

INSPECTION REPORT

MARYPORT CHURCH OF ENGLAND

JUNIOR SCHOOL

Maryport

LEA area: Cumbria

Unique reference number: 112274

Headteacher: Mr J Pugh

Reporting inspector: Richard S Moseley
16886

Dates of inspection: 16-19 October 2001

Inspection number: 197415

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Voluntary Controlled
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Camp Road Maryport Cumbria
Postcode:	CA15 6JN
Telephone number:	01900 812299
Fax number:	01900 812299
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr A Hayton
Date of previous inspection:	15 September 1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
16886	R S Moseley	Registered inspector	Science; history; physical education	Characteristics of the school. The school's results and achievements. How well the school is led and managed? How well the pupils are taught.
8943	M Manning	Lay inspector		Pupils' attitudes, values and personal development. How well the school cares for its pupils. How well the school works in partnership with parents.
27679	S Twaits	Team inspector	English; art and design; geography; religious education; equal opportunities	How good are curricular and other opportunities offered to pupils?
24031	I Idle	Team inspector	Special educational needs; design and technology; mathematics; information and communication technology; music	

The inspection contractor was:

Quality Education Directorate
 Reginald Arthur House
 Percy Street
 Rotherham
 S65 1ED

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 Inspection Quality Division
 The Office for Standards in Education
 Alexandra House
 33 Kingsway
 London WC2B 6SE

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Maryport Church of England Junior school is an average size school with 251 pupils, consisting of 121 boys and 130 girls. An average number of pupils, 13 per cent, are entitled to free school meals. There are no pupils with English as an additional language. Pupils come from a variety of infant schools and attainment on entry to the school is broadly average, with a higher proportion of middle and low attainers in some years. The number of pupils on the school's register of special educational needs is 20.3 per cent, which is average. There are two pupils with statements of special educational needs, which is also average.

HOW GOOD THE SCHOOL IS

This is an effective school with many good and very good features. Pupils are reaching good standards in mathematics, history and in aspects of English and science, and high standards in aspects of physical education. The level of teaching is mainly good with some very good teaching. The quality and range of learning opportunities experienced by the pupils is high. Pupils' attitudes to their work and their relationships with each other are very good. The school is well led and managed and provides good value for money.

What the school does well

- Strong teaching, which is mainly good, is having a positive effect on pupils' learning
- Standards in mathematics, history and in aspects of English and science are good, mainly due to the effective teaching. Standards in aspects of physical education are very high.
- The school provides pupils with rich experiences by its many visits out of school, visitors into school, its use of the community and a very good range of extra-curricular activities.
- The school's provision for moral and social development is very good. This has ensured that pupils' behaviour is good and they have developed very good positive attitudes to their work. Their relationships are very good. They are enthusiastic about school and interested and involved in all aspects of school life.
- Within the management structure, the headteacher provides very good leadership and a clear educational direction for the school.

What could be improved

- Standards of presentation and handwriting in pupils' books.
- The independent role played by the supportive governing body and a better clarification of their specific responsibilities.

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 September 1997. It has overcome all of the weaknesses noted in the last inspection and has improved in a number of other ways. With reference to the key issues in the last report, the school has raised standards in design and technology; pupils are now involved in much more individual enquiry work, for example, in history and in investigative work in science; standards in speaking are now satisfactory and teachers have built into their planning several opportunities to extend pupils' spiritual and multi-cultural education. In addition, the leadership has introduced other improvements. For example, the progress of pupils is now carefully tracked throughout the school in English and mathematics. This has improved teachers' assessment of how pupils are doing in order to plan more appropriate individual work. The headteacher and some of the subject leaders have been involved in a process of observing and monitoring the quality of teaching. This has been successful and the quality of teaching has improved. The numeracy and literacy strategies have been introduced very well and standards in mathematics and in reading are now

good. The school is well placed to maintain these and other improvements and has a good capacity to make further improvements.

STANDARDS

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

Performance in:	Compared with			
	all schools			Similar schools
	1999	2000	2001	2001
English	D	B	C	C
Mathematics	D	B	B	B
Science	D	B	C	C

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

- The results in English in the National Curriculum test in 2001 were average, in mathematics they were above average and in science they were average. When the results are compared to similar schools, they show the same pattern. Over the last three years, although the results have been variable, owing to a high proportion of middle and low attainers in some years, they show an improvement from 1999 in English, mathematics and in science.
- The inspection findings indicate that for this year's pupils in Year 6, standards in English are again average but with above average standards in reading. However, the quality of some pupils' handwriting and the presentation of work in their books are weaker. In mathematics they are again above average in all aspects and in science standards are average with above average attainment in experimental science. This shows a good improvement in science since the lower National Curriculum results in 2001. This improvement is mainly due to improved teaching linked to a specific focus by the teachers on developing the pupils' investigative skills. The school has yet to start this year's booster classes, where it is expected that standards in all three subjects will rise even further as they did last year. At present pupils are achieving soundly in English and science. They are achieving well in mathematics, reading and in experimental science.
- In history, attainment is above the national expectation for pupils' ages, and in physical education their attainment is well above the expectations.
- In all other subjects, attainment is in line with the national expectation for pupils' ages.
- In religious education, attainment is in line with the requirements of the locally Agreed Syllabus.
- Standards in literacy are average and in mathematics, above average. The school has reached or exceeded all the targets it has been set.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are eager to learn and they give of their best at all times. They are responsive and responsible and show very good attitudes in all they do.
Behaviour, in and out of classrooms	Behaviour by almost all the pupils in lessons is very good and around the school it is good. They are polite and courteous to each other and to adults.
Personal development and relationships	Personal development of pupils is good. Their relationships are very good.
Attendance	Satisfactory

Pupils are proud of their school and especially about all the sporting and other successes the school achieves. They demonstrate very positive attitudes in all aspects of school life. They care about each other, respect each other's views and many are beginning to show some confidence by the time they leave the school.

TEACHING AND LEARNING

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

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

- The quality of teaching is good overall, with a significant proportion of very good teaching. There is no unsatisfactory teaching. This is a good improvement since the last inspection. The present level of teaching ensures that learning is good in many areas as pupils successfully acquire skills, knowledge and understanding in all of the subjects they are studying.
- Particular strengths are the effectiveness of the methods and ideas teachers use. These interest pupils and motivate them to the end of the lesson. Lessons usually proceed at a good pace and therefore most lessons are productive. Teachers use their very good relationships with pupils to support and encourage them. All these strengths develop pupils' intellectual, physical and creative effort. Some teachers insist on good standards in presentation and handwriting in pupils' books. However, this approach is not consistently applied throughout the school. Most teachers manage pupils very well and achieve high standards of discipline. This results in very good behaviour in lessons. Teachers know their pupils well and in English and mathematics in particular, provide them with appropriate work for their abilities. Teachers' planning for pupils with special educational needs is good and they work closely with classroom assistants. Homework is set appropriately. Computers are beginning to be used soundly to support learning in a number of subjects. This enables pupils to be involved in their own individual research work. The skills of literacy and numeracy are taught well.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good, broad, balanced curriculum. It is well enhanced by many visits out of school and visitors into school. There is a very good range of extra-curricular activities, which ensures that the full range of learning opportunities is very good.
Provision for pupils with special educational needs	There is good provision both in the class and when groups are withdrawn. Special support assistants make a good contribution and work closely with the teachers.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual development is satisfactory within the curriculum. The provision for cultural development is good and that for moral and social development is very good. Overall, the provision for personal development is good.
How well the school cares for its pupils	The school cares for its pupils well.

Procedures for child protection are ensuring pupils' welfare is good. There are effective links with parents. Parents who help in the school make a very good contribution to pupils' learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Leadership and management by the headteacher is very good. He is ably supported by the deputy headteacher. Subject co-ordinators are developing their roles well.
How well the governors fulfil their responsibilities	The governors play a sound role in supporting the school. The chair of the governing body and a number of other governors work closely with the headteacher. However, they need to develop their supportive roll even further by assuming a more independent role and defining their individual responsibilities more clearly.
The school's evaluation of its performance	The headteacher and staff are fully aware of the school's performance and have a very clear idea of what they want to improve.
The strategic use of resources	Very good. Resources are readily available and used well. All money available to the school is spent wisely and carefully. The school applies the principles of getting best value for its pupils.

- Staff are very well qualified and well deployed, the accommodation is very good and learning resources are good in most subjects. The headteacher has been very effective in identifying the school's priorities. For example, he has identified the need to create a climate where other staff in the school have been able to develop their leadership role. This has been effective as the school has been awarded the "Investors in People" standard. The priorities identified for the future, both in this year and years ahead, are very appropriate.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their child likes the school. • Their child is making good progress • The teaching is good. • They can approach the staff with any problems. • Their child is expected to work hard and do their best. • The school is well managed. • The school helps their children to become more mature and responsible. • The school provides an interesting range of activities outside lessons. • Their child gets the right amount of work to do at home. 	<ul style="list-style-type: none"> • A very few parents felt that they were not well informed about how their child is getting on. • A very few parents felt that the school does not work closely with parents. • Some parents were not happy with the fact that one class had numerous changes of teacher last year. They appreciate that this was brought about largely through illness. Most parents felt that the school handled the situation as well as it could.

- All parents' views expressed at the parents' meeting and in the questionnaire were brought to the attention of the headteacher.
- Inspectors support parents' positive views of the school. They also judged that information given to parents about pupils' progress, as well as the general effectiveness of the school's links with parents, is good.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 The results in English in the National Curriculum test in 2001 were average, in mathematics they were above average and in science they were average. When the results are compared to similar schools, they show the same pattern. Over the last three years, although the results have been variable, they show an improvement from 1999 in English, mathematics and in science.
- 2 The inspection findings indicate that for this year's pupils in Year 6, standards in English are again average but with above average standards in reading. However, the quality of some pupils' handwriting and the presentation of work in their books are weaker. In mathematics they are again above average in all aspects and in science standards are average with above average attainment in experimental science. This shows an improvement in science. This improvement is mainly due to improved teaching linked to a specific focus by the teachers on developing the pupils' investigative skills. The school has yet to start this year's booster classes, where it is expected that standards will rise even further, as they did last year. At present pupils are achieving soundly in English and science. They are achieving well in mathematics, reading and in experimental science.
- 3 In English, by the end of Year 6, attainment is in line with the national expectation and pupils are achieving well. Speaking and listening has improved since the last inspection. The majority of pupils are able to participate in discussion about stories in their literacy sessions and in other subjects. They are developing confidence in expressing their views. Pupils' attainment in writing is average by the time they reach the end of Key Stage 2. They write story endings well, use descriptive language in poetry and compose interesting biographies. They are able to write story beginnings in the style of a variety of authors. There is insufficient time on occasions to produce lengthy pieces of writing. This lack of opportunity for extended work can inhibit the achievements of the higher attainers. In reading, standards are generally higher and above the national expectation and pupils are achieving well. Pupils read well with good expression and show good insight into the characters and plot in a story. Pupils are inspired, not only to read but also to enjoy all that is best in the English language. Although standards are average overall, nevertheless, pupils are progressing well because of the very good introduction of the literacy strategies and the improvement in the quality of the teaching. These improvements have not yet had time to produce even higher standards by the time pupils leave the school. Standards in literacy are in line with the national expectation by the end of Year 6. Standards in presentation and in handwriting in pupils' books are weak on occasions.
- 4 In mathematics, attainment at the end of Key Stage 2 is above the expectations for pupils' ages and pupils are achieving well. Pupils use their understanding of place value to multiply and divide whole numbers and decimals by 1,000. They calculate percentages of quantities, using mental recall or a calculator where appropriate. Pupils measure and draw angles to the nearest degree and use the correct language associated with angles. Pupils collect data and record it using graphs. They interpret graphs drawn by others and draw tally charts from the scores they achieved when reciting their tables. They were seen recording their findings on a

bar chart and labelling the axis and recording their tally findings correctly. Many pupils solve mathematical problems well by identifying and obtaining the necessary information. They draw conclusions and are able to explain their thinking. Standards in numeracy are above average by the time pupils leave the school.

- 5 In science, although standards of attainment are broadly in line with the national expectation and pupils are achieving soundly, in experimental and investigational science they are above average and are achieving well. For example, pupils in Year 6 were seen investigating their pulse rate at rest and after doing exercise. They related this well to the topic on healthy bodies. Pupils were able to predict what might happen, understand what it means to set up a fair test and reach valuable conclusions. Pupils' understanding of life processes and living things, materials and their properties and physical processes are sound. Pupils use good scientific language.
- 6 In information and communication technology, standards of work meet those expected nationally for pupils' ages. Boys and girls achieve what is expected nationally for their ages. Pupils have the appropriate skills to use computers to support their learning. For example, pupils in Year 6 use the computer to gather information about various organs in the body. Pupils understand that there are three folders within the information package and that each of these will give them different views of the organ. Pupils are beginning to send and receive e-mails. Pupils are able to save and print their work and use the mouse and keyboard soundly and with confidence.
- 7 In religious education, pupils' attainment is in line with the expectations of the locally Agreed Syllabus and pupils are achieving soundly. Pupils have a satisfactory insight into the values and beliefs of other religions. Pupils understand that people from different cultures and religions celebrate in different ways. Pupils know about the Ten Commandments and other stories from the Old Testament. They look at the news and discuss the moral and social implications. They were able to write thoughtful and sensitive prayers about the tragedy of September 11th. The English skills of speaking, listening and debating are developed well.
- 8 In physical education, attainment of most pupils is well above the national expectation for their ages and they are achieving very well. A good majority of pupils apply all their various skills very well to suit the activity, whether it is running with a ball or working out tactics in a game. With regard to ball skills, most pupils, both boys and girls, demonstrate a precision, control and fluency well beyond their years. For example, the school teams have recently won almost all the school competitions, in cross-country, swimming, soccer and rugby, including being winners of the Rugby League World Cup tournament, Cumbria section for schools.
- 9 Attainment is good in history by the time pupils leave the school and most pupils, including those with special educational needs, are achieving well. Pupils show an increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. For example, in a lesson for pupils in Year 6, pupils were investigating a very good range of Victorian artefacts and pupils clearly knew what to look for as they carried out their research work. Pupils identified the use of these objects very well and related them to the present day. They were able to select and organise information, making use of appropriate dates and times.

- 10 In the remaining subjects, attainment is in line with that expected for their ages and pupils achieve soundly. Since the last inspection, there have been improvements in reading, mathematics, experimental science and in history.
- 11 The school works hard to raise the standard of achievement for all pupils with special educational needs. Good systems are in place to assess learning difficulties as pupils enter the school and targets are set in individual education plans. These targets are assessed termly and good progress is made and pupils achieve or exceed the standards expected of them.

Pupils' attitudes, values and personal development

- 12 Pupils enjoy coming to school and taking part in the activities that it offers. They like being involved in sporting fixtures, trips and musical activities as well as finding enjoyment in their lessons. They particularly like having plenty of space to run around in at break times and the fact that they are trusted to play in the school grounds out of school time. They are proud of the fact that they helped raised money to pay for extra playground equipment.
- 13 Pupils behave very well in lessons and well around school. They are polite and friendly towards visitors. They respond well in their lessons. For example, in a Year 4 science lesson, pupils conscientiously recorded their findings and worked well together to produce them. In a physical education lesson on ball skills, Year 3 pupils listened well to the teacher's instructions and responded promptly. It is rare for any unsatisfactory behaviour to be seen in class. Pupils behave sensibly when large numbers are together, such as in the hall for assembly or having their school dinners. They become a little boisterous at break time when they have more freedom and it is at this time when minor upsets occur. However, the school has recognised this and the play activities organised in the grounds are beginning to be effective in channelling pupils' energy. The school has not excluded pupils for many years though still reserves the right to do so. The school does not have a problem with bullying.
- 14 There are very good relationships among pupils and between pupils and adults in school. They show respect for each other. This was seen to good effect when they willingly applauded the achievements of other pupils at the whole school assembly. They listen attentively when pupils' poems or opening paragraphs of stories are read out to them. Pupils' personal development is good and a few pupils are developing the maturity to speak out and take responsibility in personal and social education lessons. They willingly undertake duties that are given to them but do not always have the confidence to see what needs doing themselves. Library skills are satisfactory.
- 15 Attendance at school is satisfactory and is in line with that of schools nationally. The school does not have a problem with pupils being late. Unauthorised absence is at a very low level.
- 16 The attitude of all pupils in the school with special educational needs is very good. These pupils play a full part in the life of the school. Personal development for these pupils is a high priority. Pupils respond very well and grow quickly in confidence.

HOW WELL ARE PUPILS TAUGHT?

- 17 The quality of teaching is mainly good or better throughout the school, with some of the teaching being very good or excellent. In 69 per cent of lessons, teaching is good or better, with 25 per cent being very good. There is no unsatisfactory teaching. Care should be taken when interpreting these percentages as each lesson seen represents about two percentage points. However, this shows a good improvement since the last inspection where only half the teaching was good or better, with a small amount of unsatisfactory teaching. Teachers have worked hard to improve their teaching. They have had good support from the headteacher and a number of curriculum co-ordinators, especially those for English, mathematics, science and information and communication technology. In fact, the strategies used to plan for literacy and numeracy in particular, have helped to give a more consistent structure to planning in other subjects. The school is also a base for the training of teachers. This brings an extra impetus to raising the quality of the teaching as it means that the school's own teachers are often observed and the students constantly need effective advice from the class teacher. The improvement in the quality of teaching has resulted in a good improvement in learning as pupils acquire skills, knowledge and understanding in all of the subjects they are studying.
- 18 The teaching of literacy has been a major focus for the school during the last two years and it is now very well established. The quality of teaching in this area is mainly good. Written planning is very well done and includes appropriate work for the varying needs of pupils. Teachers have devised many stimulating and interesting ideas, ensuring pupils are well motivated and maintain concentration to the end of the lesson. This was seen in a literacy lesson for pupils in Year 6. Pupils were collecting information on the many mysterious disappearances in the Bermuda Triangle. The teacher had provided a range of materials for research, including information on the computer. All this proved fascinating to the pupils. They became motivated further when they had to prepare a report on what they had discovered in order to read it to the rest of the class. The teaching of numeracy has received specific attention and a good format of lessons has been established throughout the school. The quality of teaching is again largely good. A particular strength in mathematics teaching is the way time is allowed for pupils to discuss their work and explain their thinking. This provides all pupils with the challenge of knowing they may have to explain to the rest of the class how they have arrived at the answer. Often, the teaching stimulates pupils to become fascinated with numbers and mathematical problems. This has resulted in good standards in all aspects of mathematics by the time pupils leave the school.
- 19 The teaching of many of the basic skills of literacy and numeracy are often taught well in other subjects. For example, in mathematics and science, teachers insist that the pupils use a good mathematical and scientific language. This helps pupils develop a wider range of words and a deeper understanding of them. Also, in science, teachers take many opportunities for pupils to use their mathematical skills, such as measuring, weighing and drawing graphs. However, there are opportunities for the extension of English skills, which are missed. For example, only a few opportunities are given for pupils to carry out extensive and lengthy writing in subjects like religious education, history and geography. Also, general presentation skills are weaker, especially where pupils are not given careful guidance.
- 20 Overall, teachers have largely good subject knowledge. In English, mathematics, history, science and in physical education, it is particularly strong. In all subjects,

teachers have a sound scheme of work to help them. The new computer suite has been used well for specific training for teachers and their knowledge and understanding of this subject is developing rapidly. This good knowledge ensures that question and answer sessions are particularly strong to consolidate and extend pupils' learning.

- 21 Teachers' short-term lesson planning is largely good. It is written with carefully structured learning steps, with clear learning objectives and well thought out activities. These objectives are usually shared with the pupils and are posted on display in the classroom. This ensures that pupils have a clear idea of what they are supposed to be learning and whether they have learned it by the end of the lesson.
- 22 The management of pupils is usually very good. Most teachers have very good skills to maintain good discipline and this results in very good behaviour. Pupils listen well and concentrate on their work. Teachers also have a good knowledge of all the pupils they teach and their day-to-day assessment of how well pupils are learning is usually right. Longer term assessment of pupils' progress is also effective in subjects like English, mathematics and science and in these subjects teachers use this knowledge to influence future planning well. The quality of marking is largely satisfactory, with some example of very good marking, where teachers' comments make it very clear to pupils what they have to do to improve. The amount and type of homework is appropriate throughout the school.
- 23 The teaching of pupils with special educational needs is good and often very good. Organisation and planning is good. Teachers and other adults in the classroom sensitively support pupils. However, at present they do not add regular comments to the individual education plans, which would be helpful to indicate progress. Pupils who need additional help are withdrawn to work with the special educational needs co-ordinator or other well-qualified teaching assistants. The teaching they receive is well targeted and of a high quality. Learning is good for all pupils with special educational needs.

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

- 24 The school provides a broad and balanced range of rich and stimulating learning opportunities for its pupils. These meet the needs of all the pupils, including those with special educational needs. It meets the statutory requirements for teaching the subjects of the National Curriculum and the locally Agreed Syllabus for religious education. Planning is a strength in the school and staff have worked hard to prepare lessons which capture the interest and imagination of the pupils in their care. They work very hard to ensure that all children are included and have an equal opportunity to do well in school.
- 25 Since the last inspection there has been an improvement in the development of speaking and listening throughout the school. The time allocation given to literacy and numeracy is well used. However, the use of time identified as work in progress is not as clearly defined as it could be. There needs to be adequate time for pupils to work on lengthier written pieces of English. The school is aware of this and is intending to review the timetable and time allocation shortly.

- 26 The school has very effective strategies for teaching literacy and numeracy and these are already paying dividends. The national strategies in literacy and numeracy have been thoroughly implemented and this, coupled with the ability setting of pupils in these subjects has contributed greatly to the rise in standards over the past years.
- 27 The school makes good use of assessments in English and mathematics in order to guide children on the next steps they need to take. Teachers adapt their teaching plans to suit pupils' learning needs in English, mathematics and science but do not consistently adapt work for the needs of all pupils in other subjects.
- 28 The school provides a very good range of extra curricular activities in order to enrich the curriculum. Staff and parents work together to provide such activities as karate instruction, orienteering, mask making, puppet making, football, rugby, and badminton. Many visits are planned to go outside the school and visitors are invited in to talk to pupils. These include visits by theatre companies and resident artists such as Hans Ullrich. The result of one such liaison is the beautiful ceramic mural in the school entrance hall of Noah's Ark and Maryport, which resulted from the liaison between a local artist and all pupils at the school.
- 29 The school makes satisfactory provision for personal, social and health education. It has a clear policy for sex education teaching and Year 6 pupils find out about health and drug issues from teaching staff, the school nurse and police liaison officers.
- 30 The school is successful in promoting opportunities for children to accept responsibility and take initiative. The older pupils are encouraged to take on responsible roles in school, such as assembly monitors and collators. The school has very good links with the community and this enhances children's learning. The vicar regularly comes to school to take religious education lessons and assemblies.
- 31 Maryport offers the pupils a range of geographical and historical opportunities for study and these are used well by the school, offering pupils the chance to know and understand their own culture and heritage. The school grounds have recently been enhanced greatly and the pupils have been instrumental in designing, planning and creating different sections. For example, a recent development is the creation of the Tudor garden. This is linked well to history teaching. All the school has benefited from these positive changes. The school has good links with partner institutions. It works closely with the neighbouring infant school and other feeder schools so that pupils and parents feel welcome when they arrive and there is continuity in pupil's education. The local secondary school takes part in shared activities. For example, the Year 6 pupils recently benefited from a joint science afternoon. There are also close links with other schools in competitive sport and the school is very successful in many of these events such as in football, rugby, cross-country and swimming.
- 32 Overall provision for spiritual, social, moral and cultural education is good. This is an improvement on the findings of the last inspection.
- 33 Provision for spiritual education is satisfactory. Pupils have opportunities for prayer and reflection in collective worship and assemblies each day, although an inspection of collective worship was not part of this inspection. As part of religious education lessons pupils find out about and respect the values and beliefs of others.

In English lessons, they appreciate the quality and style of a range of good literature.

- 34 Provision for moral education is very good. Pupils have a very good understanding of what is right and wrong. There is a clear behaviour policy and all staff have high expectations, which are consistently applied throughout the school. Pupils respond to their expectations positively. Good use is made to link themes in assemblies and collective worship to pupils' own lives. Circle time contributes to this when they learn about responsibility for caring for pets, the consequences of their own actions, fairness and sharing. The introduction of circle time is a new innovation and at present it gives only a few opportunities for discussion and understanding about being a responsible citizen. The school has plans to develop a class and school council in the near future.
- 35 Provision for social education is also very good. The school creates a warm and caring community in which the pupils feel secure and happy. Most pupils are confident with their own ideas and achievements and adults and other children value them. This is an improvement.
- 36 Social skills are developed well and relationships are very good. The pupils are well mannered and polite to each other and to visitors. Adults provide good role models in showing respect and courtesy and sharing humour with the children. In lessons and playtimes, pupils generally co-operate and collaborate well. Pupils are encouraged to consider the plight of others and thoughtful prayers were written by the pupils after the September 11th tragedy. Charities are well supported and the school provides pupils with many opportunities to care for the less fortunate and supports a wide range of charities both at home and abroad. Social skills are well developed in the yearly residential visit for pupils in Year 5 and Year 6.
- 37 Provision for cultural development is good. This is an improvement since the last inspection. Pupils have many opportunities through their work in history, English, geography, music and art in particular to appreciate their own culture and that of other countries. Pupils learn songs from different cultures and listen to stories from local and more distant traditions. Year 6 pupils study Kenya and make comparisons between life in Kenya and Maryport. In religious education lessons they learn about cultures and different faiths such as Judaism and Hinduism. They visit a Hindu temple and learn about the traditions and dress of Hindus. They have worked with a resident artist to design and make a beautiful ceramic mural about Maryport and also worked to produce very colourful murals illustrating a range of cultures, which adds colour and interest to the hall and corridors.
- 38 The curriculum meets the requirements of all pupils on the special educational needs register. There is no disapplication from the National Curriculum. Assessment and recording with close monitoring informs future planning. All individual education plans are in place. The register is up to date and comprehensive. Withdrawal to support pupils with special educational needs is sensitive and sympathetic. Caring help is given to all pupils. All pupils are treated equally. Many of these pupils take part in extra curricular activities.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 39 The school looks after its pupils and provides a calm and welcoming environment in which they learn well. Most parents state that their children are happy in school.
- 40 All aspects of health and safety are satisfactory and the school has good arrangements for child protection. The headteacher is trained in child protection and members of staff know who they should go to if they have concerns. The school's policy for health and safety is comprehensive and all aspects which could be a risk are checked thoroughly.
- 41 The school's procedures for monitoring and improving attendance are satisfactory. The school has had limited success in using a computerised system for recording attendance, however, it analyses the data regularly so that overall patterns of attendance can be picked out. The school is rigorous in making sure pupils bring absence notes once they return if parents have not phoned in. Lateness is not a problem.
- 42 Pupils' behaviour is very well monitored so that good behaviour is encouraged and poor behaviour discouraged. Lunchtime supervisors and classroom teachers systematically record any incidents which they have to deal with. There are clear procedures for staff to follow regarding discipline. Although the school reserves the right to exclude pupils, in practice it prefers to keep them in school and support them and in this has been successful. Pupils themselves are not worried about bullying in school and they know who to go to if they have any concerns.
- 43 The monitoring and promotion of pupils' personal development is satisfactory. The very good relationships between pupils and adults in school provides a good basis for this. During registration periods or while waiting to go swimming, pupils are given useful jobs to do and are praised.
- 44 The procedures for assessing pupils' attainment are good. They are new this year and link directly to curriculum levels in the core subjects. Sheets for foundation subjects are also in teacher's class assessment files. Assessment is used well to monitor pupils' progress and to inform future planning. There are computer records in place to track individual pupils' progress throughout each year group in English and mathematics, to inform teachers which pupils need additional support and which areas of learning need to be addressed. Thorough analysis of the National Curriculum test results also identifies weakness which are quickly addressed. Ongoing assessment is recorded on teachers' weekly planning sheets and this immediately informs planning for the next teaching session. The monitoring of pupils' personal development is satisfactory as teachers know their pupils well. Reports to parents are comprehensive and cover all curriculum areas.
- 45 Pupils with special educational needs are very well cared for and supported by the co-ordinator and the teaching assistants. There is good support from the outside agencies and the school has a good close working relationship with these. Support is well monitored by the co-ordinator.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 46 Parents' views show that they support the school well. It was a similar picture at the last inspection. Over half the parents answered the questionnaire and many of these feel particularly that the school expects their children to work hard, that the school is well managed and that the teaching is good. Where parents are not so positive is over the information that they get and some feel that the school does not work closely with them. This was a small percentage of parents and the inspection findings do not support these opinions.
- 47 The parents receive good quality information from the school. This includes the formal documentation such as the parents' annual report from governors, the prospectus and the pupils' annual reports. These meet all statutory requirements. Newsletters go out regularly to keep parents informed and these are written in a pleasant, friendly style. Parents have plenty of opportunities to find out how their children are doing and the school is flexible about arranging appointments to fit in with parents' arrangements. At the pre-inspection meeting parents felt that the school was open and responsive to their concerns.
- 48 The school has received the "Investors in People" standard for involving all, including parents, in the development of the school. They have been consulted over the home/school agreement. They are involved in various ways and help competently in class, supporting groups of children with their science experiments, for example. A group of parents make sure the children get to and from the swimming baths safely and some also listen to readers and operate a book club. The parent teacher organisation is effective in fund raising for the benefit of the pupils through a range of social activities.
- 49 There are good links with the parents of pupils with special educational needs. Parent's agreement is always sought before putting a pupil on the special educational needs register. Parents are invited into school for their children's reviews.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 50 Leadership overall is good. It was a similar picture in the last inspection. Within this, the headteacher gives very effective leadership. He has provided a very clear vision and a distinct educational direction for the school. He has been successful in developing an agreed sense of purpose amongst the staff, enabling many of the staff to develop their own leadership potential. This development is linked closely to the "Investors in People" standard, which has recently been presented to the school. The headteacher is ably supported in all areas by the deputy headteacher. They work very closely together. All staff, both teaching and non-teaching now have a strong commitment to improve and a very good capacity to succeed. This has resulted in the creation of an effective school. The school has had a difficult year with many serious staff illnesses and changes, and this very good team effort has been one of the reasons why the impact on the pupils has been minimal. The headteacher has also ensured that the school's priorities for development are very appropriate. For example, the introduction of a system for tracking the progress of pupils in English and mathematics has been a priority. This is beginning to successfully identify the strengths and weaknesses of individual pupils, which in turn is influencing teachers' lesson planning and raising standards. The yearly school management plan effectively supports management. It is very carefully costed.

Funding is linked to educational priorities and it is evaluated regularly. The longer term plan is also very appropriate.

- 51 The governing body is very supportive in many ways. The chair of the governors is fully committed to the school. He is involved in the life of the school, visits often and engages in professional dialogue with the headteacher. A small group of governors are beginning to visit the school regularly and monitor aspects of the curriculum to become more informed of subjects and teaching methods. One governor is particularly effective in using his very good financial skills in supporting the school to prepare its yearly budget. However, the governors do not operate independently enough from the headteacher. For example, the governors' financial committee does not meet regularly to analyse and question spending details. Also, specific roles are not clearly defined. For example, there is no specific named governor for literacy and numeracy, which is common practice in most schools. There is a named governor for special educational needs, who is very supportive to the co-ordinator but she is a full-time teacher in the school and therefore may not be able to give more detached independent support if the need for this should arise in the future. The chair and the headteacher are aware of this position and are anxious to develop this more independent role in order to support the school and the headteacher even more effectively than at present.
- 52 The headteacher has been involved in the monitoring and evaluation of teaching, especially in the teaching of literacy and numeracy. There has been an agreed timetable for observations, set against an established range of criteria. Feedback has been provided and the outcome of the observation is discussed with teachers. This has been effective, as the quality of teaching has improved since the last inspection. Teachers' planning is also examined on a regular basis. Pupils' work is also analysed for standards and progress.
- 53 The role of the curriculum co-ordinators is developing well. The school has concentrated on developing English, mathematics, science, history and geography. The strategies for literacy and numeracy have been particularly well implemented by the two co-ordinators and standards are rising. The long-term school plan indicates that other subjects will become a focus for further development as time allows.
- 54 The aims of the school, set out in the prospectus, its values and policies, are implemented very well. The leadership has developed a very good ethos in the school, where priority is given to providing pupils with a very rich and wide range of learning opportunities and experiences. It has developed very good attitudes to learning and ensured pupils are enthusiastic about school. There are very good relationships in the school and there is a commitment by the leadership to raise educational standards for all. Although the school is dedicated to give all pupils equal access to all aspects of school life, it is aware that a few pupils miss some aspects when they are withdrawn for subjects such as information and communication technology and instrumental tuition. It has plans to take a fresh look at the timetable to lessen this effect.
- 55 There is a sufficient and well-qualified teaching staff to teach the National Curriculum and religious education. Support staff are very effective and work very closely with all teachers. The school's accommodation is very good and maintained in very good condition. School displays of children's work in classrooms and corridors are often excellent. The school grounds are laid out very well and used very effectively as an educational resource in many subjects of the curriculum.

Resources are good, overall. They are particularly good in English, mathematics, science and in physical education.

- 56 The headteacher provides strong leadership in supporting special educational needs and working closely with the special educational needs co-ordinator. This ensures that quality support is available for all pupils. Teachers are given full reports and work with the co-ordinator to complete and review individual education plans. The special educational needs co-ordinator ensures that provision for pupils with special educational needs is a strength of the school. Resources for pupils with special educational needs are very good. A well-equipped room is provided for small group work. There is a good selection of books to support the literacy and numeracy strategies for these pupils. Funding for special educational needs is spent wisely on training and resources.
- 57 Very careful financial planning supports education development very well. For example, the school had quite a high carry over on its budget last year. This was, however, a very prudent move and was available to help the school through the crisis that arose over serious staff illnesses and changes. The school uses the money at its disposal very wisely and the headteacher, in co-operation with the very effective school secretary, is aware of the need to get best value for pupils. The quality of financial control and school administration through the school secretary and headteacher is very good. The financial governor is very supportive by advising the school well. The management system now in place, including the very effective leadership of the headteacher, dedicated team of teachers and support staff, together with the further development of the supportive role of the governors, will ensure the maintenance of this effective and popular school and introduce further improvements.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 58 To maintain the quality of education and promote further development, the governing body, headteacher and staff should address the following issues:
- (1) Continue to raise the quality of presentation and handwriting throughout the school by:
 - introducing a consistent approach to joined writing, starting in Year 3.
 - ensuring that handwriting skills developed in handwriting lessons are transferred to the range of writing opportunities in all subjects.
 - developing an agreed quality for the presentation of work, acceptable throughout the school.(These are outlined in paragraphs 19, 68, 80, 98, 103 and 123)
 - (2) Continue to extend the supportive role of the governing body even further by:
 - developing a stronger and more independent approach to decision making.
 - defining the responsibilities of committees and individuals more clearly.(This is outlined in paragraph 51)

59 In addition to the above issues, the following more minor issues could be considered for inclusion in the action plan:

- Not enough time on occasions to produce lengthier pieces of writing.
- Teachers and other adults do not always add comments about progress on to the individual education plans of those pupils with special educational needs.
- Some skills in art and design are not always clearly identified.
- In a very few mathematics lessons there is a lack of specific work set for pupils of different abilities.
- More opportunities could be given in science for pupils to devise and set up their own investigations, less directed by the teacher.

(These are outlined in paragraphs 3, 19, 23, 25, 75, 80, 81, 83 and 103)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	46
Number of discussions with staff, governors, other adults and pupils	31

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	1	11	21	15	0	0	0
Percentage	2	23	44	31	0	0	0

Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll	Yr3 – Yr6
Number of pupils on the school's roll (FTE for part-time pupils)	251
Number of full-time pupils known to be eligible for free school meals	33
Special educational needs	Yr3 – Y 6
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	51
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	0
Pupils who left the school other than at the usual time of leaving	0

FTE means Full Time Equivalent

Attendance

Authorised absence

	%
School data	5.1
National comparative data	5.2

Unauthorised absence

	%
School data	0.4
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2001	33 (31)	30 (31)	63 (62)

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	29
	Girls	21	21	26
	Total	49	49	55
Percentage of pupils at NC level 4 or above	School	78 (90)	78 (81)	87 (90)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	28	28	28
	Girls	21	19	19
	Total	49	47	47
Percentage of pupils at NC level 4 or above	School	78 (65)	75 (74)	75 (84)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	1
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	250
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3 – Y6

Total number of qualified teachers (FTE)	9.5
Number of pupils per qualified teacher	26.4
Average class size	31.3

Education support staff: Y3 – Y6

Total number of education support staff	6
Total aggregate hours worked per week	57

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	2000/2001
	£
Total income	490,949
Total expenditure	473,661
Expenditure per pupil	1,865
Balance brought forward from previous year	23,857
Balance carried forward to next year	41,145

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	2
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	1

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	251
Number of questionnaires returned	142

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	46	51	3	1	0
My child is making good progress in school.	38	51	5	0	6
Behaviour in the school is good.	35	58	2	0	6
My child gets the right amount of work to do at home.	29	55	8	1	7
The teaching is good.	44	46	3	1	6
I am kept well informed about how my child is getting on.	30	49	11	3	8
I would feel comfortable about approaching the school with questions or a problem.	53	42	2	1	2
The school expects my child to work hard and achieve his or her best.	53	43	1	0	4
The school works closely with parents.	30	49	11	1	9
The school is well led and managed.	54	41	2	0	4
The school is helping my child become mature and responsible.	35	54	4	1	6
The school provides an interesting range of activities outside lessons.	26	49	6	3	16

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

ENGLISH

- 60 By the end of Year 6 attainment overall is in line with national expectations and pupils are achieving soundly. Standards have been variable over the last three years with very good results in 2000, which was due to a good proportion of higher attaining pupils in that year. Standards in reading have risen and they are now above national expectations and pupils are achieving well.
- 61 The school places rightly a high priority on the teaching of literacy and has worked hard to successfully raise attainment. These improvements are being sustained through the good teaching and management of the subject and the effective implementation of the literacy hour. The school is, therefore, well placed to continue to raise standards in English. Another factor in rising standards is the very effective support that the pupils with special educational needs receive to help them learn basic skills in reading and writing.
- 62 Since the last inspection standards in speaking and listening have improved. Standards are now average. This has been an aim of the school and they have been successful in their endeavours. The majority of pupils are able to participate in discussions about stories in their literacy sessions and in other subjects. They feel confident to express their opinions in the full knowledge that their contributions are valued. A very good example was observed in a Year 6 class when pupils identified words in a text that showed mystery and how they were used for effect. The teachers give pupils good opportunities to express opinions and views about books or authors' intentions in the literacy lessons. In a good Year 5 lesson, pupils discussed 'The Owl and the Pussycat' and wrote a poem in a similar style that they read out aloud to the class. The clarity of the pupils' speech improves as the teachers encourage them to be precise in their answers. This was particularly evident in mathematics lessons, because the development of correct terminology is a planned feature of the subject. Last year the school produced a millennium show and pupils performed to a large audience.
- 63 Pupils are very attentive and generally contribute appropriate comments in discussion with their peers or contribute fully to whole class discussions. In a religious education lesson Year 4 pupils listened carefully to their teacher and were keen to volunteer explanations of what the 'bread of life' and 'Good Shepherd' meant in modern terms. Higher attainers in Year 6 can confidently discuss their reading preferences and describe characters and plots in stories they have read.
- 64 In Year 6, most pupils read with a good understanding and standards are above average. They use a range of strategies when meeting unfamiliar text. Pupils read with expression. They are able to successfully predict possible outcomes of stories. They enjoy reading a range of fiction, non-fiction and poetry. The school actively encourages this and a wide range of literature is offered to them. Pupils with special educational needs make good progress and achieve well; this success is largely related to their targets in their individual programmes of study and the good liaison with the support staff.

- 65 The school has a home-school reading scheme, which is recorded in the 'home reading book'. However, this is not consistently used throughout the school at present. Teaching of reading is good with some very good teaching in Years 5 and 6. A particular strength in the teaching is the infectious enthusiasm that teachers have for literature. As a result, pupils are inspired not only to read but also to enjoy all that is best in the English language. In guided reading, teachers give due attention to research skills and pupils learn to extract information required. Pupils read with understanding and talk effectively about the characters, the story line or events in the books they have read. They are beginning to read a wider range of books and most pupils read for pleasure.
- 66 Standards in writing are average. In Year 3 pupils start to use full stops, capital letters and question marks accurately. As they move through the school, most pupils make good progress with their spelling and punctuation, showing an increased awareness and accuracy in using question marks and speech marks. They write for a range of audiences and purposes producing short stories, poems, reports and letters.
- 67 At the end of Key Stage 2, most pupils can write story endings well, use descriptive language in poetry and compose interesting biographies. Story beginnings and endings, autobiographies and factual reports written by Year 6 pupils are often of a good standard.
- 68 They are able to write story beginnings in the style of a variety of authors. There is insufficient time, however, spent in producing extended pieces of writing. Lack of opportunity to regularly compose extended pieces of writing hinders the achievement of the high achievers. A few higher-attaining pupils do write extended pieces of work, which are appropriately arranged into paragraphs with a good range of punctuation marks used correctly and the vocabulary is good. In good or very good lessons there was evidence of self-editing and redrafting of writing but this practice is not widespread. Pupils at the end of the key stage often cannot produce consistently joined handwriting in their work and final copies are often in pencil, printed or erratically joined. Their presentation is not consistent throughout the school and it is sometimes untidy and without structure. Throughout the school, handwriting is often well presented in handwriting books, but these skills are not transferred to their independent written work in other subjects. Pupils throughout the school make good use of computers to enhance their work. For example, Year 6 pupils research text on the Bermuda triangle mysteries and write reports of various true incidents that are then read to others. Final pieces of work are sometimes copied using a word processor and pupils are confident in presenting their work using the computer. Analysis of pupils' work indicates that many pupils are using increasingly imaginative and expressive vocabulary. Through the setting arrangements, all pupils are provided with appropriately challenging tasks to meet their specific needs. Those pupils with special educational needs make good progress through carefully modified tasks that meet their requirements.
- 69 The overall quality of teaching is good with some very good practice in Years 5 and 6. The teachers have responded well to the demands of the National Literacy Strategy. For example, they make good use of shared reading and writing sessions to teach important skills. The teachers use their knowledge of the subject to explore good literature and their pupils are introduced to a wide range of authors and poets. A particular strength of teaching English is the enthusiasm that the teachers have for the subject. Consequently, the pupils are eager to listen, to learn and to appreciate their own rich heritage. Throughout the school, teachers plan their lessons well and have high expectations of what pupils can achieve. Teachers plan tasks that are firmly built on previous understanding and keep good informed assessment information. Great care is taken that work is planned which captures

the pupils' interest and imagination and is suited to the differing abilities of the pupils. All teachers use the final part of the lessons well to cement learning in place, to assess pupils' understanding and to praise good achievement. The teachers mark pupils' work regularly and help them to make good progress, particularly when they include helpful comments as to how the pupils can improve their work. They make good use of homework to consolidate and extend learning in class in the form of spellings, sentences and research. Relationships are very good in lessons. Pupils' efforts and contributions are valued by all staff and, as a result, there is a very good climate for learning. Pupils behave well in lessons and they approach their work enthusiastically. They relate well to one another and collaborate successfully on joint pieces of work.

- 70 Resources for English are very good and support the subject well. Books in the library are organised in the Dewey system of classification and arranged so that the pupils can find specific books related to their topic. Pupils are encouraged to undertake independent research work using books and computers. Theatre visits and drama productions by visiting groups add to the enrichment of the curriculum.
- 71 The co-ordinator is an enlightened and accomplished teacher who has a clear vision of how the subject should be developed further. She has made a significant contribution to the raising of standards in the subject and she has undertaken careful analyses and monitoring of the subject and its teaching. She gives valuable support to other members of staff.

MATHEMATICS

- 72 In the national tests for 11 year-olds in 2001, pupils' performance is above the national average. Inspection judgement of the performance of the present group of pupils at Year 6 is again above average. Booster classes have yet to start and standards are expected to rise even further. Pupils' achievements are good overall; lower and average attainers make good progress and setting in mathematics enables higher attainers to be sufficiently challenged to achieve their potential.
- 73 The quality of teaching and learning is good overall with some very good teaching observed. Throughout the school the teaching and learning of lower and average attainers is good. Pupils with special educational needs make good progress and are well supported in their learning by effective help from classroom assistants, teachers and the teacher with responsibility for pupils with special educational needs. They have opportunities to work both within the whole class and in small groups receiving additional help.
- 74 Where teaching and learning is very good, time is very well allocated to ensure that pupils have opportunities to discuss their work, practise and record their understanding and are challenged by the work provided. Time targets are set for each task and this ensures that pupils concentrate, work hard and are keen to complete the work set. Work is carefully marked with good comments to move pupils' learning forward. The work is clearly differentiated to meet the needs of all pupils. Teachers and pupils in discussions use appropriate mathematical language with understanding. Teachers show good subject knowledge and clear explanations help pupils to quickly extend their mathematical skills. Higher attainers are grouped carefully within their sets in order that work matches the needs of individuals and challenges all pupils in the class. Pupils in Year 3 accurately find the multiple of ten, which is larger than 53 and less than 108 in their mental starter session. They understand faces of a shape and can identify vertices correctly when

looking at shapes using plastic cubes. They work with a partner to make different shapes using six plastic cubes. One pupil gives the instructions whilst the other makes the shape described. In their mental starter, lower attaining pupils use shapes with different sides to find the sum of the sides. For example, a square and a triangle have seven sides. They also multiply these numbers to reach the answer 12. Pupils cut out shapes carefully and identify the number of sides of each shape. They all understand that when two squares are put together to make a rectangle, the shape created has four sides.

- 75 Lower attainers in Year 5 classes create tally charts to show the favourite main courses and sweets eaten for school lunch last week. They record their findings on either a bar or a line graph. Many mark the numbers on the axis accurately and label these to show what they are recording. However, when in one class pupils were asked to answer questions about their findings for the week, many experienced some difficulty. There was no differentiation of task in this lesson and many found using five bar graphs confusing when answering the questions set by the teacher. Higher attainers also create tally charts of their scores when learning their six, seven and eight times tables. They record their findings on a bar chart and label the axis and record their tally findings correctly. When reading information from the graphs, some pupils understand 'mode' and 'range' and use these correctly to answer questions. They also describe the meaning of both these words. The pace of work in the mental starter and the lack of differentiation in a very few lessons are not always challenging to some high attainers.
- 76 Pupils in Year 6 reinforce their understanding of rounding up, predicting and estimating to the nearest 10, 100 and 1,000. The high achievers successfully explain how they achieve their answer and extend this to 10,000 correctly. Using a number line from eight to nine marked in tenths, they identify the nearest whole number and transfer 8.1 to its equivalent, £8.10 in money and 8100 in kilometres. They explain partitioning and grid method when doing long multiplication of number and add accurately to three decimal points showing a clear understanding of place value. They use their prior knowledge to identify the correct methods to solve mathematical problems and show their working, both in their books and through explanations to others in the class. Pupils use calculators to check their answers, when appropriate, first predicting what the answer might be and then checking their prediction. The work for these groups is clearly differentiated and is matched to individual needs. However there is a need to consider the amount of time pupils are given to record their work and consolidate their learning by working independently. There is no evidence of target setting in pupils' workbooks. The classroom computer is used well to enable pairs to consolidate their understanding of place value.
- 77 The work of the lower achieving group in Year 6 is also focused on the understanding of place value using lower order numbers. Good whole class teaching ensures that the majority of pupils clearly understand the tasks set and how to achieve this. However, it is important to consider how, in planning the lesson, pupils have sufficient time to record their work and complete the work set. This work is well differentiated to meet the needs of all pupils, including those with special educational needs who are very well supported by a specialist teaching assistant. Good use is made of the classroom computer to reinforce pupils' understanding of the number line including estimating, predicting and rounding up of numbers.

- 78 The headteacher is the co-ordinator for this subject area. All teachers have had National Numeracy Strategy training and all feel very confident in teaching numeracy. The monitoring of pupils' work, planning and the quality of teaching and learning is good. Assessment procedures are good. New assessment sheets are in place, which focus clearly on level descriptors. Thorough analysis of the National Curriculum test results takes place and this analysis has identified the need for further work in data handling particularly in the areas of prediction and manipulation of the data. The school is already addressing this issue both in numeracy lessons and in geography and science. Resources are very good. Improvements since the last inspection included setting throughout the school for mathematics and this has resulted in an increase in the number of higher attaining pupils at the end of Year 6.

SCIENCE

- 79 Inspection evidence indicates that standards in science are in line with those expected nationally by the time pupils leave the school. It was a similar picture during the last inspection. Most pupils, including those pupils with special educational needs, are achieving soundly. Also, a higher proportion of pupils are now attaining the higher levels in science and a good majority of pupils have good standards in experimental and investigative science, and in this area of science pupils are achieving well.
- 80 By the end of Key Stage 2, pupils have a sound understanding of life processes and living things, materials and their properties and physical processes. For example, pupils in Year 5 were seen constructing a working model for design and technology to operate by a battery running on an electrical circuit. Pupils are able to construct the circuit unaided, incorporating the battery switch and motor, and making their small toy buggy move. They were able to give the reasons if it didn't work and explain what a complete or incomplete circuit is. Pupils' ability to investigate problems in class experiments is good. Work seen in their books indicates that they can predict what might happen and know how to set up a fair test. For example, pupils in Year 6 set up a good investigation to show that when materials are changed, some are reversible but some are not. They are able to show that water is turned into steam in an electric kettle but if the steam hits a cold window, it will turn back into water, but if eggs and flour are heated together to make a cake, the process is irreversible. However, pupils' abilities to set up and devise their own investigations independently is less well developed. Pupils' basic skills of literacy and numeracy are well developed in science. For example, pupils use a good scientific vocabulary and draw useful graphs to display the results of their investigations. However, their abilities to draw up and present results in a clear and logical manner is less well developed. Pupils write up their results in a variety of ways, which is understandable but sometimes it is done in an untidy fashion and without structure. This means that it is not clear to some pupils what has been achieved. Pupils use information and communication technology to support their learning appropriately.
- 81 The quality of teaching in science is mainly good. Particular strengths in the teaching are found in the way experimental and investigative science is taught. Planning for these lessons is good. Teachers make instructions and objectives clear. They encourage pupils to predict what might happen, insist they make the test fair and ensure pupils are given a good range of resources. This was seen to good effect in a lesson in Year 4. Pupils were asked to test and investigate a range of different types of materials to see how absorbent they were. A good range of

different materials was available, such as newspaper, card, tin foil and glossy magazine paper. The class discussed how to make the test fair and came up with the idea that the size of each piece of material should be the same. Pupils weighed the piece first and then, after dipping it in water, they came up with some sound results, which they recorded. The teacher's approach in organising the lesson so well resulted in good learning and worthwhile results. A particularly good approach was to ensure pupils predicted what might happen before carrying out the test. This resulted in pupils' total concentration and interest throughout. They were eager to find out if their predictions were correct. One weakness and an area for further development is that most investigations are directed by the teacher. Methods are discussed and pupils asked to make their contributions and suggestions but little opportunity is given for some more able pupils to set up and devise their own investigations with an independent approach. Teachers encourage a good use of an appropriate scientific language and the use of mathematics to prepare graphs and charts. This ensures pupils' basic skills are developed well in literacy and numeracy. Question and answer sessions are particularly effective and these consolidate learning well. The teacher's long-term planning is particularly detailed and this results in very good coverage of the curriculum for science by the time pupils leave the school. Teachers support all abilities of pupils during lessons, although work is not always planned for pupils of different abilities.

- 82 The subject is well led by the co-ordinator who has only been in this post for about nine months. She has been able to observe some science teaching and has advised on planning. Assessment procedures are in place, although they are being trialled at present to see if they can be improved. The subject is well enhanced in many ways, for example, by visits out of school and by the very good development of the school grounds to provide a resource for learning. For example, bird gardens with shrubs and fruit have been developed, an insect and butterfly garden has been set up and other areas, such as the Tudor garden, linked to a history study. The co-ordinator intends to develop the extensive woodland area for study shortly. The school has won an environmental award for some of these school ground developments. Some of the out of school trips to enhance the curriculum, visits such centres as the Calaverock Field Centre for pond studies and the Water Treatment Centre. Pupils have been encouraged to enter the National Science Challenge competition and in fact won the Primary section. This is recognised as a major achievement on the national scene.

ART AND DESIGN

- 83 Pupils' attainment is in line with national standards at the age of 11 and pupils are achieving soundly. It was a similar picture in the last inspection. The scheme of work is linked to the topic plan and gives good context for learning but skills such as cutting, brush and pencil control and colour mixing are not clearly identified and progressively built on throughout the school.
- 84 The pupils' artwork is used to good effect to enhance the quality of the learning environment. The displays of the pupils' work are sensitively displayed and reflect the value that is placed on their achievements and involvement. Pupils enjoy their work, concentrate well and show enthusiasm working in pairs or individually. They make satisfactory progress and those pupils with special educational needs receive good guidance and encouragement in lessons from working alongside support staff.

- 85 Teaching is satisfactory. Teachers' planning is clear about what will be learned in each lesson. Year 3 pupils use perspective in the style of Breughel in painting 'Hunters in the Snow'. During the inspection they were working together to make a totem pole and examples were studied from the North American culture. The groups worked well together, delegating responsibilities for cutting and pasting, once the final design for each group was agreed. In a lesson with Year 4 pupils they designed and made a paper mosaic tile linked to their work on Romans. Some pupils were more skilled and took more care than others and the final outcome varied in neatness and design complexity. This lesson was undemanding on their art skills and high achievers were insufficiently challenged. Pupils in Year 4 drew portraits in the style of Picasso and Year 5 created seascapes from observing the environment at Seabrows, blending pastel colours well. Some good work was seen in Year 5 where pupils completed one half of a portrait in pencil crayon. Year 6 pupils made observation drawings of bones during their topic on Our Body. Skills in sketching, shading and the use of texture are not always taught effectively and no evidence of textile work was seen. Pupils' sketchbooks that have entries from the time they started school show only a little progression in skills and work is often simplistic and immature in style with relatively few entries. Pupils are sometimes encouraged to evaluate pieces of artwork of their own and others and good links are made with literacy. Information and communication technology is not always used effectively to support or enhance the curriculum in art and design.
- 86 The teachers have a satisfactory knowledge of the subject and are supported by appropriate advice and guidance from the subject co-ordinator. Pupils have had the opportunity to work with a local artist Hans Ullrich to create a stunning ceramic mural of Noah's Ark and Maryport. Pupils have also worked with other resident artists and made eye catching and colourful acrylic murals on ethnic themes which adorn the hall and corridors. This curriculum enhancement in art and design is a strength of the subject.
- 87 Resources are satisfactory to support the curriculum and there is a good range of books to stimulate pupils' ideas and inform them about famous artists. The monitoring of the teaching and pupils' work is in the early stages of development.

DESIGN AND TECHNOLOGY

- 88 Boys and girls in Year 6 attain the nationally expected standards of work in design technology and achieve soundly. Pupils with special educational needs achieve well, particularly when working in groups. Standards have improved since the last inspection because the scheme of work has been re-written and integrated with topics. Additional adult help has been arranged to provide good opportunities for food technology. The staff has gained confidence due to appropriate in-service training. Teaching and learning is good with some very good teaching seen. In the very good lessons, time is used very well, instructions are clearly understood by pupils and they are given plenty of opportunities to discuss their ideas in small groups and as a whole class. Pupils' attitudes to their work in design technology are very good. They work together well, support each other when working practically and are very keen to do their best.
- 89 In Year 3, pupils design and make an Egyptian cat money box. This work is linked to their topic on Egypt. They look carefully at a cardboard crisps container and decide how best to use this for the body of the cat. They consider how they will get the money out and what materials to use to make the head of the cat. Pupils look at

how they can cover the container so that it looks like an Egyptian cat. They identify difficulties of using paint straight onto the container. For example, "We can't use paint cos the container is shiny and paint runs off." The problem of making and fixing a head to the container are discussed carefully and they decide that, "super glue would work but isn't safe for us to use." Pupils use a good design folder to record their ideas for their cat and label their drawings carefully to show the materials they wish to use.

- 90 In Year 4, pupils work in small groups to make Euro-friendly pizzas. They are taught well by a helper who works closely with the class teacher. One week they make the base for their pizza and the next week they add the topping. Pupils weigh ingredients, comment on the taste, smell and the changes in appearance when it comes out of the oven. They obviously enjoy the tasting most of all. Pupils identify the country where the cheese, tomato, pineapple and ham have come from and look at the different ingredients in the pasta sauce. They talk about ways to improve the pizza. For example, "it would be better with more cheese" and, "I think the topping should go right to the edge." Rules for working with food are clearly explained and pupils are keen to make sure that their hands contain no germs.
- 91 Year 5 pupils have been busy making wooden framed buggies. They link their learning in science to their design and technology work by using their understanding of electrical circuits to add a motor to the buggy to make it move along the floor. They draw a circuit diagram accurately, showing where to place the different parts on their buggy. Pupils think carefully about the order in which they assemble their circuits to make sure it works well. They think about friction and how to make the wheels grip on the desk top or the floor. Pupils work well in small groups, sharing their ideas and skills to achieve a working model. They clearly understand the design and make process and evaluate their work at the end of the project.
- 92 During the inspection, no work in design and technology was seen in Year 6 but evidence was seen of previous work undertaken by Year 6 pupils. They had investigated mechanisms used in old toys and had created their own toy using a cam and follower mechanism to make something move. Pupils had investigated linear and rotary motion and had decorated their toys attractively.
- 93 Due to staffing difficulties during the last school year, the teacher now responsible for design and technology has only been in post for a few weeks. She is fully aware of the work that is taking place in school and has a good understanding of the design and making process. A sound scheme of work is in place but this does not yet address the development of mechanisms throughout the school and how manufactured construction kits are used to help achieve this. There is a portfolio of work available showing projects undertaken during the last four years. Photographs are also used to keep a record of work achieved. Mid term plans are checked and assessment sheets are in place to record the development of designing and making skills of individual pupils when the product is completed. The school has a very well equipped food technology room, which is used well. The storage for design technology materials is good and there are plenty of good resources.

GEOGRAPHY

- 94 Although only one lesson was seen during the inspection due to the topic module timetable, sufficient evidence was gained from scrutiny, discussions with pupils and co-ordinator to make a judgement that standards of attainment are in line with

expectations for pupils aged 11. It was a similar picture in the last inspection. Progress is satisfactory for all pupils and pupils achieve soundly. Pupils with special educational needs receive good quality of support from support staff and make satisfactory progress.

- 95 In an orienteering lesson, Year 3 pupils successfully identified areas in the school grounds from photographs and located them on a school site map. Year 4 pupils use geographical terminology well and look at settlements such as Maryport, conducting various surveys in the area and comparing their town with Keswick. Year 5 pupils gain an understanding of river systems and study the River Rhone in detail. They learn about coastal erosion in their local vicinity on field trips. They can locate the main rivers in Great Britain and identify the main oceans and seas of the world. In one Year 5 class, pupils worked together making use of information technology as a tool to create a good tourist brochure about Maryport. In Year 6, pupils study Kenya and complete a leaflet looking at the lifestyle of people and weather in Kenya compared to Cumbria. Pupils can identify a number of countries in Europe.
- 96 The scheme of work emphasises geographical enquiry and practical learning, using the local environment of Maryport as a useful resource. A coastal erosion pack produced by the co-ordinator facilitates this.
- 97 In lessons, teaching was satisfactory overall. Where teaching is good, teachers use a range of good questioning techniques to enhance learning and pupils are encouraged to think for themselves and draw conclusions. Teachers' secure subject knowledge ensures that pupils learn appropriate geographical vocabulary. Pupils behave very well in lessons, they work co-operatively in groups and they show a genuine interest in the subject.
- 98 The written recording of their work is variable across the school. Sometimes handwriting and presentation skills are weaker and can detract from the value of pupils' finished work because it is often inconsistently joined and lacks care. Where expectations are high, pupils' presentation skills are better and care is taken in their work.
- 99 The scheme of work ensures that skills are built on as the pupils move through the school. Assessment is not always used to develop planning, subsequently sometimes the same work is delivered to all levels of ability and the needs of higher attaining pupils are not always fully met. Strong links are fully exploited with science, mathematics, information and communication technology and literacy. Assessments take place at the end of each topic module and these are satisfactory.
- 100 The co-ordinator has monitored the teaching, planning and pupils work and is in a good position to develop the subject further as she has very good subject knowledge and is very enthusiastic. Resources to support the subject are satisfactory.

HISTORY

- 101 Pupils' attainment in history is above that expected for their ages by the end of Year 6. Pupils of all abilities, including those with special educational needs, are achieving well. At the last inspection, attainment was average. Therefore, standards have risen.

- 102 Most pupils have an increasing depth of factual knowledge and understanding of aspects of the history of Britain and the wider world. They use this to describe features of past societies and periods and begin to make links between them. This was seen done well by pupils in Year 6. They were able to discuss and describe the differences in lifestyles between the children of rich households and the children of poor households in Victorian times. They compared each one well and this was also linked to their own lives. These pupils have a good understanding of many aspects of life in Victorian England. They have developed a good sense of chronology. There are well laid out time-lines around the walls of a number of classrooms with important events clearly marked. This gives the pupils a good understanding of the distance back in time from today and the even further distance to Tudor and Roman times. Work seen in the books of Year 5 pupils show that they have carried out valuable research into books and documents to find out about life in Tudor England. This work also demonstrated that the pupils have a good knowledge of specific events and people, such as the invasion of the Spanish Armada and the life of Henry VIIIth.
- 103 Only three lessons were seen during the inspection. The quality was mainly good. Teachers use a very good range of resources and ideas to stimulate and motivate learning. This was seen in a Year 6 class with pupils studying a very good range of Victorian artefacts. The teacher had provided household objects like toasting forks, hot water bottles, ink bottles and door keys. The teacher encouraged a very good discussion closely linked to the modern equivalent of these objects. This motivated pupils well and they were able to express their feelings as to what it must have been like to use these objects. Teachers base a lot of their work on the local environment, which has a very rich history. The town is sited at the western end of Hadrian's Wall and the local port was once a major shipbuilding centre. Roman and more recent history feature prominently. This enables pupils to understand their own inheritance and makes the teaching of history very relevant to their own lives. Teachers' knowledge is good, which helps them to introduce lessons with a high quality question and answer session to consolidate and extend pupils' learning. A strength in the teaching is the way pupils are encouraged to carry out their own independent research work. However, at times, work seen in their books indicates that little guidance is given to ensure structured or tidy recording of this information. Also, there are only a few examples of writing at length where pupils express their feelings and thoughts about history. The basic skills of listening, debating and speaking are encouraged well in history lessons.
- 104 There is an enthusiastic subject leader who is providing good support to teachers. She has monitored the work of the pupils, runs in-service training for the teachers and helped to re-write some of the planning. Resources are good and these include computer software programmes. Simple assessment procedures are being developed mainly linked to pupils' research skills. The subject is very well enhanced by visitors into school, as well as many well-structured visits, out of school. For example, an actor visits the school dressed as a Roman and by his performance, brings history 'alive'. A number of important museums are visited, such as the Hancock and Senhouse museums, as well as the Victoria and Albert museum in London. A study is made of the remains of the Roman camp which is close to the school wall and the remains of Hadrian's wall is visited by pupils in Year 4. Pupils have helped to design and build a Tudor garden. This is a prominent feature of the school grounds. It is used well and has won a local award.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 105 At the end of Year 6, pupils' standards of work meet those expected nationally and pupils make good progress. Boys and girls achieve what is expected nationally for their ages. Pupils with special educational needs achieve well. There have been good improvements since the last inspection. There is a computer suite in school and all teachers have received training in information and communication technology skills. This training was clearly linked to individual needs and well focused to support their work in the classroom.
- 106 The younger pupils take their work for information and communication technology home to collect information about 'Myself.' They bring the results to the computer suite and use this to develop their word processing skills. They create a sheet of information about themselves and plan to add their own picture, to complete the sheet, using the digital camera. Their work on the computer is closely linked to their work in history where they are learning about Egypt. Pupils use the computer rooms to find out what different people in Egypt did in their lives. They found this valuable before their visit to a local museum. They load the CD-ROM and use the various keys and pictures to access the relevant information.
- 107 Year 4 pupils also use CD-ROMS to research information about the Romans and extend this to using web sites to find out more about the Roman Wall. They use the digital camera to take pictures during their visit to the Roman Army museum and use these pictures to illustrate their writing about their visit. They begin to develop their desktop publishing skills by creating a newspaper for a Roman soldier.
- 108 As part of their work in science, Year 5, pupils research animals living in a variety of habitats. They find information about different animals so that this can be shared with others when they go back to their classroom. They have a good understanding of using CD-ROM's to find their information and can explain clearly that when the arrow changes to a hand shape, this means there is more information to be found. Many pupils bring the information back if they accidentally press the wrong cross at the corner of their computer screen. They use the appropriate arrows to watch the video pictures on the screen enabling them to watch the animal moving in its habitat. In the time available in the suite, they use word processing skills to complete their questionnaire.
- 109 The Year 6 pupils are learning about The Human Body in their science lessons. They use the computer to gather information about the various organs in the body, each pair taking a different organ to study. Pupils understand that there are three folders within the information package on their computers and that each of these will give them different views of the organ and further information. They all find their way round the program well and quickly focus on the information they require. Pupils access web sites on the Internet to collect further information about the human body. They also use these sources, as part of their history work, to find a list of facts about Victorian England. Pupils are beginning to use the e-mail facility available in school and have sent messages to pupils in a nearby school. During the inspection, replies were received and pupils accessed the replies and sent further messages. They are encouraged to check their spelling and punctuation in order to send a correct piece of writing. All pupils save their work and print using commands successfully.

- 110 There is no whole class teaching of information and communication technology at the moment in school. Groups of twelve pupils go to the computer suite at any one time. They are taught well by very experienced teaching assistants with very good skills. The teaching assistants work very closely with class teachers and record carefully the difficulties and successes of pupils working in the suite. Very good use is made of the computer projector to explain to the whole group how to use various packages on the computers. The teaching assistants use good questioning skills, which extends pupils' understanding of all aspects of their work. They have very good relationships with the pupils and know them well. They sensitively help those who find some aspects of their work difficult and challenge others to become more independent learners. Teachers have good subject knowledge and interact effectively with pupils to extend learning. Pupils' attitudes to their work with computers are good. They concentrate, listen well and make good use of the time available to them. All pupils make good progress in developing their skills when using the computers.
- 111 At the moment, the headteacher is responsible for co-ordinating this subject area. The resources are good and will improve further in the next few weeks. Information and communication technology is included in schemes of work for all curriculum areas. Adults in the local community, under a local initiative "CREDITS" scheme, as well as pupils in the school, use the computer suite. The hardware and software in the suite is funded partly by "CREDITS" scheme and partly by the school according to use. School funds the tutors, who teach the pupils. Their work with adults is funded through the external scheme. At the moment the suite is being extended to take twelve additional computers. This means that whole classes can use the suite at any one time and that pupils will have many more opportunities to work with computers. Plans are in place to purchase another projector to enable class teachers to use this as part of their class teaching to extend pupils' learning.

MUSIC

- 112 Pupils in Year 6 attain the nationally expected standards of work in music and all pupils, including those with special educational needs achieve soundly. Standards have been maintained since the last inspection. During the time of the inspection, the aspect of music being taught was singing. The visiting musician, supported by the music co-ordinator, took the lessons observed. Teaching and learning ranges from satisfactory to good. Pupils' attitudes to their work in music are very good. They sing in tune enthusiastically, add appropriate expression and clearly enjoy their singing.
- 113 In the lessons seen, pupils prepare songs for their Christmas presentation related to the four seasons. They develop their listening skills well when they have to follow the words while the tune is played. Wherever the music stops, pupils have to give the word at that point in the song. They are keen to be accurate and listen well, responding with the correct word. Their singing is in tune; they keep good pitch and work hard to ensure that their words are clearly understood. They maintain an accurate rhythm. Pupils understand the difference between singing using a head sound and the sound produced from the chest. Those who have difficulty reading the words are well supported by their class teacher in order that they take a full part in the lesson.
- 114 When the choir prepare for their practice, they begin by singing scales and produce a good sound. Pupils are preparing for a local music festival and the quality of their

singing is good. They express the mood of the song carefully in the tone and emphasis given to important words and phrases. They change the speed and rhythm accurately and follow the conductor carefully. Pupils of all ages are encouraged to join the choir and auditions take place as too many pupils volunteer to be members.

- 115 During hymn practice, pupils are encouraged to listen carefully to the music between the lines and verses of the hymns. They are encouraged to work hard with their words and sing tunefully. The positive piano playing and the enthusiasm shown by the teachers are infectious and all pupils enjoy their singing. They are attentive, respond to all requests made of them and sing with real enthusiasm. This enjoyment is also seen in the singing of hymns in assemblies.
- 116 The co-ordinator for music has held this post for a number of years. She has a good understanding of the subject. A new scheme of work is in place based on a nationally approved scheme. This has been modified to meet the needs of the school and the time available for music. It is linked to the topics in each year group. An accomplished musician works in school for one morning each week, playing for hymn practice, teaching class singing and training the 55 members of the school choir. He teaches half the classes each week while the other pupils have music lessons with their class teacher. Pupils are involved in a range of musical events outside school. They sing at a number of festivals, visit their local church each term to sing in the family service and take part in various concerts and charity events in the town. Specialist teachers visit the school weekly to teach the guitar and keyboard to small groups of pupils. Since the last inspection, many different performances have been arranged for the pupils in school. These include opportunities to hear African music, classical groups, and performances of modern music by local theatre companies. Resources in school are very good. All classes have their own sets of musical instruments and larger instruments are stored centrally for all to use.

PHYSICAL EDUCATION

- 117 Only four lessons of physical education were seen and it is not possible to make a judgement on attainment over the full range of the curriculum. However, in the lessons seen, attainment was either above the national expectation or well above. It was a similar picture in the last inspection. In games, almost all the pupils, including those with special educational needs, achieve very well and often demonstrate high standards. For example, most pupils handle a ball with precision, very good control and fluency, well above that expected for their ages. They play very competitively and most demonstrate that they can sustain physical activity for long periods of time. Many have a high degree of body control, using techniques, such as running and passing the ball with accuracy. Most are very anxious to improve their performance and analyse their own skills and talk about those of others. Pupils in Year 6 are able to explain how different types of exercise contributes to the fitness. All these skills, combined with the competitive nature has resulted in the school excelling at sport and winning a very wide range of sporting competitions not only locally, but throughout Cumbria.
- 118 In swimming, almost all older pupils are able to swim the expected 25 metres with ease and many swim much further. They use a range of strokes well. In the last two years they have won the local swimming competition against all the junior schools in the area.

- 119 The quality of teaching seen was either good, very good or excellent. Teachers' planning documents indicate that teaching throughout the school is at least good. In the lessons seen, the planning was very good and the teachers had a very good understanding of the skills they intend the pupils to learn or improve. Every lesson starts with a high quality warming up exercise and there is always a reference or a question or two about how physical activity has an effect on the body; this helps pupils to understand the human body better and appreciate the link with science. The lesson is then well developed in logical structured steps with increasing complexity. This ensures that all pupils cope with the skill required and build on previous skills. Teachers are very good role models, as they demonstrate a high level of competency themselves. This helps pupils to see what they have to do to improve. Teachers encourage pupils to demonstrate to others what they can do and they are asked to judge and evaluate their own performance. This develops their confidence and interest.
- 120 Teachers have very good class control and manage pupils very well. This ensures that behaviour is usually very good. Teachers also treat pupils, especially in sport, with a great deal of respect, recognising and applauding their abilities. This very good relationship ensures pupils are determined to improve and win. Teachers also demonstrate a great deal of patience with those who have weaker skills than others. This was seen in a swimming lesson. The teacher used very gentle persuasive techniques to develop confidence in two boys who were a little frightened and uncertain. This approach ensured that in the very short lesson of 30 minutes pupils made progress in developing their swimming strokes.
- 121 The co-ordinator for physical education is very effective and he has developed the subject very well. He is assisted by other teachers in giving advice and support. The school considers that developing sport is a vital part of the ethos of the school and believes it plays a major role in the provision of moral and social development, as well as developing confidence and pride in success. In this, the school has been successful and the school has a reputation locally for excelling at sporting activities. The policy and scheme of work is good. At present, there are only limited assessment procedures but the co-ordinator is investigating new systems that may be appropriate. The subject is enhanced by a residential experience for pupils in Year 5, where outdoor and adventurous activities take place. The school has also developed the school grounds for orienteering. The school has won many trophies and competitions in a variety of sports such as cross-country, swimming, five-a-side soccer, six-a-side soccer and rugby. Its greatest achievement so far is reaching the finals of the Rugby League World Cup tournament for primary schools Cumbria section in which it was the winner.

RELIGIOUS EDUCATION

- 122 At the end of the Key Stage attainment is in line with the standards outlined in the locally Agreed Syllabus for religious education which includes the study of Christianity, Hinduism and Judaism. It was a similar picture in the last inspection. All pupils have satisfactory opportunities to gain an insight into the values and beliefs from other religions. Good speaking and listening skills are developed and pupils readily show an interest and fascination when listening to stories from other religions. Good links are made with literacy, particularly in speaking and listening. All pupils, including those with special educational needs achieve soundly.

- 123 By the end of Key Stage 2, pupils understand that people from different cultures and religions celebrate in different ways. In Year 3, pupils learn about Hindu gods and know that different religions have different festivals. They have a basic understanding that symbols represent beliefs and ideas. Year 4 pupils talk about how Jesus looks, how others perceive him and how Jesus wishes to be considered. They can express in modern day terms the concepts of 'The Good Shepherd' and 'Bread of Life'. Their discussions are purposeful and they work collaboratively together sharing and appreciating each other's contributions. In Year 5 they know what a pilgrimage is and study St Bernadette. Pupils wrote thoughtful and sensitive prayers about the tragedy of September 11th. Their lessons substantially contribute to social and moral understanding. In a Year 6 lesson pupils learnt about the Ten Commandments and worked together in groups to write a rap which put its meanings in modern terminology. The quality of the written work in religious education is variable throughout the school. Sometimes, handwriting skills and presentation skills are weaker and can detract from the value of pupils' written work.
- 124 Overall, teaching is satisfactory. Teachers are well supported by the scheme of work and plan their lessons carefully. They identify key vocabulary to introduce and reinforce during the lesson and this makes a good contribution to pupils' developing literacy skills. Teachers establish an appropriate atmosphere for the consideration of beliefs and values. Pupils respond well and listen and consider each other's point of view; this is a strength. Occasionally, there is a lengthy introduction from the teacher and consequently, insufficient time for pupils to make a written contribution. The needs of pupils with special educational needs and able pupils are not always fully met because the work they are expected to do is not always sufficiently challenging and is often based on worksheets, copying text or retelling stories. The oral contribution pupils make in the lessons and their understanding is good however. A wider range of recording and the provision of more challenging tasks needs to be considered. Assessment is developing and marking gives encouragement to pupils' efforts.
- 125 The co-ordinator has prepared a scheme of work based on national guidelines and the locally Agreed Syllabus, which ensures that all pupils consider comparative religions. She has plans to monitor the quality of teaching this year and this, coupled with regular scrutiny of pupils' work, will provide an overview of the subject. Resources are satisfactory and support the delivery of the subject. The school has good links with the community, for example, the vicar and the Methodist church minister come into school and pupils visit a Hindu temple to gain an insight into the beliefs of other cultures and regions.