year on year.

6. Pupils' standards of work in religious education at age seven meet the expectations of the locally agreed syllabus. Since the last inspection, the school has made good progress in developing and promoting religious education. Pupils receive an improved programme of religious studies.
7. Standards improve because pupils use skills practised in literacy lessons effectively in other subjects. For example, in science pupils use good quality reference books to make discoveries. They reinforce their spelling and presentation of work in many subjects. In science and design and technology, pupils write short accounts of their work. Pupils estimate and measure in these subjects too. They measure materials when making things and use counting in science experiments.
8. Pupils' achievement is enhanced because in many lessons the teaching is interesting, practical activities are common and additional adults help pupils to understand new ideas. During the inspection, Year 2 pupils' standards of work observed were typical of pupils nationally in design and technology, geography, history and music. They were above expectations in art and physical education. The co-ordination of physical education is outstanding. The school has audited every aspect of its work and identified areas for improvement, such as dance and extra-curricular activities. The provision for these two activities now is very good. Standards have improved because the school has worked tirelessly to make the provision better.
9. This inspection has shown that both girls and boys have achieved similar standards and made similar rates of progress in all National Curriculum subjects and religious education. Pupils with special educational needs make good progress in relation to the targets set for them. Pupils with special educational needs achieve well in relation to the targets that have been set for them. This is an improvement on the findings of the last inspection.
10. Inglewood is an improving school that has identified its weaknesses and has good plans to improve further. The school sets challenging targets for itself in the school development plan and is on course to meet them. However, the school does not set firm targets for pupils to attain and it does not match the curriculum explicitly to achieve these targets, particularly for the higher attainers in some subjects. Overall, the school adds value to pupils' education.

Pupils' attitudes, values and personal development

11. Pupils' attitudes and behaviour are good. Their personal development and relationships with each other and with staff are very good. Pupils' responses have improved since the last inspection. Pupils are enthusiastic about school. They show sustained interest and involvement in activities, from lessons to after-school clubs. Parents feel that the school helps children to mature and grow and that their children like school and behave well.
12. Young children appreciate the difference between right and wrong. They enjoy agreeing class rules and the code of conduct for school assemblies, and so quickly learn to understand the consequences of their actions. Pupils express themselves clearly, have good ideas and enjoy talking about their experiences with visitors, with staff, and between themselves. They listen well to others, are considerate and polite, opening doors and regularly saying, 'Please,' and, 'Thank you.' No inappropriate behaviour was seen.

13. Pupils show a respect for their environment and take pride in keeping the school and resources neat and tidy. They want to make a good impression on visitors by showing their school off to its best advantage. They adapt their behaviour to suit the occasion and were very reverential when a make-believe altar was made in the classroom during a religious education lesson. Pupils carefully carried the large candles and placed them respectfully beside the cross. Each class has two special helpers each week to run errands and to take responsibility for helping around the classroom. In this way pupils learn about social responsibilities and working in a group. Pupils collect money for a variety of charities and enjoy taking part in various church festivals throughout the year. Weekly visits are paid to a home for the elderly and pupils also develop their citizenship skills within 'circle time' class discussions.
14. Pupils' gain a broad knowledge of Christianity and also study several other religions within religious education lessons. Pupils empathise well with others by considering how different people must feel in circumstances very different from their own. Pupils show a degree of amazement when faced with things that they have not seen before. For example, reception children saw cuttlefish being fed baby trout on a visit to Maryport. The shape of a model penny-farthing bicycle surprised pupils when it was used in a history lesson. Pupils reflect quietly in assemblies on friendship and loneliness, and the need to try to include everyone in group work and play.
15. Pupils benefit from the many trips and visits into the local and wider environment. They understand much about the background of this country for their ages and enjoy many traditional games in school and in the many after-school clubs. The school has won many prizes for gymnastics, the team coming first in the recent 'Beginners Gymnastics for Small Schools' competition. Pupils enjoyed the opportunity of hearing the attendance register called in Welsh and the lunch register in French.
16. Girls and boys work together well, are equally involved in discussions and show similar levels of interest to the work being provided for them. Pupils with special educational needs respond well to their teachers and they enjoy the activities provided for them. Pupils with special educational needs worked well with others when making moving models during lessons on the topic of transport. Their behaviour is good. Pupils with special educational needs are fully involved in taking responsibilities and have their turn at being one of the two "special persons" identified by their teacher each week.
17. Attendance is broadly in line with national averages and registers are closed fifteen minutes after the start of each session. There have been no exclusions. Registers are mostly marked accurately but occasionally they do not have the reasons for absences recorded. A few pupils throughout the school are responsible for a small amount of lateness, but the school works with the education welfare officer to improve promptness and ensure regular attendance. The forms currently issued to parents do not make it clear that only the headteacher can authorise holidays in term time.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

18. The teaching is good with strengths in Years 1 and 2 and very good in the Foundation Stage. The teaching observed ranged from satisfactory to excellent. In 58 per cent of lessons, the teaching was good and it was very good in 34 per cent of them. Four per cent of lessons were excellent. The good quality of teaching has a positive effect on the learning that takes place.

19. All staff have a very good understanding of the needs of children at the Foundation Stage. They plan very thoughtfully to ensure that children's learning builds systematically on what has gone before and prepares them for what they will learn next. Staff use assessment information very well to identify children's needs and for tracking progress in all of the six Areas of Learning from entry into school. Children are very well managed. They learn at an early age to be independent. Children choose activities they wish to do but also know that they must do all activities over the day in the nursery. Staff develop key skills very well. For example, children were observed learning to wash clothes and to listen to stories. Teachers in reception have high expectations of what children can do. For example, they took the whole year group to Maryport to look at an exhibition of undersea creatures. Children behaved very well and learned much from the day, such as that some fish eat others. Teachers are very clear about what children will learn and they make sure that the intended learning takes place.
20. Pupils are effectively managed in all Year 1 and 2 classes by teachers and support staff. Teachers reinforce ideas and repeat key points of lessons frequently and pupils make good progress with learning new ideas. Teachers check that pupils have learned the intended knowledge and skills. There is a purposeful atmosphere in classrooms and teachers have a wide spread of knowledge and skills. Adults who provide support in lessons are well briefed. The school is sufficiently well staffed to allow more than one adult to be present in many lessons. When pupils work in groups with an adult they make faster progress because their concentration is very good. Pupils learn well because teachers organise many practical and interesting lessons for them, such as in science. Pupils are encouraged to concentrate hard from the moment they join the school and to enjoy work. Teachers develop very good relationships with their pupils and pupils have very positive attitudes to lessons. Teachers value pupils' contributions in lessons and give good spoken advice to help them improve their work. The quality of written comments in older pupils' books varies from very limited to detailed and challenging. The school has identified this as an area for development with other schools locally.
21. The teaching of English is good and pupils build on their learning well. Teachers prepare activities that are challenging and enjoyable. They are clear about what pupils are to learn in lessons and ensure that tasks are matched well to pupils' capabilities. This enables pupils to build on previous learning effectively. Support staff give unobtrusive help to shy or special needs pupils. Teachers plan their lessons carefully and ask questions skilfully to extend pupils' answers or thinking. Pupils learn to read, write, listen and speak better.
22. The teaching of mathematics is good. Teaching strengths are good subject knowledge, detailed planning, effective teaching of basic skills, high expectations of what pupils can attain and good use of time and equipment. In a Year 1 lesson pupils learned about whether containers were full, nearly full or empty. In a Year 2 lesson pupils were asked to solve number problems about double numbers at a level of challenge appropriate to their present understanding. The point for development is for teachers in Years 1 and 2 to teach groups of pupils with even closer reference to pupils' individual targets and prepare a curriculum for English, mathematics and other subjects planned in such a way as to meet those targets.
23. In science lessons, the practical approaches included in the focus week, good use of adult support and the enthusiasm and expertise of teachers have positive effects on pupils' interest and motivation to learn. Pupils see things happening in front of them

and think about why, for example, some paper aeroplanes fly better than others. The use of investigative and experimental approaches is a strength of the science teaching. Pupils learn the importance of testing fairly at an early age, with help from adults. The local environment is used very effectively as the focus for work in science, history and geography. Visits, for example, to Penrith and Maryport ensure that pupils develop a very good understanding of their local area, its heritage and culture. In some subjects, the challenge for higher attainers in their written work is too limited at times, such as in science, geography and history.

24. During many lessons teachers adjust their verbal questions to pupils to challenge pupils of different abilities appropriately. Lessons are carefully planned, usually with three levels of difficulty in English and mathematics, but less so in science and other subjects. Particularly in English and mathematics, higher attainers extend their understanding while those with special educational needs are sensitively supported by their teacher or by classroom assistants. Some pupils with special educational needs attend good early literacy sessions, others work regularly and successfully with a special educational needs teacher to improve their reading, writing, speaking and listening skills.
25. The quality of teaching for pupils with special educational needs withdrawn in small groups is good. In lessons covering literacy skills an experienced infant teacher provided effective teaching of reading, writing, speaking and listening and formed very good relationships with pupils who were sensitively supported and praised. The teacher encouraged the pupils through comments such as, "You are fantastic," helped these pupils to attain well in terms of the targets set for them. The sessions were well planned with the content broken up into short elements of work appropriate to the pupils' concentration span. This had the effect of maintaining their interest as they systematically acquired and practised basic literacy skills. Special educational needs support assistants make a positive contribution to lessons when working with small groups and in the early literacy strategy where their input is effective.

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

26. Since the last inspection the school has developed and improved the curriculum and as a result the quality and range of learning opportunities offered are very good. There is greater consistency in the way that the curriculum is planned and taught. Teachers now plan for pupils across year groups and share ideas for effective teaching and use of resources. The headteacher maintains an effective programme of monitoring of teaching and learning. The process results in the identification of priorities for further development that are shared with staff. The rigorous monitoring of subjects by co-ordinators complements this process. They have used non-teaching time constructively to identify aspects of need within their responsibilities, which in turn are addressed in action plans for the subjects.
27. The curriculum reflects the school's aims and values and makes a significant contribution to pupils' intellectual, physical and social development. The school teaches all National Curriculum subjects and religious education and they are taught for appropriate lengths of time. These subjects are taught within themes such as 'transport' and 'water', but the detailed whole school plans that are followed for all subjects ensure that the National Curriculum requirements are met in full. For example, the historical study of toys in the past complements science work on materials and forces, such as pushing and pulling.

28. Science work that involves investigating the weight and shape of objects that move and roll efficiently contributes to pupils' design of moving vehicles with an axle in design and technology. The school is rigorously implementing the National Numeracy Strategy and this has contributed to improving standards in mathematics. Similarly, the successful implementation of the National Literacy Strategy has helped the school improve standards in English, for example, in identifying targets for the improvement in pupils' written work. Curriculum 'Focus Weeks,' in which pupils study an aspect of one subject in detail, help the school meet its targets and priorities. For example, during the inspection the focus was on investigative science, this approach contributed significantly to pupils' understanding of a fair test.
29. The point for development is for the school now to develop the curriculum using the very good assessment information available to meet the needs of all groups of pupils better, particularly for higher attainers. The school has set targets previously, but they have been based on improving the previous year's results. This is not always possible as the capabilities of year groups vary. The school now needs to set targets that relate closely to the capabilities of year groups and prepare a curriculum plan in such a way to meet those targets. The yearly and termly plans are in place and the issue for planning for the higher attainers is to look at the targets and check that the curriculum is being taught fast enough for them to reach their targets.
30. The school widens pupils' experiences by positively promoting the arts across the curriculum. There are visits to the theatre and music and drama groups visit the school. Pupils have opportunities to respond to music and art from different cultures. For example pupils in Year 2 listened to contrasting music by different composers and expressed their feelings in dance. The topic on transport is complemented with pupils singing songs about bicycles and boats. Pupils study the work of artists, such as Monet's pictures of water lilies within the topic on water. This stimulated pupil's own pictures using marbling ink and tissue paper. The comprehensive programme of educational visits and visitors to the school enriches the whole of the school's curriculum by providing opportunities for pupils to learn through direct first-hand experience. The historical study of toys and how clothes were washed in the past included a visit to a museum. Science and geographical lessons include a visit to an Environmental Agency where role-play activities contribute to pupils' understanding of the impact of human activity on a river valley. A study of contrasting locations is supplemented by a visit to a port and seaside location.
31. The school's curriculum is further enhanced by the provision of opportunities for pupils to take part in a wide range of interesting and relevant extra-curricular activities. These include sports, gymnastics, dance, drama, art, library and gardening clubs. Another strength of the school's curriculum is its provision for pupils' personal, social and health education. There is a well-organised and coherent approach to this work and pupils learn about the importance of looking after themselves, thinking about and looking after others, and concern and care for the environment. They learn about diet and healthy eating as well as safety issues such as, care when using electrical apparatus. Through assemblies and 'circle time' discussions in class, pupils consider the nature of friendship, the importance of respecting the beliefs and values of others and the unacceptability of bullying. This work contributes to the very positive and supportive feel to the school.
32. The provision for children in the Foundation Stage is very good because of the quality of the teaching and the rich opportunities for learning. Children gain confidence in all the six Areas of Learning and staff prepare them well for Year 1. All staff have a very good

understanding of the needs of children under five. They plan very thoughtfully to ensure that children's learning builds systematically on what has gone before and prepares them for what they will learn next. Teachers in the reception classes and the nursery develop children's knowledge and understanding through many practical activities. Many visits and the visitors are employed successfully to make the curriculum interesting. Teachers have made language development, children's independent working and behaviour management the priorities for young children. The curriculum very successfully develops children's understanding in these areas

33. The curriculum for all pupils is very good. It provides a broad range of activities including topics that are carefully selected to have wide appeal. Since the last inspection, the number of extra-curricular activities has increased. All activities are open to girls and boys of all levels of attainment. The school provides a very good curriculum for pupils with special educational needs. This is an improvement on the findings of the last inspection. The carefully selected topics and good coverage of basic skills in core subjects provides these pupils with a very good range of experiences. A regular programme of school visits enhances these.
34. The governing body fulfils its statutory responsibilities through regular visits to school in which governors discuss curriculum developments with subject co-ordinators. There are regular meetings between teachers and the staff of the neighbouring junior school to discuss curricular issues. For example joint staff meetings were held to decide upon a common approach to class management and school discipline. The school has regular and mutually supportive links with the local institution for initial teacher training. Most teachers are trained student mentors and this has contributed to their classroom observation skills, an important part of their role of subject co-ordinators. One teacher trainee, completing her final teaching practice during the period of the inspection, commented on her very positive experience. She felt that the school had contributed significantly to her readiness to take on the role of a primary classroom teacher.
35. The school's provision for pupils' spiritual, moral, social and cultural development as a whole is good. There is good provision for spiritual development. Arrangements for collective worship conform to statutory requirements. Assemblies are dignified occasions and pupils behave well. Pupils reflect on important issues, such as the nature of true friendship and 'being in someone else's shoes'. Themes are developed through story and prayers and reinforced by music and song. For example the assembly on working co-operatively was introduced by listening to a famous harmonious operatic duet and developed by a modern version of the Good Samaritan to which pupils could easily relate. The theme of friendship involved the pupils singing 'Thank you for my friends'. These values are reflected across the curriculum. Circle time discussions encourage pupils to reflect on themes, such as loneliness and helping others. In written work, pupils reflect on special people in their lives and on special places that have had meaning and significance in their experience. Year 2 pupils express their feelings in dance and mime to contrasting dramatic and more serene and harmonious passages of music by Bach and Vivaldi. In assemblies and religious education lessons, pupils learn to appreciate the values of different faiths as demonstrated in celebrations and special buildings.
36. Provision for pupils' moral development is also good. The school is helping pupils become mature and responsible and parents value this. Very good relationships are positively promoted and the school fosters habits of honesty, fairness and thought for others. Assemblies and stories, including Bible stories, are used to reinforce the caring and sympathetic atmosphere emphasised in the school's aims. From the nursery class onwards, expectations about pupils' behaviour and attitudes are made clear.

Class rules are negotiated by teachers and pupils and are displayed clearly in class. A code of conduct for lunchtime is also displayed. Rules and expectations are reinforced by an assertive discipline policy that emphasises rewards for appropriate behaviour and achievements. Sanctions for unacceptable behaviour are also clear and pupils know that they must take responsibility for their choice of action. Staff are very good role models and the success of the school's policy is seen in the quality of the relationships between adults and pupils, and the confident and polite manner in which pupils greet visitors.

37. Provision for pupil's social development is very good. Pupils relate effectively to others. Pupils respond positively to opportunities to work in pairs or in groups in lessons. From the nursery onwards, pupils are encouraged to develop independence and a sense of responsibility by helping others, looking after equipment and tidying areas of the classrooms and corridors. Pupils are responsive to the needs of others in the community, contributing to charity appeals and visiting a local home for senior citizens. Pupils show initiative in suggesting that the school should contribute to appeals, such as from 'Blue Peter'. These values are reinforced in personal, social and health education lessons in which pupils develop tolerance for others and a concern for the environment.
38. Pupils' cultural development is good. Pupils learn to appreciate and understand their own culture and traditions. Their experiences are enriched through visits to a museum, an environmental centre, a port and to a cathedral. Pupils learn traditional songs and games and learn about the work of European composers and artists such as Matisse. Pupils' awareness of the traditions of other cultures has improved since the school's last inspection. It is now satisfactory. Music and songs from different cultures are used in assemblies and pupils know about the celebrations of other faiths such as those of Judaism. Pupils learn that different religions have specific buildings and styles of worship. In geography, older pupils contrast different countries and begin to appreciate that different climatic conditions result in different plants and animals and that therefore there are different kinds of homes, clothes and occupations.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

39. The school is a very caring and supportive community and has improved these qualities since the last inspection. The care for pupils is a strength of the school. Great store is placed in establishing a positive and friendly environment in which children feel valued and secure. The school works hard to promote good behaviour and to eliminate inappropriate behaviour. This is reflected in pupils' improved attitudes and behaviour, the very good relationships seen and parents' positive views of the school. By giving pupils opportunities to learn in a relaxed and purposeful way, the school works effectively on all areas of pupils' personal development. This level of care ensures that pupils and young children learn a wide range of skills at a good pace. Pupils have time to reflect, to consider others' feelings and to develop an understanding of the world around them. Teachers promote pupils' progress in many ways, often praising and celebrating their achievements of all kinds, such as frequently in lessons and during the weekly celebration assemblies.
40. Teachers have high expectations of the pupils. They develop a very good rapport with them, which in return encourages respect from pupils. The school uses its assertive discipline policy consistently. Pupils stay on task and therefore lessons are successful. Pupils with special educational needs are fully included in all the school does, supported well in class, and also make good progress. Because of the

opportunities that pupils have of being involved in the making of rules and codes of behaviour, they quickly understand the need for sanctions, feel that they are fair, and enjoy the system of rewards. The school promotes healthy living and eating. Children are encouraged to be active, eat fruit at break time and to drink water throughout the day.

41. The school has good child protection policies that work well in practice. The school works effectively with outside agencies to monitor and support pupils' welfare. There is a positive commitment to health and safety matters, and although not all risk assessments are complete, assessments for school trips are very thorough. Governors regularly monitor health and safety issues, and the caretaker ensures that any chemicals are safely locked away and carries out minor repairs. All fire exit signs are clear and most fire-exit doors have push-bar releases. Not all classrooms have fire drill notices and only those that are coloured are instantly visible. The buildings and grounds are in a good state of repair and resources are stored neatly.
42. Procedures for monitoring attendance are satisfactory. However, they need to be improved in some registers because not all reasons for absence are recorded. Holidays in term time, which can only be authorised by the headteacher, are not always closely monitored by the school to ensure that they are only for the statutory time allowed in each year. Parents do not always ensure that the telephone numbers given to the school are up to date.
43. The school makes many varied trips and visits into the local community and invites people in to talk to pupils. There are regular speakers in school from the fire brigade, police, the school nurse, the vicar, the Dean of Carlisle and many more. Visitors and visits enhance pupils' personal development and on a recent very well supervised trip to Maryport, reception children's behaviour was impeccable. There are valuable links with local industry and the school raises money for many charities. There are very effective links with the local junior school, which shares the same site. Pupils from Years 5 and 6 come every day to help at lunchtime in the dining room and infant pupils use the junior playground for sports. The school ensures a smooth transition into the junior school and pupils look forward to it because of the regular contact already established. There is a varied and broad range of after school clubs, such as the successful dance and gymnastics clubs, which pupils enjoy and parents value.
44. At the time of the last inspection, although the existence of school assessment procedures was acknowledged, it was felt that there were inconsistencies in the system between the nursery and reception classes. The school has successfully remedied this deficiency and there is now a very good assessment system that is used well throughout the school.
45. The assessment co-ordinator works enthusiastically with year group teams to implement a comprehensive programme that helps teachers to know what pupils have learned, understand and can do throughout the curriculum. The assessment tasks each pupil undertakes are filed individually and systematically and form a comprehensive record showing the standards each pupil has attained and the rate of progress made. This comprehensive work extends beyond English and mathematics subjects. Teachers use a skill checklist for every pupil in ICT and twice each year pupils complete two tasks to judge their understanding of religious ideas and knowledge. Individual education plans are prepared for pupils with special educational needs based on thorough reviews of their progress and professional discussion of what is appropriate for the next stage of learning.

46. Good use is made of the information gained through assessment. Teachers skilfully judge the progress pupils make during lessons and they use this information to provide additional support or to plan the next stage in the pupils' learning during forthcoming sessions. Similarly, when pupils complete tasks teachers check their knowledge and understanding and use the results to help set targets for future improvement. For example, a typical mathematics target for a Year 2 pupil who had completed a mathematics assessment referred to future action as, "increase accuracy in addition and subtraction."
47. The school keeps very good individual records of progress made by pupils with special educational needs and these are used well to help draw up plans for their next stage of learning. For pupils with individual educational plans the results of reviews are recorded methodically and targets set clearly.
48. The school is working with partner institutions in a long-term research project that is examining how pupils' attainments are judged and recorded. As the project is developed, the school intends to use knowledge gained to broaden its own methods for assessing and marking pupils' work.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. The parents' views of the school are very positive and the school's links with them are very good. Parents' satisfaction has increased since the last inspection and an effective partnership for learning has been established. This link between home and school makes a good contribution to children's learning and personal development, and is a strength of the school.
50. Parents believe that the nursery starts the children off in a positive way and that the school has high expectations of its pupils. The school keeps parents well informed and helps children to mature and grow successfully. Parents like the progress reports, which give their children targets to attain that they can be helped with at home. Parents also appreciate the school's 'open-door' policy. They feel that the school cares well for pupils with special educational needs and that they make good progress. Inspection evidence supports all their positive views.
51. The school keeps parents very well informed and there are notice boards throughout the school as well as notices on classroom doors to remind parents of the contents of all letters home and of the latest bi-monthly newsletter. The newsletter has examples of pupils' work, lessons taught and topics covered in each term. Letters are friendly and informative, and so is the prospectus. The annual governors' report to parents has several items missing. Pupils' progress reports are excellent. They have clear statements about all subjects, pupils' personal targets, and pupils' comments on their own achievements and areas for improvement. Those children too young to write comments draw a self-portrait, and there is room for parents' own comments. This demonstrates the school's commitment to keeping parents and children informed and involved in their education.
52. Parents are invited to sign a home-school agreement, which clearly explains the partnership and their role in the policies of the school. Many parents help regularly in classes and even more help with the many trips and visits. The headteacher and staff stand in the playground both before and after school to talk informally to parents and carers, and they respond quickly to sort out any worries. There are regular parents' evenings to ensure that all parents' anxieties are sorted out quickly and effectively, and

their views have been sought through a questionnaire devised by the school. There is an active friends' association that provides much needed funding and social opportunities for pupils and parents alike.

53. Parents were observed around the school in the morning, helping to settle children quickly and also quietly talking to staff and sharing information. The school works effectively with parents of pupils with special educational needs and keeps them well informed about their children's progress. Parents are involved immediately if the school perceives a need, and they value the level of care and support that their children receive from the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

54. When the school was last inspected, Inglewood was satisfactory value for money. There have been many improvements since then and the school now gives good value for money.
55. The governing body makes a good contribution to the smooth and effective running of the school and it fulfils its main statutory responsibilities. The chair of governors has a clear view of the school's strengths and areas for development. He knows about pupils' standards of work and how much progress pupils make. He perceives his role as a 'strategic thinker,' and feels that care for pupils and community links are two of the school's strengths. The chair is aware that consolidation of pupils' standards of work is needed. The chair of governors provides good support and direction for the school.
56. Other governors have, for example, made regular visits to see lessons in action. They report on what they see and the governing body is kept well informed. For example, the governor for special educational needs works in the school and she has a good understanding of the school's provision. The headteacher receives good support from the committees in all areas of the school's work, such as in making financial decisions and development planning. Governors know about the standards that pupils' attain and they have helped to prepare the main priorities in the school development plan, which are intended to raise standards further. Governors use information provided by the government about pupils' standards compared with national and similar schools and baseline tests to help set priorities. The headteacher and governors work very well together. The chair of governors, with his team, have established correctly that literacy standards and pupils' personal, social and health education are the most important targets for the school. The content of the school's prospectus meets statutory requirements but the annual report to parents has a small number of items missing that need to be included.
57. Governors keep a good check on the budget. The school employs a bursar and accounts are in good order. He reports to the governing body regularly. The school is well aware of its financial needs in the coming years and has begun to make plans to meet the challenges ahead. The school has a small financial surplus. The secretary monitors movements in and out of the school and has a wide and varied role that she carries out most efficiently. All co-ordinators have a reasonable sum of money to spend on replacing smaller equipment. The use of resources, including funds for teachers' courses, is effective. The school effectively links performance management to the needs of the school and of individual teachers. The school follows the principles of 'best value' well and the school's 'best value' statement is clear and accurate.

58. The school has been very well led by the headteacher and deputy headteacher in the last four years. The headteacher has provided a clear sense of direction and has delegated responsibility successfully to colleagues. The headteacher listens to staff and keeps a close eye on the school's work, for example, by being present around the school supporting staff. The headteacher and deputy headteacher are a very good balance of personalities and styles. They work very closely and successfully together. Improvement is based on very good relationships between adults in school, close teamwork and clear expectations of what needs to be done. The staff shares the vision for the school. Senior teachers felt that gaining the 'Investors in People' award has helped the school focus even more on good relationships. A particular strength of the leadership has been the development of an assertive discipline policy. The beneficial effects of this policy have been to raise standards of behaviour and therefore standards of pupils' work.
59. Management of the school relies on a range of good systems. The school's development plan is good. The main priorities for improving teaching and raising standards are well conceived. The deputy headteacher has responsibility for making sure that targets are met. There are priorities for the coming years with criteria for success, so that the school knows when it has achieved a target. Another important system is the strength of the links between schools. The headteachers from the junior and secondary schools offered to be interviewed during the inspection. They confirmed how close the relationship is between the schools and talked of, for example, the positive outcomes of joint projects.
60. The headteacher, senior staff and co-ordinators are responsible for many checking activities, such as of teachers' planning and lessons. Teachers receive helpful comments and points for development. The school has carried out monitoring activities for some time. It is therefore able to pinpoint where standards need raising. Strengths and weaknesses in the school's results and in teachers' assessments are carefully evaluated in English and mathematics. These analyses continue to guide teachers' plans effectively. The policy of self-improvement has been successful. The evidence is in the improvement in results over the last three years.
61. The point for development is for the school now to set accurate English and mathematics targets using the very good assessment information available. The school has set targets previously, but they have been based on improving the previous year's results. This is not always possible as the capabilities of year groups vary. The school now needs to set targets that relate closely to the capabilities of year groups and prepare a curriculum plan in such a way to meet those targets. The targets for higher attainers are of particular interest. Harder challenges for higher attainers are needed in science, geography and history.
62. Co-ordinators have opportunities to develop teachers' quality of work. Each co-ordinator has an action plan for their subject and they know what needs to be done next to improve how subjects are taught and to improve consistency. Co-ordinators provide useful ideas for their colleagues to use in their planning. Some areas of the school's work are particularly strong. For example, the Foundation Stage is particularly well organised.
63. The headteacher and governors make a clear commitment to the promotion of equality of opportunity and the policy is delivered in accordance with its aims. At present, the school has not written a policy for race equality. Since the last inspection, better outdoor play equipment has been provided and a facility for food technology has been

established. These improvements enhance the opportunities for young children to improve their physical skills.

64. The leadership of special educational needs is good. Currently the most significant impact of the co-ordinator is to support the introduction of the changes made to the national code of practice for pupils with special educational needs. The school has introduced the new arrangements smoothly and revised its documentation accordingly. Resources for pupils with special educational needs are good.
65. The accommodation is good. The school has a large hall, large enough for indoor games lessons with the oldest pupils. The accommodation is well cared for by the cleaning staff. The good library is easily accessible. Books and equipment for use in lessons are good. There are sufficient well qualified teachers and support staff to meet the demands of the National Curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

66. The governors, headteacher and teachers should,

- Raise pupils' standards of work by using assessment information to set targets at the beginning of the year for specific groups of pupils, such as higher attainers, and organise a curriculum to meet those targets.
(Paragraphs 10,22,23,29,61,83,102,107,123,127)

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

- Improve the marking of pupils' work by developing a whole-school policy.
(Paragraphs 20,88)
- Meet all statutory requirements regarding,
 - the authorisation of holidays in term time, (Paragraphs 17,42)
 - the provision of emergency exit signs, (Paragraph 41)

- the annual report from governors to parents, (Paragraph 56)
- the school's policy for racial equality. (Paragraph 63)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	52
Number of discussions with staff, governors, other adults and pupils	42

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	18	30	2	0	0	0
Percentage	4	34	58	4	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents about two percentage points.

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)	26	218
Number of full-time pupils known to be eligible for free school meals	0	44

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y2
Number of pupils with statements of special educational needs	1	3
Number of pupils on the school's special educational needs register	11	63

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	9
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.8

Unauthorised absence

	%
School data	0.0

National comparative data	5.6
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2001	45	33	78

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	35	37	42
	Girls	28	31	30
	Total	63	68	72
Percentage of pupils at NC level 2 or above	School	81 (80)	87 (84)	92 (86)
	National	84 (83)	86 (84)	91 (90)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	36	40	37
	Girls	30	29	29
	Total	66	69	66
Percentage of pupils at NC level 2 or above	School	85 (84)	88 (84)	85 (89)
	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	0
Chinese	0
White	218
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: YR – Y2

Total number of qualified teachers (FTE)	10.5
Number of pupils per qualified teacher	21
Average class size	24

Education support staff: YR – Y2

Total number of education support staff	6
Total aggregate hours worked per week	111.5

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	26
Total number of education support staff	1
Total aggregate hours worked per week	26.5
Number of pupils per FTE adult	13

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0
Number of teachers appointed to the school during the last two years	1.0
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.5
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

Exclusions in the last school year

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

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

Financial information

Financial year	2001/2002
	£
Total income	556402
Total expenditure	557161
Expenditure per pupil	2284
Balance brought forward from previous year	31746
Balance carried forward to next year	30987

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	270
Number of questionnaires returned	62

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	35	2	2	0
My child is making good progress in school.	68	32	0	0	0
Behaviour in the school is good.	56	39	3	0	2
My child gets the right amount of work to do at home.	45	37	10	0	8
The teaching is good.	82	16	0	0	2
I am kept well informed about how my child is getting on.	66	32	2	0	0
I would feel comfortable about approaching the school with questions or a problem.	74	24	2	0	0
The school expects my child to work hard and achieve his or her best.	71	26	0	0	3
The school works closely with parents.	65	30	3	0	2
The school is well led and managed.	68	29	0	0	3
The school is helping my child become mature and responsible.	66	29	3	0	2
The school provides an interesting range of activities outside lessons.	47	35	2	0	16

Other issues raised by parents

None.

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

67. There were 50 children in the nursery at the time of the inspection, 25 attending in the morning and 25 attending in the afternoon. There were 68 children in the reception classes. The three reception classes are grouped by age. Children are admitted to the nursery in the September after their third birthday and most move into reception in the September after their fourth birthday. All classrooms are attractively decorated and children have a very stimulating and supportive start to their school life. The attainment of most children on entry to the nursery is below what is typical of children of this age. Children, including those with special educational needs, make good progress across all the nationally recommended Areas of Learning. By the time they are five, most children are close to the expected standards of attainment in reading, writing and numeracy and some attain above the levels expected for their age in these Areas of Learning. They achieve well.
68. The provision for children in the Foundation Stage is very good because of the quality of the teaching and the rich opportunities for learning. Children gain confidence in all the six Areas of Learning and staff prepare them well for Year 1. All staff have a very good understanding of the needs of children under five. They plan very thoughtfully to ensure that children's learning builds systematically on what has gone before and prepares them for what they will learn next. Staff use any assessment information very carefully to identify children's needs and for tracking progress in all of the six Areas of Learning from entry into school. There are very good relationships with parents, many of whom help in the school and on trips. Parents and other volunteer helpers give invaluable support in lessons because they are given clear instructions and know what is to be taught in the lesson. Parents' meetings and workshops keep them informed about work in the school and children's progress. The outdoor area is being developed imaginatively. It is a good place for children's physical development and social and imaginative play. The issues raised at the last inspection have all been dealt with effectively and the quality of the provision has improved for outdoor play has been improved.

Personal, social and emotional development

69. The teaching is very good and most children reach the 'Early Learning Goal' at the end of the reception year. Most children enter nursery with personal and social skills that are below those found nationally. Children make good progress because a particular emphasis is placed on the development of independent working and working together at different times. This helps the majority to attain the expected levels by the time they are five. For example, children plan what they are to do. They look carefully at the list on the wall to see if there are spaces so they can play outside or in the home corner. They know that there are rules to follow and understand the routines of stopping when they hear the signal and clearing up for a change of activity. Sometimes children need adult help to follow instructions or play together but on most occasions children work well together. For example, a group of four boys played together in the sand tray, carefully levelling the sand so that they could move their vehicles across the surface to act out their story. Girls and boys organise their play in the home corner very well, communicating with each other by play mobile phones. Boys take their turns in looking after babies very efficiently.

70. In reception, children build very successfully on the progress made in the nursery. Most children's concentration and interest in their work improve. They sit and listen to stories or the introduction of an activity because they are presented in such an exciting and skilful way. Most children share and co-operate well, but a few children need additional support and guidance to accept the need for taking turns. Children know that they plan activities to be completed during the day and they do this very conscientiously. Teachers often say, "I don't think you can do this" and children take up the challenge very quickly because they are developing a sense of self-worth and pride in what they can do. Children glow with pride when praised for 'good sitting' or 'good listening' and this has an immediate effect upon others who are less attentive. Children work well in small groups because they know the routines and expectations of the teacher and that any adult will give them help or guidance.

Communication, language and literacy

71. The teaching is very good and some children reach the 'Early Learning Goal' at the end of the reception year. Most children enter the nursery with poor language and communication skills but they make good progress because of the consistent emphasis on the development of speaking and listening skills. For example, children with higher prior attainment speak in sentences and ask simple questions whilst others use single words or remain silent. Staff work hard and successfully to improve children's understanding and use of language. They plan imaginatively to develop early reading, writing and imaginative play. Children have special pigeonholes where they place letters for each other. A few children have not yet made a distinction between drawing and writing. Most children try hard to write their names and some form letters correctly. With support, they write about their work. Children enjoy looking at books. They listen very attentively when the teacher reads a big book to them because she reads expressively, and uses objects from the book bag to gain their attention. The teacher uses questions very skilfully to involve children and to extend their thinking. For example, a group of three children build a large rectangle with bricks. One selects a brick from the shelf. "This is the right size to go here," she says. "Are you sure?" asks her friend. "Yes," she replies and they try it out together to find that it fits exactly.
72. Very good assessments of children's work and writing are passed on to reception teachers. This ensures that learning builds on skills developed in the nursery and enables teachers to see the progress children make. By the time they finish the reception year, some children with higher prior attainment achieve the Early Learning Goals. They recognise words, read simple stories and recognise letters and sounds from the alphabet consistently. Children make good progress in learning words from the books they read and this helps them with their writing. Higher attaining children write at length about the trip to Maryport Aquaria, using spaces between words, correctly formed letters and good sentences. Children are clearly stimulated by the visit and most use words around the classroom very sensibly to write sentences such as, "I saw lots of interesting things. I saw a lobster and it was really big," With adult support, and use of classroom words one girl writes, "I touched a starfish. It was squashy."
73. Some children are not yet able to construct a sentence confidently so staff are very careful to ensure that they are given tasks that match their prior attainment but have a challenge. This ensures that all participate well in the lesson. Time at the end of the lessons is used very well. Children are encouraged to read their work to others and the listeners are expected to remain quiet, listen and wait for their turn. This is a very valuable sharing time for children and involves everyone.

Mathematical development

74. The teaching is very good and some children reach the 'Early Learning Goal' at the end of the reception year. Most children achieve well and make good progress because this area of learning is taught extremely well through practical tasks. Staff plan carefully and imaginatively to develop children's mathematical language and understanding in all lessons. For example, in physical education lessons, children are asked to go *up and down, in and out, under and over, through and along* apparatus. When reading the big book, the teacher asks if the bear that she is holding is going to fit in the bed. Children see that he will not. "You need a littler one!" exclaims one child. Higher attaining children colour groups of up to five objects confidently and see differences in sizes of bears clearly. Lower attaining children colour up to two but although they may recognise the numbers they find them difficult to write. Frequent questions about 'how many' give children opportunities to practise their counting. Songs and number rhymes are used regularly through the day to reinforce understanding of 'more' and 'less'.
75. Children in reception build on their understanding of numbers because the high quality of teaching continues. Some children attain the expected standards by the time they complete the reception year. Children count enthusiastically to 100 and make good attempts to count in tens to 100. Concentration is maintained well because the teacher includes actions when children say a number that has tens in it. They learn to recognise parts of a number as the teacher draws them out of a pocket and extend their understanding of *on top of, under, higher, lower, beside, in front, beside and near* in the lesson. The only word of which they are unsure is *near* and most manage to draw pictures to show their understanding. Staff work very well together to plan interesting and challenging numeracy lessons. They are confident about teaching basic numeracy and use many of the suggested methods of teaching in the National Numeracy Strategy very effectively. Very skilful questioning enables them to assess children's level of understanding and to extend their thinking.

Knowledge and understanding of the subject

76. The teaching is very good and most children reach the 'Early Learning Goal' at the end of the reception year. Children achieve particularly well in relation to their prior attainment. Teachers plan to stimulate learning and attract children's interest and curiosity. For example, they learn to wash dolls' clothes in the nursery. They are surprised to learn how bubbles are made and wonder how to get the bubbles out of the clothes. They carefully rinse clothes, peg them on the line with difficulty because of the springs in the pegs, and see how clean they are when they are dry. They see some pouches and wonder how to find out what is in each one without opening it. When they learn they are to smell them they are excited, and some of the smells, such as vinegar, soap and tea, are new to them. Children learn that animals have quite different types of skins. They feel inside a 'feely bag' and like the soft fur of the toy rabbit but discover that the toy lizard is rough. Teachers ensure that children make discoveries about a range of activities every day and plan the learning opportunities very carefully. Work on the computer supports other learning well because children are mostly able to use the tracker ball independently to select from the menu and operate programs.
77. In the reception classes, teachers develop children's understanding and knowledge through a wide range of exciting opportunities. Most of the current group of children are very close to achieving the expected standard by the time they are five. During the science focus week in the school, they carried out different investigations, each class having the opportunity to take part in the same work. Children created a circuit, some with support, but many worked independently, following instructions. Higher attaining

children wanted to see how effective the bulb's light was in the dark and the teacher quickly covered a table with a cloth so that they could explore this question. Staff respond to children's desire to extend their learning very positively and this enriches their learning effectively. Some children looked through magnifying glasses at shells, sand and seaweed. They were surprised to see the granules in the sand and the patterns on the shells. Teachers planned a very successful visit to Maryport and children learned much about the undersea world. Their writing and discussions demonstrate how much new learning has taken place and provides a basis of scientific and geographical knowledge for future use. Children confidently use the computer and benefit from the very good use of the digital camera with instant pictures.

Creative development

78. The teaching is very good and most children reach the 'Early Learning Goal' at the end of the reception year. Children make good progress because of the range of opportunities to develop skills. Children in the nursery enjoy squeezing and mixing the 'grunge'. They paint with care, listen and watch when an adult talks them through their painting. Adults' questions help them concentrate well on their tasks and extend their thinking. Children make colourful, interesting collages with a mixture of materials. They enjoy singing and playing instruments, higher attaining children naming most of the instruments used. They learn to play and sing in a small group and try hard to clap the rhythm of their name, which they find difficult, but fun. Children explore all forms of imaginative play both inside the classroom and outside in tents, in the hide made with branches, and with large toys.
79. In reception children have a good understanding of how to mix colours they wish to use and they paint with care and deliberation. The skills of observational drawing and their colouring improve. This is because staff draw attention to line and form and encourage children to improve their work. Children love their music lessons. They enter energetically into the singing of the pirate song and play their carefully chosen instruments enthusiastically because the teacher has prepared the setting for their work imaginatively. They join in the singing in assemblies very appropriately, singing a verse of one hymn very sweetly. Children continue to develop ideas and relationships through social and imaginative play. For example one boy rows the boat whilst his friends fish. All are completely absorbed in their activities.

Physical development

80. The teaching is very good and most children reach the 'Early Learning Goal' at the end of the reception year. There are very good opportunities for physical development in the nursery in lessons and through outdoor activities. Children stretch, climb, swing, roll and jump confidently on the very well arranged apparatus in the hall. They are so pleased to demonstrate what they have done. Since the last inspection, the outdoor area has been developed purposefully so that there are many opportunities for imaginative and social play. Children pedal cycles around the 'road' area, one boy pushing the four vehicles in front of him up the hill because of his very concentrated effort. Children play with plastic hockey sticks, balls and hoops to develop skills in controlling and aiming. They complete the challenging assault course well.
81. In the reception classes, they throw and catch balls, improving their accuracy in throwing to a partner during the lesson because the teacher establishes good routines for the lesson and teaches skills well. Most children throw a beanbag into a hoop and they watch carefully when children demonstrate to others what they have done. From entry into the nursery children learn to use tools. They cut materials carefully and learn

to thread a needle to sew around a card template of a teddy bear's face. Children improve their skills in opening pegs to hang up clothes and fix construction equipment pieces together competently. Their manipulation of tools continues to develop as children in reception meet other challenges with confidence.

ENGLISH

82. The findings of the inspection are that most pupils attain national averages at the age of seven in speaking and listening, writing and reading. Pupils enter the nursery with standards in language development that are below and sometimes well below what is typical nationally. By the end of Year 2 they show good improvement and attain standards that are in line with national averages. Pupils achieve well because of the high quality teaching and the interesting activities that are matched well to pupils' capabilities. Results of National Tests for seven year olds in 2001 were below the national average in reading and above the national average in writing. In comparison with 'similar' schools, reading standards were average and writing well above average. There has been an upward trend in standards since 2000. This year (2002) reading standards have risen. The good improvements in English are due to:
- The very effective implementation of the National Literacy Strategy.
 - The planned use of literacy in other subjects.
 - Very good use of information from tests and the tracking of pupils' progress. This process ensures that tasks are matched well to pupils' capabilities.
 - Individual writing assessments that are used well to track pupils' progress as they move through the school.
 - A very clear structure for reading and writing activities.
 - Very good use of focus weeks, which involve a wide range of literacy activities.
 - Very good support from parents in school and at home.
83. One area for development is the increased use of discussions with pupils to help them improve their work. Secondly, the school does not set firm targets for pupils to attain and match the curriculum to achieve these targets.
84. All pupils, both boys and girls, achieve well. Pupils with special educational needs work hard and achieve well because of the high quality of the teaching and support they receive. Staff are sensitive to their needs and set them appropriate tasks, making good use of national initiatives to improve standards in reading and writing. They encourage pupils to concentrate and gain confidence as they make good gains in learning.
85. Standards in speaking and listening at seven are typical of what is expected nationally. Teachers ensure pupils' full concentration at the start of the lesson very skilfully. They scatter magic dust 'to make us think' and ask pupils to, "Smile when you're listening." Teachers speak very quietly to pupils and listen carefully to all that they say. This encourages pupils to answer questions and try to explain their thoughts and feelings. Teachers are very sensitive in their questioning and never discourage anyone who gives a wrong answer. This process encourages all pupils to participate fully in the lesson. Pupils enjoy reading out their work to the rest of the class and most pupils sit and listen well during these contributions. Pupils in Year 1 sit with a partner and have a good discussion as to which sound is right. "Is it *c* or *k*? What looks right?" The very good relationships and supportive atmosphere in the school enable pupils to make good progress and help to develop the confidence of those who are shy or have lower

prior attainment. Pupils welcome opportunities to read to or speak to visitors and are friendly and polite.

86. Pupils' attainment at seven years old in reading meets the national average. Results have improved this year. Skilled teaching of letter sounds and patterns start in the nursery and are developed very well as pupils move through the school. This enables pupils to read simple texts by themselves and to make good progress with their reading skills. Most pupils read with intonation and good expression because they enjoy reading. Parents support pupils' reading very well and the support of helpers to hear children read is much appreciated because it gives pupils the opportunity to read regularly and more widely. Positive attitudes towards reading are encouraged in the weekly library club. At the club pupils read, listen to very good reading of a story or play games that involve the use of reading skills. In a relaxed atmosphere, they read stories by a wide range of authors and some pupils are already acquiring a preference for certain writers. Pupils know how to use wordbooks, dictionaries and the large range of words and phrases displayed in their classrooms. Books are displayed everywhere and are clearly valued by pupils.
87. Pupils use skills practised in literacy lessons effectively in other subjects. For example, in science pupils use quality reference books to make discoveries. They are impressed when they find out that 'jet engines are very powerful.' Pupils reinforce their spelling and presentation of work in other subjects. In science and design and technology, pupils write short accounts of their work. They also have some opportunities in geography and history to write about what they have found out or have seen.
88. By the age of seven this year, pupils' standards in writing are in line with averages nationally. Pupils have achieved better in writing than in reading in the last three years because writing has had the highest priority and attention. It is clear from writing assessments that most pupils make good progress in the quality and quantity of their writing as they move through the school. By the time they are seven, most pupils write legibly, with many letters correctly formed. They enjoy using speech, question and exclamation marks and like to use capital letters for emphasis. Pupils use a good range of interesting words in their writing. These are used well in the introduction to stories to provide atmospheric settings. One pupil starts his story of a ride on a magic carpet with 'On a dark and gloomy night,' and another writes about events 'On a special Christmas morning.' There is some very good practice in marking in the school but this is not yet consistent. Older pupils have little to refer to in some classes to help then improve. A particularly good aspect of the marking is the dialogue that develops after writing when pupils respond to the teacher's questions. When teachers are able to discuss a pupil's work as it is completed, this is invaluable because the pupil talks about ways in which work could be improved, not corrected, and makes discoveries about style, spelling and sentence construction.
89. Pupils' behaviour in English is good because teachers establish a calm atmosphere at the beginning of the lessons and praise good behaviour. This approach encourages pupils to listen and watch what the teacher is doing and to respond to teachers' questions. Pupils work quietly in pairs and small groups because they know the teachers' expectations of settling to work quickly. Some pupils work without direct supervision and concentrate well in the good learning atmosphere that is established in the classroom.
90. Teaching is good and on occasions is very good. Consequently, pupils build on their learning well. Teachers prepare activities that are challenging and enjoyable. They are

clear about what pupils are to learn in lessons and ensure that tasks are matched well to pupils' capabilities. This enables pupils to build on previous learning effectively. Teaching assistants and volunteers work very well with teachers and give high quality support in lessons. They are clear about what they have to do in lessons and give unobtrusive support to shy or special needs pupils. Teachers plan their lessons carefully and ask questions skilfully to extend pupils' answers or thinking. They have high expectations of what pupils will do and work hard to enable pupils to have success in what they are learning.

91. The National Literacy Strategy has been implemented very well and the school has added many of its own initiatives to make it more comprehensive. Pupils use the library sensibly. ICT is used effectively and pupils work independently to complete language and word-processing activities. The management and leadership of the subject are very good and there are good resources to support teaching and learning. Opportunities for drama are used well in lessons, clubs, workshops and public performances. Pupils benefit greatly from these. English supports pupils' spiritual, moral, social and cultural development well because of the opportunities for working and planning together and the wide range of experiences offered to pupils. There have been good improvements to the subject since the last inspection. Teachers are more confident about what they want pupils to learn in lessons and share this with them. Pupils build on skills, knowledge and understanding because of the shared commitment of all staff to improving standards in English.

MATHEMATICS

92. In 2001, pupils' attainment in the national tests at age 7 was below the national average but average for similar schools. Standards in mathematics have improved in most years since 1997, reflecting the school's commitment to raising standards through good progress in implementing the National Numeracy Strategy. By 2001, the proportion of pupils reaching the nationally expected standard was typical of that found in most schools. However, few pupils reached the higher level 3, in these tests. This had the effect of depressing the pupils' overall mathematics performance. This inspection shows that by the age of 7 most pupils attain average standards in mathematics and achieve well. Early indications are that further confirmation of this will be made when the 2002 test results are published.
93. Most Year 2 pupils can count to 100 and back by chanting accurately together. Higher attainers are quick to spot the zero and five endings of each answer. They are also aware of numbers such as 210 being a multiple of 10. Most pupils have learned how to double numbers such as 30 and how to halve numbers such as 90. By the third term in Year 2, higher attaining pupils complete simple multiplication sums, such as four times five and when using money they work out change from £1 after buying two items in pence. Pupils with special educational needs are becoming more confident in recognising coins such as 2p, 5p and 10p and are selecting the coins needed to make an amount, such as 12p. In knowledge and understanding of shapes and measures, most pupils by the end of Year 2 measure a line to the nearest centimetre and they name shapes such as cylinder, cone and sphere.
94. When carrying out investigations with water most pupils use mathematical terms such as 'full,' 'nearly full,' 'half full' and 'empty' confidently when describing the quantities they have poured into jars. Most read the time from a clock face in terms of hours and half hours. Pupils can work out the time one and a half hours on from a clock face showing a full hour such as two o'clock. Lower attainers read simple times, usually with support

and encouragement. Pupils use their knowledge of time to complete investigations into the time it would take to complete a journey.

95. Pupils' attainment was below average when they were first admitted to the school. Most have achieved well to have reached standards that are comparable with most schools. The inspection has not identified any significant differences between girls and boys. Pupils with special educational needs make good progress in terms of the targets set for them.
96. During this inspection, all the teaching of mathematics was good. This is an improvement on the findings of the last inspection. Teaching strengths are good subject knowledge, detailed planning, effective teaching of basic skills, high expectations of what pupils might attain and good use of time and equipment. In a Year 1 lesson where pupils carried out a practical investigation about capacity, the teacher confidently introduced pupils to the tasks using appropriate mathematical terms, such as "measure" and "litre." The teacher provided a good selection of plastic bottles and coloured water; this helped pupils see when a container was full, nearly full or empty. These terms were emphasised and pupils learned to use them accurately. In a Year 2 lesson the teacher used questions skilfully to ensure that pupils were asked to solve number problems on doubles at a level of challenge appropriate to their present understanding. Higher attainers faced harder calculations to tackle. Similarly when calculating change those who were capable were expected to select the correct coins, add several prices and calculate change as one combined operation. This work led to a better understanding of using money and of knowing how much change to expect.
97. Good preparation of a Year 2 lesson included planned use of a computer workstation for a pupil with special educational needs who required an activity to match the pupil's limited concentration. The pupil worked independently on a simple money recognition program as an appropriate follow up to the introduction of the lesson and made good progress.
98. Most pupils enjoy mathematics lessons. Both girls and boys are eager to answer during the mental activities and they work well in small groups as main activities are developed. Often they have the chance to work together and this helps their social development. Pupils respond well to the opportunity to take responsibility in lessons, such as mounting the lesson objectives on a board for the rest of the class to see. Photographic evidence from a mathematics focus week confirmed the fun pupils had experienced when following a mathematics trail around the school.
99. The school provides a very good range of mathematics experiences for pupils. Good opportunities are taken to introduce mathematics in other subjects, such as science and design technology. Pupils estimate and measure in several ways. They measure materials when making things and use counting in science experiments.
100. The subject has also been promoted through specific focus weeks. Classroom support assistants make a positive contribution to the progress of pupils with special educational needs when they support them in mathematics lessons. The success in improving assessment in the school is evident in this subject. Pupils' individual assessment files contain several examples of tasks they have completed. These have been carefully judged against national measures to check the knowledge and understanding of each pupil and when compared from one year to another provide a very clear view of progress.

101. The co-ordinator has a very good understanding of pupils' progress and the improvement in standards in recent years. This very good knowledge combined with regular monitoring of teaching and learning ensures that the co-ordinator is able to provide very good leadership and support to other members of staff. The co-ordinator has traced the improvements in mathematics to full implementation of the National Numeracy Strategy, more opportunities for pupils to carry out investigations to stretch their understanding, greater confidence by teachers when delivering lessons and regular opportunities for teachers to discuss how mathematics can be improved. The co-ordinator works closely with the mathematics subject leader in the junior school, particularly when pupils transfer from Year 2 to Year 3. The junior school co-ordinator has in turn visited this school to observe infant mathematics lessons.
102. There is a good selection of resources in each classroom, including apparatus to support number activities, such as shopping skills and measuring equipment for topics, such as about capacity. Pupils made very good use of good quality plastic clocks to improve their knowledge of time. Computer workstations have software to help pupils practise skills in number, shape and space. The school does not set firm targets for pupils to attain and match the curriculum to achieve these targets.

SCIENCE

103. At the end of Year 2, the inspection finding is that pupils' attainment in science matches national expectations. They achieve well. Teachers' assessments of science standards last year were well below average. Pupils' capabilities vary from year to year, but teachers have worked effectively to raise standards. The subject is co-ordinated very well and improvement has been good since the last inspection. The school has continued to implement a consistent and coherent policy to raise standards. Test results have been closely analysed to set realistic targets for improvement. The co-ordinator has monitored teachers' planning and has conducted classroom observations of teaching and learning, resulting in specific targets for improvement. In addition, staff training has focused on key priorities, such as developing questioning skills and improving investigative science. As a result of these actions, the standards of pupils' attainment has risen, thus maintaining standards since the last inspection, and this pattern has been reflected in the significant improvement in the results of the teacher assessments for 2002. During the inspection, investigative science was the focus of many lessons and all inspectors found the approach successful. Pupils start and finish their work over a short period. They therefore learn from their experiences in a most coherent way because there are no gaps in time during which ideas can be forgotten.
104. Pupils make good progress in developing their scientific knowledge and skills. They classify materials according to simple criteria. For example, they identify clothes according to their suitability for different types of weather. They distinguish between different kinds of materials such as wood, plastic and metals, and some pupils can distinguish between natural and human-made materials. This work is developed well when pupils recognise that some changes to materials are reversible, such as ice into water. Pupils recognise that certain foods, such as fruit, are part of a healthy diet and that too much chocolate is not good for a balanced diet. They conduct simple experiments with plants and recognise the need for heat, light and water as conditions for growth. Pupils in Year 1 name exterior parts of a plant such as roots, stem and petal, while some pupils use vocabulary such as stigma and stamen.

105. Pupils are making particularly good progress in the area of investigative science and in their understanding of a fair test. A consistent whole-school approach in this aspect of experimental science is improving pupils' abilities to predict, observe closely and record their findings. Pupils have a very secure understanding that for a test to be fair certain variables need to be constant, and higher attaining pupils in a Year 2 class use the term 'variable.' This approach begins in reception classes. In one lesson children investigated whether different materials floated or sank. They understood that these objects needed to be placed in water with the same force. They also appreciated that weight is not the only factor that determined whether an object sinks or floats. In the same way, pupils in a Year 2 class investigated the suitability of different materials for enhancing the flight of model aeroplanes. Pupils realised that the size and propulsion of the planes needed to be the same for a test to be fair. This work also involved accurate measurement in metres and centimetres, thus complementing the school's strategy for improving numeracy.
106. The teaching of science is good, which has a positive effect on pupils' motivation and their current progress. There are very good relationships between pupils, teachers and support staff and therefore pupils feel confident when offering suggestions and answering questions. Also skilful questioning encourages pupils to make sensible predictions and offer logical explanations. Science lessons are well organised and paced, with careful explanations and emphasis on key vocabulary. For example, in a Year 2 lesson in which pupils were investigating the most suitable materials for carrying heavy loads, the teacher's introduction skilfully involved all pupils. The teacher explained the need for the investigation in a way pupils could understand. The opportunities provided for first-hand experience contribute to pupils' good progress. For example, because of the Year 1 visit to a local river, pupils were able to identify insects and 'mini-beasts,' and distinguish between insects and beetles at a level above that expected for their age. Pupils distinguished between a mayfly nymph and a dragonfly nymph. In so doing, they referred to numbers of legs and feelers and to characteristics of tails and size of eyes.
107. However, teachers do not plan consistently for the full range of attainment in their classes. While pupils with special educational needs receive focused and purposeful support, higher attaining pupils do not always have work that is sufficiently challenging. Most of the science activities observed involved the same tasks for all pupils. For example, in their accounts of the life cycle of a butterfly, all pupils used the same vocabulary. None of the pupils used terms such as 'chrysalis.' In classifying materials, no pupils used vocabulary such as 'opaque' or 'transparent.' Extension activities are planned for some lessons, but often these do not actually extend scientific knowledge or understanding. This is a point for development for the school.

ART AND DESIGN

108. At the end of Year 2, pupils produce work that is above national expectations for their age. Pupils use a wide range of materials and techniques and develop their skills in observational drawing well as they grow older. Standards have improved since the last inspection. All pupils, including those with special educational needs, achieve well because of the careful planning of lessons and teachers' thoughtful attention to detail.
109. By the time they are seven, pupils use collage, paint, various techniques of printing, pencils and crayons to create an imaginative range of illustrative work. Some of this is of high quality. For example, pupils in Year 2 produce very good drawings of musical instruments using different types of pencils. The thoughtful quality of their observational

work is reflected in other subjects such as science. As part of their project on transport, pupils created interesting collages of wheels with paper, card and tissue paper. The collages are presented very artistically because of the subtle tones of the materials and the intricate designs made. Pupils produce pictures in the style of Matisse, capturing the vibrant style of his paper collage work well. They look at Aboriginal artefacts before using good colouring and 'dotting' techniques in their pictures of the objects. This work is of a very good standard and indicates a high level of interest and concentration whilst pupils worked.

110. In a science lesson, pupils in Year 1 looked carefully at the characteristics of some creatures. They decided how they would create their own by using a range of two and three-dimensional materials. Pupils represented the characteristics with a good degree of accuracy when drawing them. They create vibrant collages of Bonfire Night with splash painting, marbling techniques and the use of wax crayons. They use brightly coloured tissue paper to make stained glass windows after a visit to Carlisle Cathedral in religious education lessons. Work on symmetry is linked very well with a study of William Morris and they complete attractive repeating patterns inspired by his work. Pupils look at a vase of sunflowers in the classroom and paint them in the style of Van Gogh. Their pictures are an accurate record of the sunflowers they saw and reflect the style of the artist well. The most appealing work in the style of another artist, however, is the delightful series of collages of water lilies designed after looking at the work of Monet.
111. Pupils anticipate their art lessons and art club with pleasure. They have a good perception of how artists use colour and shape and this gives them the confidence to attempt their own designs in a similar manner.
112. Teaching and learning in art and design are good and teachers' planning ensures that pupils build effectively on their skills and knowledge as they move through the school. Art is used extensively in other subjects and pupils use several art and design programs in ICT very effectively. Teachers make very good use of the digital camera and it is used regularly to record pupils' working and the completed pictures or collages.
113. The subject is managed and led effectively and the co-ordinator is to evaluate the present planning of topics, which include many of the nationally recommended guidelines, at the end of this term. Pupils enjoy art club and are pleased to have an opportunity to relax and work independently on aspects of art and design. Displays around the school are of a high standard and show pupils that their work is valued. Art and design makes a strong contribution to pupils' spiritual, moral, social and cultural development.

DESIGN AND TECHNOLOGY

114. At the time of the last inspection, pupils' attainment in design and technology matched that found in most schools. This continues to be so with standards meeting national expectations. Given that most pupils enter the school with below average attainment most have achieved well to reach this standard by age seven. The focus of the inspection week was science and some design and technology was developed in science lessons.
115. At the end of Year 2 most pupils design a wheeled model incorporating some detailed features such as headlamps or seats. Higher attaining pupils discuss confidently how

they intend to make the model. They describe the ideas they have for fixing components together and adding details such as hubcaps or rope to secure the load in the rear of a lorry. They can select suitable materials to make their model stay together. Pupils have learned about axles and have been taught how to fit these to the body. When completed virtually all the wheels turn successfully. Pupils have begun to evaluate their work and many suggest sensible improvements. They use their designing and making skills effectively to produce interesting models of good proportions. Photographic evidence confirms that pupils have redesigned a playground, by preparing a design sheet to set down their ideas of the location of equipment and grassed areas. They have made a slider mechanism that creates movement in a figure and they have designed celebration certificates for birthdays and good work. In food technology pupils have tasted healthy foods and combined these into attractive salads. They have then designed and made lunch boxes to store their healthy meals

116. All pupils, including those with special educational needs, make good progress throughout the infant age range and achieve well. Often there are opportunities to practise their literacy and numeracy skills when discussing designs and solving making problems. One higher attaining pupil had drawn the finished model from different viewpoints. The pupil's design sheet included a seating plan and a front view with details of the headlights. The pupil confidently measured 22 centimetres along a spindle that was to be used as an axle on the vehicle that was built. Pupils make good progress in modifying their designs and although most can select materials and use cutting and joining skills well, some have also begun to realise how structures can be made more stable and how some materials are more appropriate for particular purposes. Through these activities, pupils' social development is promoted well and as they work together, teachers and classroom assistants promote a positive atmosphere of co-operation.
117. During this inspection the teaching was good. This is an improvement on the last inspection. In a lesson for Year 2 pupils the teacher had high expectations of what the pupils might attain and asked probing questions to draw out the pupils' ideas. Clear statements by the teacher such as, "Where are you going to put the axles?" helped pupils to follow through an idea from the planning stage. Towards the end of the lesson the teacher used the closing minutes to ask pupils to describe to each other how they had fixed parts together. This was effective in sharing ideas and helping to solve problems.
118. Both girls and boys are interested in construction activities; they work hard and are pleased to show each other the progress they have made. They help each other regularly. For example, in a Year 2 science activity that provided opportunity for pupils to use cutting and making skills, a pupil held a template securely as another pupil carefully drew round it. They then reversed the process ensuring that each had a good outline of an airplane to be made and tested.
119. The school provides a good variety of planning, making and evaluating experiences for pupils. The food technology facility, where pupils sometimes work with a classroom assistant, gives pupils experience of baking skills including weighing, mixing and rolling. Pupils are regularly reminded of safety matters and the use of some equipment is only undertaken in the presence of an adult. Pupils have also learned to use a loom when a specialist weaver visited the school. Twice each year pupils complete a short assessment activity. Teachers make good use of the information gained to plan following design and technology topics

120. The co-ordinator provides good leadership and offers advice. Regular opportunities to visit in lessons in this way have helped the co-ordinator form a secure view of what works well and where suggestions for improvement might be made. There is a good supply of consumable design materials and sufficient tools organized on a trolley, which are used well.

GEOGRAPHY

121. At the end of Year 2, pupils' attainment in geography matches what is expected for their age. Pupils, including those with special educational needs, achieve adequately. Improvement since the last inspection has been satisfactory.
122. Year 2 pupils have an awareness of their immediate locality and identify features of the area, such as the use of the land for different purposes, for example, residential and commercial use. They express their thoughts about attractive and unattractive features of landscape and are aware that industry and pollution can damage the environment. They make comparisons between their immediate locality and contrasting rural and coastal landscapes that they visit and investigate.
123. Pupils make satisfactory progress in the acquisition of geographical knowledge and skills, including mapping skills. They use maps of the local area and plan routes to school, identifying key features of the local landscape. They recognise common map symbols, including those for bridges, railway lines and churches and are beginning to use identification keys. However, some map work involves rather too much colouring and does not challenge all pupils. For example, there are few opportunities for higher attaining pupils to extend their use of maps, such as to use co-ordinates or grid references to find places. Most pupils identify the four countries of the United Kingdom and locate the position of Carlisle accurately. However, for higher attaining pupils this is not extended to locating key cities, rivers or other physical features. However, some pupils know the names of other European countries. By the end of Year 2, pupils are able to contrast two different parts of the world, Africa and Polar Regions, recognising that different climatic conditions impact on peoples' homes and lifestyles.
124. The management of geography is satisfactory. Teachers' planning shows a sound understanding of geography that meets the requirements of the National Curriculum. A strength is the use of first-hand experience of places in the local area. For example, the visit to the Environmental Agency and nearby river contributed to pupils' understanding of recycling and waste and the impact of pollution on river life. Because of this visit, pupils also had a better knowledge of the water cycle, key vocabulary such as 'river,' 'source,' and 'mouth,' and the impact of human settlement on the landscape of a river valley. Pupils behaved very well and took an active interest in the topic. Their very good attitudes reflected both in their questions and answers and gains in knowledge and understanding.

HISTORY

125. At the end of Year 2, pupils' attainment in history matches that expected for their age. Pupils, including those with special educational needs, achieve appropriately. Improvement since the last inspection has been satisfactory. Pupils distinguish successfully between past and present when looking at everyday objects. They consider the differences between old and new toys, in terms of materials and how they work. This work also contributes to pupils' knowledge and understanding of time and

builds on the work about how the school has changed since it was built. This approach is further extended in Year 2 where pupils understand some of the changes and developments in transport. Pupils know about features of everyday life in the past. In particular they know about how clothes were washed and ironed. This work enables pupils to develop an appreciation of the impact of new technology, such as electricity, on the lives of ordinary people.

126. History lessons enable pupils to know about key features of periods in the past. For example, they know that over one hundred years ago there were differences in the toys and clothes people had if they were rich or poor. Pupils know that the richest people had servants and used words common to the period, such as 'scullery' and 'nanny'. Pupils' attainment since the last inspection has improved.
127. The management of history is satisfactory. Pupils make satisfactory progress in the skills of historical investigation because teachers ensure that the work is based on a range of first-hand experiences. The work about toys is based on observation and use of toys in a local museum. Pupils' knowledge of kitchen implements is enhanced by the close observation of artefacts in the classroom, such as a dolly-tub and a range of old irons. Pupils' learning about changes in transport is based on photographs and pictures, and teachers' questions ensure that these are used to focus on specific features of cars and bicycles that have changed over time. Some work, however, requires pupils to spend more time on colouring pictures than using them to enhance historical knowledge. An important aspect of historical work that is less well developed is knowledge of famous and important people. Pupils know about Guy Fawkes and Alexander Graham Bell, but there is no evidence of learning about other people listed in the scheme of work. This work tends to be purely narrative in character. For example, pupils recall what Guy Fawkes did rather than why he took certain actions

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

128. Standards of work match those expected nationally in Year 2. Pupils' achievement is good and they are making improving progress. In some areas of ICT, pupils' standards of work are above national expectations. For example, pupils have sent e-mails and faxes. The school has made good improvements to the quality of provision since the last inspection. Pupils systematically build on their skills year on year. The new computer facilities, with access to the Internet, have made a positive impact on pupils' learning. The curriculum now includes pupils controlling a floor robot and using some of the potential of CD-ROMs. The school now has a website.
129. Teachers' arrangements for assessing pupils' work and recording what they have learned are clear and informative. The checklist for each pupil has been carefully written and is easy to complete. Teachers' planning indicates that pupils receive a good curriculum that covers all aspects of ICT during their time at the school. There are further strengths in the provision. A technician is employed on a part-time basis to make sure all machines run smoothly. His contribution is very good value for money. The school makes regular use of digital cameras to record pupils' work in all subjects. The co-ordinator has carefully monitored teachers' planning and as has also compiled a comprehensive collection of pupils' work in ICT.
130. Consequently, the co-ordinator has identified all the main areas for developing ICT further. Points for development are the creation of an extra curricular club for pupils to attend, encouraging staff to teach ICT skills to whole classes more often when

appropriate, to increase the ratio of computers to children, and to develop the use of ICT in other subjects further.

131. Pupils enjoy the subject very much and are keen to learn. In Year 2, pupils know how to create visually exciting pictures on a painting program. Pupils have created Christmas cards and inserted pictures from other programs to make their work more lively, with adult help. Pupils write short stories about their lives in literacy lessons and they know some of the key features of the word processing program. For example, pupils can correct spelling errors. They have used ICT to write invitations to individuals or companies informing them of the design and technology focus week that was held previously.
132. In Year 1, pupils have used computers to help them label and classify items in science. Pupils use ICT to support their work in numeracy lessons. Pupils have drawn graphs of the types of shoes they wear, of their favourite fruits and about how pupils get to school. Computers help pupils to learn to tell the time. Pupils worked successfully with a program that shows a bus moving from place to place and pupils worked out at what time the bus would arrive. Pupils know how to work tape recorders. They have learnt what the symbols on the different keys mean. Pupils have written well ordered lists, such as how to make a jelly and to make a cup of tea.
133. During the inspection, no whole class lessons were seen. The teaching of small groups is good. Teachers and support staff provide good clear explanations and the right amount of support to help pupils learn at a steady pace. Teachers create banks of words to help pupils develop a wider vocabulary and good spelling habits as they write on screen. In Year 1, teachers printed pictures from the previous day overnight and used them successfully in an English lesson. Teachers use computers as valuable tools to develop learning. In Year 1, pupils' knowledge of tape recorders makes them independent learners. Good teaching of word processing skills was observed in Year 2. Adults gave clear instructions to pupils and they were able to complete tasks using instructions on screen.
134. The co-ordinator, headteacher and all staff have effectively raised the profile of ICT. The school has used the money from the government to improve facilities well. The computers in classes have a good range of basic programs for teachers to use that include painting, word-processing and spreadsheets. Training events for teachers have taken place using the junior school's computer suite. Links between the two schools are good. Half the staff are receiving the government's training course this term. Staff feel they have made some good gains in skills, for example in the use of the Internet and in presentation of documents. The co-ordinator has made very good progress through her action plan this year and many of the targets have been met. She has monitored lessons and checked teachers' evaluations of pupils' work. She is very well informed and consequently directs the school's attention to the next set of targets successfully.

MUSIC

135. At seven years old, pupils attain the expected standards in music and achieve well in singing and listening to music. Pupils with special educational needs achieve well because of the interesting lessons and teaching that builds well on previous learning. Improvement since the last inspection has been good.

136. Pupils in Year 1 looked on with surprise when the teacher pulled a pair of wellingtons and an umbrella out of a bag at the beginning of their music lesson. This captured their interest immediately and helped pupils to 'get in the mood for rain.' Pupils thought about the sounds they could make with their hands, feet and tongue to produce the sounds associated with rain. They built up their rhythms very quickly and effectively. Pupils chose well when they selected instruments to represent rain sounds and planned together a composition about a storm. They worked well together on their composition and produced pieces that represented their theme sympathetically. At the end of their playing pupils were encouraged to say how well they thought their group worked. Pupils said why they liked someone's playing of, for example, the cymbal, and gave positive reasons for their choice. One boy gave a very clear definition of pulse and rhythm before his group clapped and sang their rain songs very sweetly.
137. In lessons, assemblies and 'Worship through song,' pupils build up an interesting repertoire of songs. They think about the words in each song and their singing is interesting because they change their speed and volume of singing well. Pupils sing very tunefully and listen to the piano or tape carefully. The teacher asked pupils, "Don't you think we are lucky in having this beautiful world?" Pupils reflected on this and sing their 'Thank you' song very thoughtfully. Pupils from Year 1 and 2 show good diction and tone in their singing.
138. Pupils like to listen to music and join in with enthusiasm. They look forward to playing instruments and show a good respect for them because the careful handling of musical instruments has been taught since pupils were in the nursery. They listen well to others and are quick to praise others' good work. They make positive comments about other pupils' tunes.
139. The teaching of music is good because lessons are planned thoughtfully to give pupils opportunities for listening, playing instruments and composing. Music for the beginning of assemblies is very carefully chosen and pupils are encouraged to listen to it in a quiet atmosphere. Teachers use singing very effectively throughout the day, to settle pupils down between activities, to introduce something new and to gain pupils' attention. This is a delightful and exceptional aspect of many lessons.
140. The co-ordinator provides good support for colleagues by ensuring that there are a variety of good, interesting resources for them to use. She has arranged several valuable training courses and workshops for staff to give them confidence and to enhance their own skills and knowledge. Pupils enjoy these workshops and opportunities to play with pupils from other schools. Music is an important part of any celebrations and festivals and makes a good contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

141. No lessons were observed during the school day because the focus of the week was science activities. Pupils' standards of work are above those expected nationally at the end of Year 2. Pupils of all capabilities, including those with special educational needs, achieve well. There have been very good improvements in physical education since the last inspection because the co-ordinator, for example, has developed the curriculum and range of clubs very well. The co-ordinator has emphasised pupils' own reflection on their performances as an important part of lessons. The co-ordinator sets a very good example by taking groups after school to refine and improve their physical education skills, such as in cricket and gymnastics. The considerable efforts of the co-

ordinator have improved the standards of pupils' work. Pupils' standards in the extra-curricular groups were above those expected for pupils of this age.

142. Pupils from Year 2 danced as magical spirits during dance club. They moved lightly on their feet and made graceful gestures. The teacher in charge reminded pupils about the quality of movement and it was clear what their gestures meant. Pupils enjoyed their dance very much. A group of Year 2 pupils improved their cricket skills. One particular practice was very successful. The teacher divided the group into two and each group had to knock wickets over as often as they could in a given time. The element of competition had the effect of improving pupils' accuracy dramatically after a few throws. Later in the session, the teacher developed pupils' skills effectively with small games of cricket.
143. Standards of work in the gymnastics group are good. The most able pupil demonstrated her sequence of movements she had performed in a recent competition. The sequence contained turns, jumps and rolls using a bench and mats. The teacher encouraged pupils to evaluate their own work and each others' so that they could learn new movements. The school gymnastics team has been successful in competitions recently.
144. The quality of teaching and learning in the extra-curricular lessons is very good. Teachers manage their groups very well, resulting in very good levels of concentration, behaviour and learning. Pupils who attend the clubs are very well motivated and keen to learn. Teachers have a good range of techniques to challenge pupils because they have the required expertise. Teachers make very clear teaching points as groups work and give all pupils opportunities to show what they can do. All Year 2 pupils have the opportunity to join the clubs. Pupils receive about 90 minutes of physical education each week as part of the National Curriculum.
145. The co-ordinator has shown exceptional leadership. The improvements to the provision have been based on the assessment for the 'Active Mark' from 'Sport England.' She ensured the school met the high standards required. For example, the school has a comprehensive scheme of work and programme of activities to cover the entire National Curriculum for physical education. The curriculum for dance has improved as a result of the audit. The school has proved that pupils learn to acquire and develop 14 skills, apply tactics, evaluate and improve their performances and develop knowledge of fitness and good health. The co-ordinator and teachers plan the programme of work very thoroughly. Staff have received training to improve their skills. Plans to improve the physical education curriculum are an important feature of the 'Active Mark.' The co-ordinator intends to continue to check teachers' plans for lessons and make constructive suggestions, and to improve further the outdoor facilities for the Foundation Stage children.
146. The subject is very well managed. The school has a good range of equipment and apparatus, such as for outdoor use. The school hall is large enough for active indoor games lessons with seven year olds and there is a large new storeroom. The extensive grassed areas around the site are put to very good use during games lessons. The co-ordinator has devised a comprehensive assessment checklist for teachers to record pupils' attainment and progress. The school has strong links with community groups. During the focus week for health and fitness earlier in the term, pupils received specialist coaching in rugby. Other groups worked on general fitness skills or played short tennis. Groups followed a rope trail blindfolded and learned more about trust and co-operation. Two companies provided staff to help pupils learn new skills.

RELIGIOUS EDUCATION

147. Pupils' standards of work at age seven meet the expectations of the locally agreed syllabus. Since the last inspection, the school has made good progress in developing and promoting religious education. Pupils have an improved programme of religious studies and achieve adequately. Pupils with special educational needs make similar progress in terms of the targets set for them.
148. Most pupils in Year 2 have learned about religious practices and traditions of Christianity and other world religions. Pupils name some of the features of a church, such as an altar, cross and a font. They know that candles are used in churches during services and that sometimes these events are religious celebrations, such as a baptism. Pupils have learned about significant personalities in religious practices, such as a vicar or the role of godparents during a baptism. When learning about the Jewish tradition, pupils have been taught about the scrolls, the synagogue, the temple and the Festival of Light. Pupils have designed badges featuring symbols that were important to them personally.
149. Both boys and girls make sound gains in learning, sometimes through the direct experience of a church visit or visitor. The Dean of Carlisle visited school to lead the theme of new beginnings when pupils studied the significance of springtime and religious events at Easter. On another occasion, a Ghanaian visited the school to describe how she looked after her children as they grew up in Ghana, linked to a religious theme.
150. The revised agreed syllabus helps teachers to plan lessons with clear targets and make good use of the new resources now available for the subject. This is an improvement on the last inspection. In a very good lesson, the teacher confidently provided pupils with a realistic insight to three world religions. Very effective explanation and demonstration by the teacher helped pupils understand about religious practices in a mosque, they took part in a Hindu dance and they recreated in their classroom some of the features of a Christian church service, including an altar with full size candles. Pupils were fascinated by their teacher's approach particularly as the input was made dramatically and convincingly. Consequently, pupils' learning was significantly improved and a sense of spiritual awareness strongly promoted.
151. Pupils are assessed twice each year in accordance with the very good system for checking progress now in place. Pupils complete short activities to assess their knowledge of religious education and religious practices. Teachers use this information to identify the next steps to be taken when planning future work.
152. Subject leadership in religious education is good. The co-ordinator has visited lessons in both Years 1 and 2 to become familiar with the progress being made in religious education. General issues arising from these visits have been discussed with other teachers in staff meetings. Resources for learning are now good and are well used. The improved multi-religious resources are making a positive impact towards raising standards in religious education. Teachers are making greater use of the Internet for support materials.