

# **INSPECTION REPORT**

## **BRAITHWAITE CE PRIMARY SCHOOL**

Braithwaite, Keswick, Cumbria

LEA area: Cumbria

Unique reference number: 112334

Headteacher: Mr Stephen Butterfield

Reporting inspector: Mrs Paula Allison  
21420

Dates of inspection: 2<sup>nd</sup> – 5<sup>th</sup> October 2000

Inspection number: 224551

Inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Voluntary Aided

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Braithwaite  
Keswick  
Cumbria

Postcode: CA12 5TD

Telephone number: 017687 78356

Fax number: 017687 78356

Appropriate authority: The Governing Body

Name of chair of governors: Mrs Patricia Kerr

Date of previous inspection: 28<sup>th</sup> April 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Paula Allison 21420	Registered inspector	Science Art Design and technology Under fives Equal opportunities	What sort of school is it?  The school's results and achievements  How well are pupils taught?  How well is the school led and managed?
Anthony Anderson 11437	Lay inspector		How well does the school care for its pupils?  How well does the school work in partnership with parents?
Andrew Margerison 21666	Team inspector	English Geography History Special educational needs	How good are the curricular and other opportunities offered to pupils?
Roger Fry 21073	Team inspector	Mathematics Information technology Physical education	Pupils' attitudes, values and personal development

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The Registrar  
Inspection Quality Division  
The Office for Standards in Education  
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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

This is a small primary school in the village of Braithwaite. There are 94 boys and girls on roll, all of whom are of white ethnic origin. The number of pupils has been rising over the last few years, and since the last inspection a class has been added and new building work is taking place to develop the accommodation. The school serves the village, but also takes pupils from the nearby town of Keswick. There is a wide range of attainment on entry, but overall it is about what is expected for children of this age. Twenty per cent of pupils are on the school's register for special educational needs, which is about average. Since the last inspection there have been many changes in staffing, including a change in headteacher. At the time of the inspection, two teachers were absent on maternity leave and their classes were being taken by temporary teachers.

### **HOW GOOD THE SCHOOL IS**

Since the last inspection, the school has improved considerably and is now demonstrating an above average level of effectiveness. Because of the amount of effort that has been put into improving the school, standards achieved by pupils are now high. The headteacher, staff and governors have worked hard to achieve this. The quality of teaching is good, the school is well led and managed and provides good value for money.

#### **What the school does well**

- Pupils achieve above average standards in English, mathematics and science.
- Provision for information technology has improved considerably.
- The quality of teaching is good; teachers plan well and provide challenging work for their pupils.
- Pupils' attitudes and behaviour are very good. They work hard and behave responsibly.
- Provision for pupils' moral and social development is very good.
- Staff know pupils individually and provide well for their personal development.
- The leadership provided by the headteacher is excellent.
- Governors are closely involved with the school and carry out their responsibilities effectively.
- Parents have positive views of the school and support it well.

#### **What could be improved**

- Sometimes children under five do not make as much progress as they could, because the curriculum is not sufficiently targeted to meet their needs.
- The management of subjects is still weak, particularly in the area of co-ordinators knowing what the quality of learning is in different classes.
- The school grounds are under-developed as a resource for learning.

*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 April 1998 and was found to have serious weaknesses. The issues which the governors had to address were focused on improving the management of the school and raising the achievement of the oldest pupils. Improvement since the last inspection has been very good. The attitudes and achievements of the oldest pupils are very much better. The leadership and management of the school are now very good; governors are more involved and take on more responsibility. The curriculum is now more structured and provision for information technology is no longer a weakness. Standards have improved, particularly in mathematics. However, there have been many changes in staffing, and staff absence itself has meant that there have been delays in improvement in some areas such as the development of the role of the co-ordinator.

## STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	C	B	A	A
mathematics	D	E	A*	A*
science	A	B	A*	A*

**Key**

(very high A\*)

well above average A

above average B

average C

below average D

well below average E

The school achieves impressively high standards. Standards in English, mathematics and science are above average. Virtually all pupils reach the standards expected, and a high percentage of pupils achieve above this. Improvements were made last year in all subjects, but most particularly in mathematics. Last year's results show standards to be well above average in English and very high in mathematics and science. This is when compared to all schools, and also when compared to similar schools. Targets have been set for this year that are slightly lower than this, but they realistically reflect the particular year group. Inspection evidence suggests that these high standards are likely to be maintained in the future.

Standards in literacy and numeracy are very high; pupils effectively gain skills and develop their understanding. Standards in science are also very high; pupils demonstrate an impressive level of knowledge and understanding, and they gain confidence in investigative skills. Standards in information technology are improving all the time, and pupils achieve in line with what is expected. In all other subjects, pupils achieve standards that are expected for pupils of this age. There are particular strengths in pupils' achievements in art and physical education.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils' attitudes to school are very good. They are keen to learn and work hard. This is much improved from the situation at the last inspection.
Behaviour, in and out of classrooms	Pupils behave very well. They are responsible and respect others. A few pupils in the oldest class sometimes find it hard to concentrate, but this is sensitively and effectively managed by teachers.
Personal development and relationships	Pupils' personal development is very good. Pupils take on responsibilities and form constructive relationships with one another, and with teachers and other adults.
Attendance	Attendance is good.

## TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	satisfactory	good	good

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

Overall the quality of teaching in the school is good. During the inspection, all teaching was at least satisfactory; seventy eight per cent was good or better; thirty per cent was very good.

Teachers are competent in teaching the basic skills in literacy and numeracy, and because of this pupils gain skills and make good progress. Planning is effective and teachers provide challenging work for all pupils. Pupils with special educational needs and those who attain highly are all well catered for. The management of pupils is good and this provides the climate for pupils to work hard and concentrate on what they are doing. Teachers are enthusiastic and this motivates pupils and encourages them to work hard. Where specialist teachers are deployed they provide very good expertise, for example in science and music. Part-time teachers in Key Stage 2 provide pupils with a good quality of experience, and this has a positive impact on their learning.

Teaching for the under fives is satisfactory. There is a high level of care and support in the reception class, but sometimes what is planned for children does not meet their needs. Support staff make a valuable contribution to the provision for the youngest children, and for those with special educational needs.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a broad and balanced curriculum. The current emphasis on literacy and numeracy has effectively brought about improved standards. The curriculum for the under fives is not planned precisely enough to meet the needs of all children.
Provision for pupils with special educational needs	Provision for pupils with special educational needs is good. All pupils are well integrated into lessons. Support for pupils' individual needs is good.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' moral and social development is very good. There are clear expectations of behaviour and pupils respond well. They learn to co-operate and take responsibility. Provision for pupils' spiritual development is good. Provision for pupils' cultural development is satisfactory.
How well the school cares for its pupils	The school cares well for its pupils. Pupils' personal development is supported particularly well.
How well the school works in partnership with parents	The school works well with parents. Communications are positive and the contribution that parents make to their children's learning is good.

The school has positive links with the local community.



## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher has provided excellent leadership, particularly in making sure the school takes effective action to bring about improvement. He has provided clear educational direction for the work of the school and has been well supported by members of staff. There is now a shared commitment to improvement and to high standards.
How well the governors fulfil their responsibilities	Governors are closely involved with the work of the school and actively support the new developments that are bringing about improvement. They are well informed about the school's progress and are beginning to monitor performance effectively. This is a considerable improvement from the last inspection.
The school's evaluation of its performance	The school evaluates its performance through careful monitoring of test results and individual pupils' achievements. There are procedures for monitoring learning, but insufficient involvement by teachers themselves in this.
The strategic use of resources	Resources have been well targeted towards bringing about improvements. Best value principles are used when decisions are to be made. The deployment of extra teachers to reduce class sizes and provide specialist teaching has had a positive impact on standards. Improvements to the building are having a good effect on the quality of the curriculum provided, but the school grounds are insufficiently used to enhance learning.

The quality of the leadership of the headteacher has been a major factor in the recent improvement of the school. He has been well supported by governors, staff and the local community.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>The school expects children to work hard and achieve well.</li> <li>Standards have improved recently and are now good.</li> <li>The school is well led and managed.</li> <li>The quality of teaching is good.</li> <li>Teachers are approachable; parents can ask questions and talk about the progress their children are making.</li> <li>Children like school and are well cared for.</li> </ul>	<ul style="list-style-type: none"> <li>A few parents feel there is only a limited range of activities outside lessons.</li> <li>A few parents are not happy about the amount of homework given to children.</li> <li>Some parents are concerned about the effect on their children's progress of staff changes and absence</li> </ul>

The inspection team agrees with the positive views of parents. The range of activities outside lessons is good for the size of school. The level of homework is in line with what is expected and teachers make good use of it to support the work in lessons and provide opportunities for parents to contribute to their children's learning. There has been a problem with staff changes and absence, but this has been outside the school's control, and the inspection team is satisfied that as much as possible has been done to limit the effect of this on pupils' progress.

## OTHER INFORMATION

The governing body is responsible for drawing up an action plan within 40 days of receiving the inspection report, showing how the school will tackle the improvements needed. This action plan will be circulated to all parents at the school.



## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and achievements**

- 1 Standards in the school are high and pupils achieve well. At the time of the last inspection, attainment was broadly in line with expectations, but there was a lack of progress in mathematics, and insufficient progress generally at the end of Key Stage 2. There has been considerable improvement in standards since then, and most particularly in the last year. By the end of Key Stage 2, standards are well above average and well above the average for similar schools. Parents are happy with the progress now being made by their children, and they recognise that standards are much improved.
- 2 The school has small numbers of pupils in a year group, and therefore trying to compare National Curriculum end of key stage test results from one year to another is unreliable. There are bound to be changes from year to year, depending on the particular pupils within the year group. However, whilst taking this into account, statistics indicate that standards over the period from 1996 to 1998 have not been very high, particularly in mathematics. Seven year olds have always attained less in mathematics than in reading and writing. This same weakness in mathematics has also been apparent with eleven year olds. Over the whole school, few if any pupils attained the higher levels in any subject, indicating a weakness in the achievement of the higher attaining pupils generally. Test results in 1999 showed a similar picture. Standards were low in mathematics and very low compared to similar schools.
- 3 There has been considerable improvement in standards recently, and the year 2000 results provide evidence of this. Standards in English are well above average, and well above the average for similar schools. Standards in mathematics and science are very high when compared to the average of all schools, and when compared to the average of similar schools. There has been a significant increase in the percentage of pupils achieving higher than expected levels. Targets for this year are lower, but realistically reflect the nature of the particular year group. Inspection evidence reflects these high standards, and shows that the improvement is likely to be maintained. Boys and girls achieve at similar levels. Pupils with special educational needs are well supported in the school and they make good progress towards their targets, and alongside their peers. Much more is now expected of higher attaining pupils and this shows in the high levels they achieve.
- 4 There is a wide range of attainment as children enter the school, but overall attainment is broadly in line with what is expected for children of this age. Information from assessments made as children enter the reception class shows that attainment is higher in mathematics and other areas of learning, than it is in literacy. Children usually make good progress in the reception class and they achieve well. They gain skills and confidence in all areas of learning, and they make particularly good progress in developing personal and social skills. Progress can sometimes be hindered by planning that does not take into account the needs of individual children. However, by the time children enter Year 1, most have achieved the standards expected of this age, although there are some weaknesses in literacy skills. For example, some children do not talk confidently in group situations, nor are they at the stage of being able to form letters correctly.

- 5 Standards in English are about average by the end of Key Stage 1 and above this by the end of Key Stage 2. Standards in speaking and listening are high. Pupils make good progress in reaching the expected levels and above. The school gives high priority to the development of speaking and listening skills, in literacy lessons and across the curriculum. By the end of Key Stage 1, most pupils are confident and articulate in speaking to the class, expressing their ideas and asking questions. Work in Key Stage 2 builds appropriately on earlier skills. Pupils join in confidently in debate and discussion across the curriculum.
- 6 Pupils' attainment in reading is above average by the end of Key Stage 1. The youngest pupils develop an interest in books and begin to recognise familiar words. By the time they are eleven, pupils' standards in reading are above average. They develop a range of strategies to decipher meaning from print and most break down words into syllables and use context cues effectively. By the end of Key Stage 1, pupils' attainment in writing is broadly average. They write in a joined up style and use capital letters and full stops correctly. By the end of Key Stage 2, a higher than average number of pupils is achieving the higher levels in reading and writing. Pupils can write for a variety of audiences and in different styles, such as letters, narrative and play dialogue. Pupils spell accurately and basic punctuation is used consistently.
- 7 The development of pupils' literacy skills is promoted throughout the curriculum. For example, activities in history encourage pupils to read source material. Interpretation of work sheets and instructions is required in science, and the developing use of information technology as a research and presentational tool is beginning to have a significant impact.
- 8 Standards in mathematics at seven and eleven years old are above average. There has been much improvement in the last year. The degree of challenge in work set for higher attainers is now good and all pupils achieve well and make good progress. At eleven, pupils know how to find answers to simple equations, use tally graphs and know the features of shapes, such as the number of sides they have. At seven, pupils measure the sides of regular shapes in centimetres, know which numbers are greater or smaller than others, construct simple bar graphs, subtract 17 from 34 and work with numbers to 100 successfully.
- 9 Other subjects contribute successfully to pupils' understanding of numeracy. Pupils count in physical education and time distances. In geography they use co-ordinates to find places on maps and pupils find out other numerical facts about the land from maps. Younger pupils in Years 1 and 2 use graphs to interpret traffic survey information. In information technology, pupils handle data using graphs.
- 10 High standards in science have been maintained over the last few years. However, last year standards rose considerably. For example, all eleven year olds attained above the expected level. Strengths in the subject lie in the range and depth of pupils' knowledge and understanding and in their confidence with scientific enquiry. Knowledge and understanding of materials and physical processes is particularly good. What pupils know and understand about life processes is weaker.
- 11 By the age of eleven, pupils have a knowledge and understanding across all aspects of science. They know about physical processes, such as electricity, and they know about materials and their properties. They are also confident with the skills of scientific enquiry. They carry out their own investigations, understand fair testing and make

predictions. They record their observations in a variety of ways and attempt explanations for their results based on prior knowledge.

- 12 By the age of seven, standards are above what is expected. Pupils are confident with carrying out investigations using simple equipment, for example measuring the length of shadows. They have a range of knowledge and understanding. For example, they know what animals need in order to survive and they can describe the effect of exercise on their bodies.
- 13 In all other subjects standards are at least in line with the expectations of the National Curriculum. There has been considerable improvement in provision for information technology and this had had a corresponding impact on the standards attained by pupils. Standards in physical education are above average, especially in swimming. There are particular strengths in art, especially in drawing skills. This is also a major improvement from the last inspection.

### **Pupils' attitudes, values and personal development**

- 14 The school has continued to promote good attitudes, values and personal development since the last inspection. Pupils' attitudes and behaviour are very good throughout the school. Boys and girls are proud of their school and their enthusiasm for all aspects of school life is very good. Year 5 and 6 pupils have better attitudes to school than they did at the time of the last inspection. Parents recognise the improvements that have been made in the way their children approach their work in the oldest class. Pupils are now given a wide range of responsibilities, to which they respond with enthusiasm. These factors have a positive effect on pupils' learning and the progress they make.
- 15 From the time they enter the school, pupils are encouraged to have good attitudes towards school and their work. Pupils are interested in all aspects of the curriculum and respond positively to the many opportunities that the school provides. The attitudes of pupils with special educational needs are also good, both in lessons and when they receive extra support. Pupils enjoy lessons and are eager to learn. For example, in several numeracy lessons observed, pupils were keen to complete the tasks set. Pupils in the Year 5 and 6 class concentrated very well on the teachers' questions and were able to answer them quickly and accurately. Boys and girls work equally enthusiastically with most requiring minimal supervision.
- 16 Pupils' behaviour in lessons, at lunch time and in the playground is very good. Good behaviour has a positive effect on the amount pupils learn in lessons. In all lessons behaviour was at least satisfactory and very often good. Pupils are polite and well mannered at the lunch table and are keen to talk to visitors. Lunchtime is a good social occasion. Pupils have a good understanding of expected behaviour and of the school rules. When they are in the playground, all ages mix and relate to each other well. Pupils behave well in lessons and they are courteous to adults. A few pupils in the oldest class sometimes find it hard to concentrate, but teachers deal with this sensitively and effectively. Pupils behave well in assemblies and show a genuine understanding of what is said to them. There was no sign of bullying or aggressive behaviour in the playground during the inspection. In conjunction with pupils, the school ensures that should bullying occur that it is dealt with effectively. There have been no exclusions from school during the last academic year. Parents' positive views about pupils' behaviour are justified.

- 17 Relationships between pupils and between pupils and adults are very good. All adults know the pupils well and treat them in a mature manner. Pupils collaborate well when working in groups and they increasingly learn to respect and listen to each others' views as they grow older. Throughout the school, pupils work well on individual and group tasks, with ever increasing good concentration as they grow older. There is often a relaxed but hard working atmosphere in classes. For example, pupils answer questions well in class and it is very important to them to be seen to know things and to please their teachers. The relationship between pupils and their teacher in Year 3 and 4 during physical education allowed all to make very good progress with the quality of their work. Pupils responded very well because the relationships in the class are so positive.
- 18 There has been an improvement in the number of opportunities for pupils to take responsibility for duties around the school. All pupils are keen to take the responsibilities offered to them. They assist quickly and efficiently, for example, by using equipment such as the sound system during school assemblies. Visits and visitors to the school enhance pupils' personal and social development. The school and its resources are very well looked after and respected by all pupils. The opportunities given by the school have a positive effect on their personal development.
- 19 Pupils' attendance at the school is good and there is little evidence of lateness either at the start of the school day or at the beginning of lessons. The attendance registers are correctly marked prior to both the morning and afternoon teaching sessions.

## **HOW WELL ARE PUPILS TAUGHT?**

- 20 The quality of teaching in the school is good. During the inspection all teaching was at least satisfactory, over three-quarters of teaching was good or better, and over a quarter of teaching was very good. This quality of teaching is recognised by parents, and has a positive impact on pupils' learning. One of the major factors in the successful raising of standards has been the good quality of teaching. The quality of teaching has improved since the last inspection. There is now no teaching that is unsatisfactory, and there are considerably higher expectations of what pupils can achieve. Despite some difficulties with staffing stability, the quality of the teamwork in the school is good. Full time and part time teachers work well together, and between them they provide a good range of teaching approaches for the older pupils.
- 21 Teaching for the under fives is satisfactory. There is a high level of care and concern for children in the reception class and children feel secure and gain confidence. Partnership with parents is good. The teacher has positive relationships with children and provides a wide range of experiences and opportunities for them. She is skilled in class sessions, such as when telling stories and sharing learning. However, planning in the reception class is not sufficiently precise to meet the needs of the range of children in the class. This can result in some children not making the progress they could do. There is a good level of support in the class and adults relate well to children, but the class teacher does not sufficiently monitor the work of the other adults and assess the learning taking place.
- 22 The teaching in Key Stages 1 and 2 has many strengths. Teachers are very competent at teaching basic skills. They have implemented the National Literacy and Numeracy Strategies very well, and this has had an impact on the standards now being achieved. Pupils gain skills and make good progress. For example, in a Year 3/4

literacy lesson, when the teacher was helping pupils to respond to a piece of poetry, she skilfully used open-ended questions to gauge pupils' understanding and then built on the learning they already had in order to develop their skills further. In a numeracy lesson in the Year 1/2 class, the teacher successfully helped pupils to develop their skills with numbers until they could confidently add three numbers.

- 23 Teachers' planning is thorough and effective. Learning objectives are clear and tasks are carefully planned to meet the needs of the range of pupils in the mixed age classes. As a result, pupils gain understanding and develop their ideas. In a science lesson in the Year 3/4 class, the teacher had planned an activity focused on investigating propulsion. The activity had been carefully chosen and was just as carefully introduced to the class, so as to enable the pupils to work independently. As a result pupils successfully developed skills in scientific enquiry. Teachers know their pupils well and they use this information to help them plan appropriately to meet needs. Despite some inconsistencies in procedures, day to day assessment is generally good.
- 24 One of the main strengths of the teaching is the level of challenge that teachers provide for their pupils. They have high expectations of what pupils can achieve and they make this clear to the pupils themselves. Pupils are motivated by this and make a lot of effort in lessons. Teachers have an enthusiasm for what they teach and this also has a positive impact on learning. For example, in numeracy lessons in the Year 5/6 class the teacher encourages pupils with his lively approach. Even the most reluctant respond to this and make good progress.
- 25 Teachers have a good knowledge and understanding of the subjects they teach, and all subjects are taught well. For example, in an art lesson the Year 1/2 teacher effectively taught pupils how to look before drawing. In a Year 3/4 dance lesson, the teacher challenged pupils to think about the sequences they were making. Specialist teachers are deployed well, and through their expertise make a valuable contribution to pupils' learning, for example in science and music in Key Stage 2. Teachers' confidence in teaching information technology is much improved from the last inspection. Because of this level of skill, pupils are motivated and they make good progress in the acquisition of knowledge and understanding across the curriculum.
- 26 Teachers manage pupils very well. They have high expectations and pupils respond well to these. All classrooms are positive working environments, and pupils can concentrate and work hard. Teachers are sensitive to the needs of individuals and they are able to manage appropriately the range of ages and attainment levels in their classes. A few pupils in the oldest class can find it difficult to concentrate, but this is managed sensitively and tactfully, ensuring that they and others in the class continue to make progress. The good pace to lessons is very effective in keeping pupils involved and attentive.
- 27 Pupils with special educational needs are taught well. They make good gains in their knowledge, skills and understanding, particularly in literacy and mathematics. For those pupils taught in small groups the work is focused upon developing specific basic skills, and in these lessons the quality of learning is good. Where pupils with special needs are taught literacy within their own class, the pace of learning is maintained and pupils continue to make good progress. This is primarily due to the knowledge the teachers have about the pupils and their good subject knowledge. Consequently, planning generally takes into account the needs of pupils with learning difficulties by ensuring that independent work matches their ability and effective use is made of whole class sessions to reinforce and consolidate basic skills.

- 28 Teachers make good use of resources. The use of information technology is much improved from the last inspection. Teachers are gaining more confidence and make use of it appropriately across the curriculum. Of particular note is the effective use made of recording sheets in such subjects as science. Often devised by the teachers themselves, these help pupils to record their work and help their learning to move forward. When available, adult support is effectively deployed by teachers. This is well planned and makes a valuable contribution to pupils' learning. It is most effective when it enables the teacher to concentrate on a smaller group of pupils.
- 29 Homework is well used to support and extend the work in class. The clear guidance for parents, particularly in Key Stage 1, encourages positive parental involvement. In Key Stage 2 homework is often effectively used to encourage more independent learning.

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

- 30 The school's curricular provision is good. It is broadly based and provides all subjects of the National Curriculum and religious education, so that statutory requirements, including those for information technology, are met at both key stages. The curriculum effectively meets the needs of all pupils, including those with special educational needs and higher attaining pupils, with opportunities in mathematics, English and science to teach to the higher levels of the programmes of study. This was identified at the last inspection as an area for development and reflects the good progress the school has made in fulfilling the key issues.
- 31 At the time of the last inspection, the school also needed to complete policies and schemes of work for some subjects. This has been successfully accomplished, as well as the effective introduction of the National Strategies for Literacy and Numeracy. The provision for literacy is good and that for numeracy is very good. Both strategies have been supported by an appropriate amount of training and resource provision, and this is reflected in pupils' improving competency, particularly in numeracy. The curriculum is now balanced and relevant at both key stages, based on broad topics that provide satisfactory cross-curricular links. The school has prepared a detailed, long-term curriculum development plan where subjects are audited and reviewed in turn as part of the school development plan.
- 32 The school has reviewed the time allocations for subjects and the curriculum now appropriately meets the recommended teaching time, with a sensible balance within the allocation to subjects. Medium-term planning for English and mathematics is derived from the National Strategies for Literacy and Numeracy, with the Qualifications and Curriculum Authority guidance forming the basis of planning in foundation subjects. This ensures that literacy and numeracy skills are developed in all subjects, as well as the subject specific skills, knowledge and understanding that pupils' are expected to learn and develop. Consequently, the curriculum is broadly based in terms of the long-term planning. However, the taught curriculum is lacking in breadth in some areas. There are insufficient opportunities in the physical education curriculum for adventurous activities and, although the school makes satisfactory use of the village of Braithwaite, insufficient use is made of the rich environmental opportunities around the school and in the local area. This is particularly the case in the environmental and life processes aspects of science, although all subjects where the local environment could be used are affected.



- 33 The provision for pupils with special educational needs is good. The requirements of the Code of Practice for pupils with special educational needs, including those with statements, are well met. There is a policy for special educational needs, which is reflected in the provision. The school has established effective links with parents and outside agencies, who provide advice and support for specific pupils. The school uses a combination of withdrawal lessons and in-class support to help pupils with special educational needs. Class teachers write individual education plans, on a termly basis. The quality of these plans for pupils at Stage 2 are good and provide short term targets that can be used to measure pupils' progress. However, the planning format for preparing plans for pupils at higher stages is different and provides less guidance for teachers. These plans are satisfactory, but targets are less specific and consequently are less useful for teachers to use as a basis for planning and assessment. Pupils of all abilities have equal access to all aspects of the curriculum, including extra-curricular activities, irrespective of gender
- 34 The school's provision for personal, social and health education is satisfactory. The school has recently appointed a co-ordinator to develop the personal, social and health education curriculum and has allocated curriculum time for each class to be taught this area of work. Currently, there is no coherent whole school curriculum plan, but the co-ordinator has drawn up a policy statement and development time has been identified in the Spring Term. However, the one session observed during the inspection provided rich opportunities for pupils to consider and celebrate each other strengths and achievements. The governors have approved a policy for sex education that is appropriately incorporated in to science and supported by visits from the school nurse. There is appropriate provision for all aspects of health education to develop pupils' awareness of the value of a healthy lifestyle.
- 35 The provision for extra-curricular activities is good with a range of sporting activities and other groups such as the prayer group, recorders and the recently established gardening club providing alternative activities. The oldest pupils have an opportunity to go on a residential visit. Some parents have a concern that the range of activities outside lessons are insufficient, but considering the size of the school, inspection evidence does not support this view.
- 36 The school has established good links with the local community, which makes a good contribution to the pupils' learning. The school is an integral part of the community with pupils taking full part in activities. A good example of this co-operation and partnership was a Village Garden Day, when a number of people opened up their gardens and served refreshments to raise money for the school. Pupils acted as guides and showed visitors around. In addition, the school uses the pool at a local holiday complex to teach swimming and involves the expertise of Keswick Rugby Club to teach rugby. The school also has good links with Keswick School, the local secondary school, to which most pupils transfer at eleven. Pupils make preliminary visits and staff from Keswick School come to the school, so pupils are well prepared for moving on the next stage of their education. The school takes a positive role in the local primary school cluster group.
- 37 Overall, the schools' provision for personal development is very good. The provision for pupils' spiritual development is good and successfully nurtures the Christian values that underpin the work of the school. Daily collective worship is essentially Christian in character and the assemblies are based upon a weekly theme. Ritual plays a strong part in the assemblies. Music is played as pupils enter and leave, and each assembly begins with the lighting of a candle and the placing of a cloth and cross on a lectern at the front of the hall. Every assembly provides opportunities for reflection, prayer and to

sing a hymn. Outside speakers are well used to add a different view or perspective to the theme. However, the opportunities within subject lessons for pupils to reflect upon their thoughts, the feelings of others and broad or topical issues are less well developed.

- 38 Provision for pupils' moral development is very good. Strong principles are taught, which enable pupils to know right from wrong and to regulate their behaviour. The school's positive behaviour policy is very effectively implemented, although the rules and regulations are unobtrusive. Pupils are trained to be independent, self-disciplined and trustworthy. Staff provide very good role models by their calmness and the thoughtful manner in which they relate to their colleagues, pupils, parents and visitors.
- 39 Relationship building is a strong feature of the very good provision for social development. Pupils are enabled to develop their social skills in a caring supportive atmosphere that values achievement and social responsibility. Friendships across age groups are successfully promoted through the whole school ventures and the organisation of the mixed age classes where all pupils have opportunities to work in small groups, and as a class. Collaborative and co-operative work features well and pupils are given increasing opportunities to develop their capacity for personal study through homework, independent research and class activities. Pupils play their part in the running of the school. Older pupils are involved in the monitor system looking after, for example, the library, but the practice of giving pupils responsibilities begins in the early years when children are expected to care for each other, their classrooms and resources. The recently established School Council provides a very good opportunity for pupils to develop an understanding of democracy and citizenship and their responsibilities to the wider community.
- 40 Provision for pupils' cultural development is satisfactory. Art and music make good contributions to the pupils' awareness of their own culture, through looking at the work of specific artists and composers. Through history topics, pupils develop an understanding of past societies and cultures that have affected the way we live today. This includes the legacy of settlers such as the Vikings have left on the local area through place names including Braithwaite. The curriculum is satisfactorily supported by external visits to museums and places of interest, such as Beamish, and the opportunities to take part in special school days, such as Victorian Day and Viking Day, make a positive contribution to their appreciation of these past times. However, the opportunities for pupils to develop an awareness and understanding of the significant contribution that other cultures make to the multi-cultural nature of modern British society are limited.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

- 41 The school cares well for its pupils. The procedures for the monitoring of academic performance and for pupils' support and guidance in raising achievement are good. Much of this area of the school's provision is an improvement on the last inspection. The procedures for child protection are good, but they are weaker for some aspects of ensuring pupils' welfare.
- 42 Child protection procedures are in place and are effective. The school provides a high degree of welfare assistance to individual pupils in terms of pastoral support and guidance, but the school is also aware of a number of health and safety issues which require attention. Teachers know their pupils well and, in the classroom, they are quick to observe any personal difficulties and to take appropriate and remedial action.

- 43 The school is proactive in the monitoring and promotion of attendance. The headteacher in particular takes a very close interest in attendance figures. He carries out a regular assessment of individual pupils' attendance and ensures that a correct distinction is drawn between authorised and unauthorised absence.
- 44 The school has developed a range of effective strategies for the monitoring and control of behaviour and, as with the monitoring of attendance, the headteacher sets the standard both in the classroom and in regular whole school assemblies. In one observed assembly, the headteacher effectively reminded pupils of the school rules and linked them to his story about 'talents'.
- 45 The teaching staff monitor pupils' academic performance and personal development both formally and informally, and a reward system is used as an effective method of promotion. Steps are taken to identify individual problems with a range of strategies, which may include more formal assessment, and the preparation of individual education plans for some pupils. To further promote pupils' personal development, a school council has recently been introduced. Pupils are also provided with many opportunities to undertake various tasks around the school, such as organising the music and operating the overhead projector during assembly.
- 46 The school's procedures for assessing what pupils know, understand and can do are satisfactory. The school has made steady progress since the last inspection in finding better ways of recording and using information from tests given to pupils and from watching pupils at work. On entry to the school, young children are tested to establish some of the things they know and can do. This information has helped teachers of young children to teach a suitable curriculum. However, there are some examples where this is not the case. During a physical education lesson for reception and Year 1 pupils, opportunities were given for young children to use the wall bars, when they have had insufficient opportunities to explore the potential of the floor during organised lessons.
- 47 Procedures for recording pupils' attainment and progress in English and mathematics are well established. The school checks and records pupils' progress systematically. Similar procedures for other subjects are beginning to be better organised. In most subjects, teachers are now using agreed lists of the important ideas that pupils should know. This is replacing the system of teachers creating new assessment lists each term individually, which has been very time consuming.
- 48 The school does not have typical samples of pupils' work gathered for English, mathematics and science, which have been compared with the standards expected for different pupil ages in the National Curriculum. The school does not know as much as it could about the knowledge, skills and understanding of its pupils and how well they are doing against national standards.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

- 49 Parents' views of the school are very good, as are the school's links with parents. The impact of parental involvement with the school is good. The school's links with parents provide a very good contribution to pupils' learning and personal development and they remain a strength of the school.

- 50 Parents are very supportive of the school and of its aims and objectives. They feel that their children like school and that they are making good progress. They also feel that the teachers are good and that the school is well managed. However, a number of parents feels that there are some issues relating to homework, information provided by the school and in the range of activities outside lessons. The inspection process has revealed an effective homework strategy to be employed by the school. The information provided by the school through the prospectus, annual reports to parents and via regular newsletters is of a good standard and the well designed school reports include sections on academic progress and on possible areas for development. The available range of extra curricular activities at the school is good when taking into consideration the size of the school.
- 51 Some parents are frequent visitors to the school, both in terms of providing very welcome classroom support and in helping to organise and run extra curricular activities. All parents have been invited to enter into a home/school agreement, which is designed to promote improved relationships between the school, parents and children. There is also a good level of additional support provided to the parents of pupils with special educational needs.
- 52 Many parents also play an important part in their children's education by helping them at home by listening to them read or in assisting them with project work which is related to a particular topic being studied at school. The Friends of Braithwaite help to raise funds to support the school and the school is also well supported by a variety of community links.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- 53 At the time of the last inspection the school was found to have serious weaknesses. These were mainly focused on weak leadership and management. There was no clear direction for the work of the school, limited involvement of governors and a lack of focus on achieving high standards. There have been major changes since then, including a change of headteacher. Considerable improvements have been brought about. The school has no longer any serious weaknesses. Leadership and management are now strengths of the school.
- 54 The new headteacher has provided excellent leadership. He understands fully the strengths and weaknesses of the school, and has a clear vision for what sort of school this should be. He has helped staff and governors to evaluate the standards being achieved and has instigated effective action to raise standards. Staff, governors, pupils and parents have been fully involved in the bid to raise expectations and improve standards. He has led by example, having a demanding teaching commitment in the oldest class, but has also helped other members of staff to raise their own expectations and achieve success.
- 55 Now, there is clear educational direction for the work of the school. Priorities have been decided on, and detailed plans for their achievement are in the effective school development plan. There is a shared commitment to high standards. This is apparent throughout the school. For example, parents recognise the change in their own children's attitudes, and pupils want to work hard and achieve well. Teachers are enthusiastic and work hard for the achievement of pupils. The whole school is more

organised, with policies and documentation in place showing clearly what the school is about.

- 56 There is a close involvement of governors. They are very well informed about the work of the school. They are aware of the strengths and weaknesses, take their responsibilities seriously and work very hard towards improvement. They provide very good support for the headteacher and other staff, but are also aware of their role in monitoring and evaluating what is achieved. The committee structure works well, for example in overseeing the budget or in being involved with curriculum decisions.
- 57 Staffing problems have hindered progress in some areas, for example in the development of the role of co-ordinator. A start has been made, with teachers drafting action plans and auditing their subjects. They are keen to develop their subjects, but are not yet sufficiently involved in evaluating standards or the quality of planning and learning in the school. Co-ordinators do not yet have a sufficiently clear overview of their subjects through the school.
- 58 The school has a deficit budget. The deficit was caused mainly by the unavoidable costs of staff absence, and has been a burden to the school for several years, causing much concern and having constraints on development. However, it is well under control, with governors closely involved in monitoring the progress towards financial stability. Financial and general administration is good, but a huge burden for this is taken on by the headteacher. Administration time was reduced in order to free up teaching time for the oldest pupils. This has been effective in helping to raise standards in the short term, but is not an efficient use of the headteacher's time. Governors will need to consider the long-term effects of this strategy.
- 59 Staffing levels in the school are good. There has been an investment in teachers in order to provide smaller classes and fewer age groups within classes. There is also an investment in expertise, particularly in the older classes. Both of these strategies have paid off in terms of improved standards. There is a good range of expertise in school, but a weakness in expertise in provision for the under fives.
- 60 Changes in staffing and staff absence have caused problems, and have been a concern to parents. However, currently this situation is not impacting on pupils' progress. There is good quality in the part-time and temporary staff and good liaison between teachers to ensure continuity. Support staff make a valuable contribution to the quality of teaching, and parents and other volunteers are well deployed.
- 61 The suitability of the accommodation for effective delivery of the curriculum is satisfactory. The school is currently going through a period of restructuring which will considerably improve the quality of the accommodation. It is well organised and very well cared for on a daily basis. There are good facilities for physical education, although the hall is limited in space for the oldest classes. The school makes very good use of the loan of local pool facilities, and this has had a major impact on the high standards achieved in swimming. Library facilities are unsatisfactory. There is limited provision for the physical development of the under fives. Staff use the available accommodation very well, for example using a section of the hall as an over-flow classroom. However, the grounds of the school are under-used to enhance the curriculum.
- 62 Learning resources are satisfactory overall, although there has been little spare money to spend on them in recent years. Resources are good for science and much improved for information technology.

- 63 The overall effectiveness of the school is above average. Pupils achieve good standards and their attitudes are very good. The quality of provision, including teaching, is good. The leadership and management is very good and the school has improved very well. The school currently makes good use of its available resources, has been successful in raising standards and, despite having the usual higher than average unit cost common to small schools, provides good value for money.

## WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

64 In order to maintain the improved standards and develop further the quality of education being provided, the headteacher, staff and governors should:

- (a) Plan a curriculum for the foundation stage, which takes account of the needs of the range of ages in the youngest class and helps all children to make good progress. *(paragraphs 4, 10, 46 and 69)*
- (b) Improve the management of subjects by:
  - providing co-ordinators with a more specific role in taking responsibility for standards within the school
  - enabling co-ordinators to find out about learning in different classes *(paragraphs 57 and 121)*
- (c) Take steps to develop the school grounds in order to enhance the curriculum by supporting for example:
  - the life processes and living things aspect of science
  - the development of field-work skills in geography
  - the physical development of the under-fives *(paragraphs 32, 61, 76, 109 and 121)*

65 Other issues which should be considered by the school

- \* Further develop assessment procedures by making sure that assessment systems are consistent through the school. *(paragraphs 23, 47, 71, 93 and 139)*
- \* Put together portfolios of assessed work to help teachers know what to expect of pupils, particularly in the mixed age classes. *(paragraphs 48, 102 and 110)*
- \* Consider the balance between the headteacher's teaching commitment and his involvement with the day to day running of the school. *(paragraph 58)*
- \* Ensure that individual education plans for pupils with special educational needs provide more guidance for teachers in their planning. *(paragraph 33)*
- \* Improve the provision for pupils' cultural development by focusing on their awareness of cultures other than their own. *(paragraph 40)*
- \* Continue with plans to improve the library facilities in school. *(paragraphs 61 and 93)*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	27
Number of discussions with staff, governors, other adults and pupils	20

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	30%	48%	22%	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	94
Number of full-time pupils eligible for free school meals	0	2

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	3
Number of pupils on the school's special educational needs register	0	21

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	5
Pupils who left the school other than at the usual time of leaving	2

### Attendance

#### Authorised absence

	%
School data	6.3
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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



### Attainment at the end of Key Stage 1

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2000	4	9	13

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	12	12
Percentage of pupils at NC level 2 or above	School	85 (91)	92 (100)	92 (91)
	National	83 (82)	84 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	12	11
Percentage of pupils at NC level 2 or above	School	92 (91)	92 (91)	85 (82)
	National	84 (82)	88 (86)	88 (87)

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

### Attainment at the end of Key Stage 2

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2000	7	4	11

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	11	11	11
Percentage of pupils at NC level 4 or above	School	100 (91)	100 (45)	100 (91)
	National	75 (70)	72 (69)	85 (78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	9	11	11
Percentage of pupils at NC level 4 or above	School	82 (91)	100 (55)	100 (91)
	National	70 (68)	72 (69)	79 (75)

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

NB

As there are less than ten boys and girls in each year group individual data has been excluded.

### ***Ethnic background of pupils***

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	94
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### ***Exclusions in the last school year***

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

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	21.8
Average class size	23.5

#### **Education support staff: YR – Y6**

Total number of education support staff	5
Total aggregate hours worked per week	51

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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*FTE means full-time equivalent.*

### ***Financial information***

Financial year	1999/2000
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	£
Total income	184,904
Total expenditure	194,580
Expenditure per pupil	2115
Balance brought forward from previous year	-11,638
Balance carried forward to next year	-21,314

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	94
Number of questionnaires returned	36

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	64	31	5	0	0
My child is making good progress in school.	61	31	8	0	0
Behaviour in the school is good.	53	47	0	0	0
My child gets the right amount of work to do at home.	42	50	5	3	0
The teaching is good.	67	30	0	0	3
I am kept well informed about how my child is getting on.	42	47	11	0	0
I would feel comfortable about approaching the school with questions or a problem.	69	28	0	3	0
The school expects my child to work hard and achieve his or her best.	78	22	0	0	0
The school works closely with parents.	39	50	11	0	0
The school is well led and managed.	67	30	0	0	3
The school is helping my child become mature and responsible.	53	44	3	0	0
The school provides an interesting range of activities outside lessons.	14	36	39	6	5

### Other issues raised by parents

- A few parents were concerned that staff changes and absence were affecting their children's progress.
- Many parents commented positively on the improvements that have taken place in the last year or two.

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

### **AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE**

- 66 Children enter the reception class in the September of the year in which they will be five. Many have had some form of pre-school educational experience, but there is no local nursery provision available. At the time of the inspection the reception children shared a class with a few Year 1 pupils. The class teacher was absent on maternity leave and the class was being taught by a temporary teacher.
- 67 Attainment on entry is overall about what might be expected for children of this age, but there is a wide range. Information from assessments made as children enter the reception class indicates that attainment in mathematics and other areas of learning is higher than that in language and literacy. Children make good progress through the reception class, and the attainment of most of them as they enter Year 1 is in line with the expectations for this age. There are some weaknesses in literacy and language skills; for example they do not all talk confidently in group situations, and not all are at the stage of being able to form letters correctly.
- 68 There is a good partnership with parents in the reception class. Children are well prepared for starting school, and the opening session in the morning is a valuable opportunity for parents to talk to teachers and other staff, and for children to make a positive transition from home to school. Homework is well used by the teacher to encourage parents to be involved with their children's learning. As well as encouraging reading at home, the teacher provides interesting activities for parents and children to work on together.
- 69 At the last inspection the provision for the under fives was good. These standards have been maintained, despite some changes in staffing. However, planning for the reception class is not always as precise as it could be, and the curriculum does not always meet the needs of all the children in the class.
- 70 The quality of teaching in the reception class is never less than satisfactory and can be good. However, there are some weaknesses in planning. The class is well supported by adults, who make a valuable contribution to the quality of teaching. They provide particularly good support for the children with special educational needs in the class. However, although all the adults work as a team and the class teacher provides useful guidelines for the work of the supporting adults, she does not sufficiently monitor the learning taking place in those groups.
- 71 Both the class teacher and the classroom assistant competently make assessments as children enter the reception class. Information from these is used to help the teacher make groups and assess individual needs. All the adults in the class know the children well and do try to meet their needs on an individual basis. However, day to day assessment is not used effectively to provide appropriate learning opportunities and tasks for groups of children, mainly because there is limited monitoring of learning during lessons.
- 72 Provision for children's personal, social and emotional development is good and children make good progress. There is a high level of care and concern in the class,

children are treated as individuals and they feel secure. They settle quickly and gain confidence. They are interested and keen to learn. They behave well and form positive relationships with adults and each other. They become independent and can work and play on their own, or co-operatively.

- 73 Children gain skills in communication, language and literacy. They listen well, although they can get restless when activities are too adult focused or are overlong. Some are very reticent in class groups and need more opportunity to talk in smaller groups. Most children take part confidently in role play, for example buying shoes in the class shop or having a telephone conversation. Adults support this role play very well by providing interesting situations, and by taking part themselves to encourage and develop talk. Many children are beginning to recognise letters and make the link between letters and sounds. Some can suggest a word to rhyme with another. All children know about books and can share a story. There is good parental support for reading, which helps children to gain confidence. By the time children enter Year 1, they are reading simple texts quite confidently. Most children use a pencil and have a good idea about the purposes of writing.
- 74 Children usually make good progress in gaining mathematical skills. They take part in number rhymes and soon learn to count to five and to ten. By the end of the year most can reliably count up to ten objects, recognise and write numerals and begin to understand addition and subtraction of numbers. They learn to sequence events in a day. They learn the names of shapes and they recognise simple patterns. The teacher plans for a numeracy session every day and this meets the needs of the older children very well. The beginning class session is well led and all children are profitably involved. However, after this there are not sufficient opportunities for the younger, less confident children to explore and talk about mathematical concepts so that they gain a secure understanding.
- 75 Children make good gains in knowledge and understanding of the world. Children find out about past events and change; for example they understand how they themselves have changed and things they can do now they could not do when they were younger. They learn to use a computer and gain confidence with using a 'mouse' to control events on screen. The teacher provides a wide range of experiences, although these are often too focused on the National Curriculum and do not take sufficiently into account the needs of the youngest children. For example, the teacher provided an interesting opportunity when a visiting mother talked about the needs of her baby. But the task that followed this based on clothes of different sizes was too structured and did not give children the opportunity to explore for themselves and learn the language such as 'too big', 'too small' that they needed. The class is split for science, history and geography to ensure that the Year 1 pupils have access to a relevant curriculum. However, the reception teacher does not always make the most of this opportunity to provide a curriculum more suited to the needs of the under fives, by for example giving them the chance to explore and observe and talk about what they have found out.
- 76 Children learn to move confidently; for example they run, jump and roll, but provision for physical development in the reception class is limited. There is no regular access to a safe outdoor play area and the room is too small for large equipment to be set up. Physical education lessons are well planned and there is some good teaching, but whilst this meets the needs of the Year 1 pupils very well, it is too structured and demanding for the younger children. There is too little opportunity for them to explore and gain confidence in such activities as climbing, riding, balancing. They are taught skills such as using scissors and other tools and they soon learn to use these confidently and accurately.

- 77 Children develop well creatively. They have the experience of a wide range of tools, materials and techniques. They learn to use pencils, crayons and paint. They draw, mix paint and print. They use their imagination in role play. They respond to stories and sing songs, well led in this by the class teacher.

## ENGLISH

- 78 In the national test for eleven-year olds in 1999, pupils' results were above the national average. They were average in comparison with similar schools. The proportion of pupils who achieved the higher than expected levels of achievement was close to the national average, but well below that for similar schools. Taking the 1996 to 1999 results together, the performance of pupils was close to the national average, but the trend over this period is above the national average. The school's results in the 2000 national tests support this rising trend over time with all the pupils in the year group achieving the expected levels and 45 per cent achieving the higher levels. This was well above the average for all schools and the average for similar schools.
- 79 In the 1999 National Curriculum tests for seven-year olds, the school's results in reading and writing was close to the national average. The results were broadly in line for reading and very high for writing when compared with those of similar schools. Results were close to the average for pupils achieving the higher than expected levels in reading, but below the national average in writing. Due to the small numbers of pupils in each year group, the performance of pupils in both reading and writing from 1996 to 1999 has shown a considerable variation, but over time the trend has broadly followed the national pattern. The school's results for the year 2000 National tests maintain this pattern with 85 per cent of pupils achieving Level 2 or above in the reading test and 91 per cent achieving this in writing. A number of pupils achieved the higher levels in reading, but no pupils achieved the higher levels in writing.
- 80 The results continue the improving trend since the last inspection, particularly in Key Stage 2, where standards in English were considered to be in line with the national average, but higher attaining pupils were not achieving as well as they should. The school has made significant improvements in the quality of teaching, the curriculum and the management since the last inspection and these improvements are reflected in the improving standards.
- 81 Standards in speaking and listening are high. Pupils make good progress in reaching the expected levels and above. The school gives high priority to the development of speaking and listening skills in literacy lessons and across the curriculum. In all classes pupils listen carefully and speak clearly, and pupils throughout the school concentrate well and respond appropriately to questions and debate. Stories, poems and other texts are used effectively to extend pupils' vocabulary and higher attainers are able to choose their words carefully and imaginatively. By the end of Key Stage 1, pupils are confident and articulate in speaking to the class, expressing their ideas and asking questions. Work in Key Stage 2 builds appropriately on earlier skills. Pupils confidently join in debate and discussion across the curriculum. They make their case clearly, for instance when discussing their preference in reading books. By the end of the key stage, pupils are articulate in communicating ideas. A few of the oldest pupils need some prompting to remain attentive, but most of them listen carefully to their teachers, take part effectively in discussions responding to each other and the teacher.

They are able to use these skills in a range of contexts such as school assembly. They listen to each other and visiting speakers with great respect and consideration

- 82 Pupils' attainment in reading is above average by the end of Key Stage 1. The youngest pupils develop an interest in books and begin to recognise familiar words. Throughout the key stage, pupils benefit from the introduction of the literacy strategy when they practise reading together as a class. This helps them to be more successful in deciphering print and practising fluency. By the end of the key stage, they enjoy books and reading. Average pupils read with some hesitancy and little expression, but they make few errors and have developed a broad sight vocabulary. They can use their knowledge of phonics to decipher unfamiliar words and can give a basic explanation of the story and the main characters. They understand the role of the author and illustrator and can use the index and contents in a non-fiction book to locate specific information. Higher attaining pupils have a good knowledge of different authors including Roald Dahl and Charles Dickens and are able to describe the plot of stories and the main characters, both orally and in simple book reviews. When reading aloud the higher attaining pupils read fluently with some expression. Errors are few and self corrected and punctuation is correctly used. Pupils take their books home regularly and teachers hear pupils read in school, but valuable opportunities for parents to help at home are missed when their children's individual reading diaries do not include teachers' comments on points for development or improvement.
- 83 By the time they are eleven, pupils' standards in reading are above average. Pupils develop a range of strategies to decipher meaning from print and most break down words into syllables and use context cues effectively. Higher attaining pupils read passages and poetry fluently, and use punctuation effectively to give expression and sense to the text. Average pupils have a satisfactory sight vocabulary and read fluently until they encounter unfamiliar words when their ability to rapidly decipher these words is under-developed which disrupts the flow and the meaning of the reading. During literacy lessons, pupils read together. This help lower attaining pupils by encouraging pace and expression, but in their own reading they are hesitant and read word by word. When they have the opportunities, pupils use their reading skills well in other subjects such as history to support their studies and can use dictionaries and non-fiction texts to find information.
- 84 By the end of Key Stage 1, pupils' attainment in writing is above average. They write in a joined up style and use capital letters and full stops correctly. Higher attaining pupils use question and exclamation marks correctly in their own writing. There is a clear sense of purpose and narrative in pupils' stories and higher attaining pupils write well by the end of the key stage using a series of sentences that expand and develop their ideas logically. They use a good range of vocabulary including adjectives to add interest, and their spelling of simple words is accurate. By the end of the key stage, lower attaining pupils are developing a cursive style of writing, but their use of punctuation, other than full stops and capital letters, is limited. Pupils with special educational needs can write basic sentences, but their handwriting is printed and they need support to record their ideas.
- 85 By the end of Key Stage 2, a higher than average number of pupils are achieving the higher levels in reading and writing. Higher attaining pupils present their work well using neat legible cursive script. Pupils can write for a variety of audiences and in different styles such as letters, narrative and play dialogue. In their writing these pupils use complex sentences involving conjunctions and connectives with punctuation used correctly. This adds life and vitality to the work, some of which stimulates the imagination and captivates the reader. Most pupils spell accurately, and basic



punctuation is used consistently. Frequently mistakes are due to carelessness rather than lack of understanding. The handwriting of average attaining pupils is cursive and legible, but variable in size and quality and indeed, for individual pupils on different days. Lower attaining pupils' writing is generally cursive. Spelling of simple words is generally accurate. The range of writing is broad, but lower attaining pupils do not extend their ideas fully.

- 86 The development of pupils' literacy skills is promoted throughout the curriculum. For example, activities in history encourage pupils to read source material as they research the lives of Tudor families. Interpretation of work sheets and instructions is required in science and the developing use of information technology as a research and presentational tool is beginning to have a significant impact. The personal and social development session in the Year 3/4 class made a good contribution to speaking and listening skills.
- 87 Pupils' attitudes to work and their behaviour are good. Pupils enjoy lessons, contribute to discussions, and take turns to answer. They get organised for work quickly, and during the independent group work sessions in the literacy hour they work with little need for adult attention. Relationships between adults and pupils are very positive in classrooms and in the withdrawal groups, with pupils demonstrating good attitudes, perseverance and enthusiasm.
- 88 The quality of teaching and learning observed is good throughout the school. This represents an improvement since the last inspection when the teaching at the end of Key Stage 2 was unsatisfactory. The teaching of pupils with special educational needs is good overall.
- 89 Teachers have very secure subject knowledge of the subject and how to use the National Literacy Strategy guidelines to develop pupils' basic skills in reading and writing. They plan carefully to ensure that pupils in the mixed age classes are all appropriately challenged and that the programmes of study are covered adequately. The planning is very good in Key Stage 1 and is reflected in the good methodology and organisation of the lessons where the teacher makes good use of the classroom support assistant to work with pupils in Year 1 on activities that are well matched to their age and ability. This ensures that pupils in Year 2, and one higher attaining Year 1 pupil, are appropriately challenged by working on the text and word level work with the class teacher, on tasks that are both age appropriate and matched to their own learning needs.
- 90 Consequently, pupils in Key Stage 1 make good gains in their subject skills such as cursive writing and the understanding of grammar and punctuation, are interested and enthusiastic in lessons and are encouraged to apply themselves and work hard. In the best lesson the teacher used very open-ended questioning very effectively to probe pupils understanding and to extend their understanding of the topic, in this particular case it was poetry structure.
- 91 A consistent strength of the teaching is the management and control of the pupils. Teachers' expectations of both behaviour and performance are explicit and consistently reinforced, so that pupils' attention and concentration is maintained. This ensures that they continue to make good gains in their learning as they move through the school. The best teaching is well-focused, brisk and full of interest for pupils and the resources are well chosen and organised. In the small groups for pupils with special educational needs or those where pupils are receiving extra help with literacy skills, they benefit from the good subject knowledge of their group leaders and make good progress in

developing the basic literacy skills needed to work effectively across the curriculum. However, when they are working with the main class, the individual learning plans are not used sufficiently to provide tasks that match their specific learning difficulties. Homework is used appropriately to develop both reading and research skills.

- 92 At the time of the inspection the co-ordinator was on maternity leave and another teacher had temporarily taken on the post, but since the last inspection the school has made good progress in developing the subject. The co-ordinator has written subject policies and ensured that the school has implemented the National Literacy Strategy effectively. Monitoring of teaching has been introduced and has had a positive impact upon the quality of teaching. Although the temporary co-ordinator does not have a clearly defined role in the monitoring of planning or teaching, she has helped to carefully analyse the national test papers and has used the information to identify areas for future development.
- 93 Currently, the focus is on developing the quality of writing. By re-structuring the school day, opportunities for pupils to do more handwriting practise and to write in a broader range of styles have been increased. Since the last inspection the school has further developed the assessment procedures in reading and writing to supplement the end of key stage National tests, but there is no systematic approach to assessing pupils' progress in speaking and listening. The curriculum has been enhanced by the use of the Additional Literacy Strategy project in Years 3 and 4. Pupils are given opportunities to use their literacy skills in other subjects across the curriculum in other subjects such as geography in Year 2 where the "Katie Morag" books are used as the theme for a topic on "Our Island Home". During the inspection a short piece of drama was used effectively to introduce a short investigative mathematics session. Information technology is being used more extensively in lessons as a learning resource, a method of research and as a presentational tool. The resources are satisfactory for the teaching of literacy, but the library has a limited stock and is situated on a narrow corridor and cannot be used for whole class work.

## **MATHEMATICS**

- 94 Pupils' standards of work at seven and eleven years old are above average. Key Stage 1 pupils' standards of work have improved since the last inspection. The degree of challenge in the work set for higher attainers is now good and all pupils achieve well and make good progress. The school rightly made a decision to concentrate on number work to improve results. The National Numeracy Strategy has been implemented well and the school encourages all pupils to achieve the very best they can. The attitudes to work of Year 5 and 6 pupils' are now much better than they were. The school's efforts have been very well co-ordinated by the headteacher.
- 95 In the 2000 tests, the standards achieved by eleven year old pupils improved greatly, after declining over the past three years. Standards over four years, 1996 to 1999, have been well below average and parents have been right to be concerned. Recent improvements in, for example, teaching and in learning resources have improved performances considerably. The school comfortably exceeded its target this year, and has set an appropriate target next year for pupils to attain. Boys and girls achieve similar standards. In relation to pupils' capabilities, Key Stage 2 pupils' standards of work are higher now. However, small numbers of pupils are tested each year and any trends in results need to be treated with caution. The school's results from year to year

have varied considerably from high to low in comparison with national standards and with similar schools.

- 96 At eleven, higher attainers work out complex fractions, multiply 400 by 5.67, calculate the circumference and diameter of circles and use co-ordinates successfully for drawing shapes using some minus numbers. Average pupils know how to find answers to simple equations, use tally graphs and know the features of shapes, such as the number of sides they have. They find the area of regular shapes.
- 97 Below average pupils know the names of different sorts of angles, they add five digit numbers successfully and find lines of symmetry in shapes. Quite often their work is unfinished. Pupils with special needs are well supported and make good progress in reaching their individual targets, that are clearly stated in teachers' plans.
- 98 Pupils' results at seven years old, from 1996 to 2000 have been above national averages. At seven, higher attaining pupils work with numbers to 100 and more, subtract 3.23 from 5.79 and measure in centimetres accurately. Average pupils measure the sides of regular shapes in centimetres, find the area of shapes successfully, and can tell the time to the nearest quarter of an hour. They know which numbers are greater or smaller than others, construct simple bar graphs, subtract 17 from 34 and work with numbers to 100 successfully. Below average pupils complete much basic number work up to 50. They have difficulty telling the time and measuring in centimetres.
- 99 The teaching is good across the school. The National Numeracy Strategy has had a positive influence on what the school does and has raised teachers' expectations of what pupils can do further. The good teaching leads to pupils' good attitudes to work. Pupils concentrate well and persevere with tasks, which are often quite difficult. The highest attainers in Year 6 receive a curriculum that fully extends them. Pupils are keen to answer questions and they enjoy the well planned oral mental arithmetic activities. Teachers make effective use of mental arithmetic lessons to support subsequent work. This improves pupils' capacity to understand what they are doing.
- 100 In Years 5 and 6, the teacher makes learning fun during the mental arithmetic 'warm-up' to the lesson. Pupils respond very well to the pace of the lesson and his rapport with the class brings about very good progress. Lower attaining pupils are well taught in Years 5 and 6. The work pupils are set is challenging but not too difficult, and pupils learn the value of numbers rapidly because of the practical nature of the exercise. In Years 3 and 4, the teacher is enthusiastic about mathematics and pupils respond well and make good progress with mental arithmetic and in their understanding of shapes. The teacher is expert and she revises a wide range of technical names for some quite complex shapes such as a 'tetrahedron.' Pupils make good progress in Years 1 and 2. They are soon well involved in adding one and two digit numbers to answer money problems. Pupils receive much individual attention, which assists their progress and understanding of tasks. Overall, good progress was evident in the lessons seen because of the good teaching and pupils' positive attitudes to work.
- 101 Other subjects contribute successfully to pupils' understanding of numeracy. Pupils count in physical education and time distances. In geography they use co-ordinates to find places on maps and pupils find out other numerical facts about the land from maps. Younger pupils in Year 1 and 2 use graphs to interpret traffic survey information. In information technology pupils handle data using graphs. Technical terms are taught throughout the curriculum. Pupils' knowledge of English and literacy helps them with

mathematics. Pupils often need to read problems and understand what they mean before they can carry out the mathematics.

- 102 Good attention is paid to testing pupils and to analysing National Curriculum Test results to evaluate how pupils are progressing and to set targets for pupils. Teachers keep good records of pupils' progress. An effect of this work is that teachers know pupils well and set challenging work for them, which is neither too hard nor too easy. No examples of pupils' work that exemplify standards at different ages are kept, which would further inform teachers about standards in the school. The school is enthusiastic about mathematics and is keen to improve further. The breadth of the curriculum offered has been limited because the school has made good standards in numeracy a priority. The school rightly plans to extend the time given to other areas of mathematics. Good quality homework is set across the school that allows pupils to practise what they have learned and it is good preparation for secondary education.

## SCIENCE

- 103 High standards in science have been maintained over the last few years. 1999 results showed standards to be above the national average, although slightly below that of similar schools. However, last year standards rose considerably. All pupils attained above the expected level, which is quite an achievement, and a testament to the strengths in the teaching and the improvements in work ethic that have characterised the last year in the school.
- 104 Strengths in the subject lie in the range and depth of pupils' knowledge and understanding and in their confidence with scientific enquiry. Knowledge and understanding of materials and physical processes are particularly good. What pupils know and understand about life processes is weaker. High standards at the last inspection have been maintained and further developed. Attitudes to learning have been improved, particularly amongst the older pupils, and this has an impact on the standard of work achieved. There is now more emphasis on investigation, which has particularly challenged the higher attainers and enabled them to achieve more.
- 105 Inspection evidence shows that by the age of eleven, pupils have a good knowledge and understanding across all aspects of science. They know about physical processes, such as electricity; they describe how altering a circuit causes changes. They know about materials and their properties. For example, they describe how mixtures, such as salt and water, can be separated. They have an understanding of life processes, such as the main functions of parts of a flower. They are also confident with the skills of scientific enquiry. They carry out their own investigations, understand fair testing and make predictions. They record their observations in a variety of ways and attempt explanations for their results based on prior knowledge.
- 106 Progress in science is good through the school, and all pupils achieve well. For example Year 1 pupils learn how to plan an experiment, well supported by carefully designed recording sheets. They learn about materials and can explain how they change, for example by bending or stretching. They gain a knowledge and understanding of how animals grow and produce young. By the age of seven, standards are above what is expected. Pupils are confident with carrying out investigations using simple equipment, for example measuring the length of shadows. They use simple texts to find information. They have a range of knowledge and

understanding. For example, they know what animals need in order to survive and they can describe the effect of exercise on their bodies.

- 107 Progress continues through Years 3 and 4. Pupils develop their understanding and gain confidence in using enquiry skills. They understand about properties of materials, for example by testing the hardness of rocks. They then use this information to help them to sort different rocks. They have a good knowledge of forces and the effect of them. For example, they use propulsion in investigations with elastic bands. They develop their enquiry skills well. For example, they are encouraged to use what they already know in order to frame questions for an investigation. They consider the results from investigations and begin to explain what they think happened.
- 108 Teaching in science is consistently good, and often very good. This has a positive impact on pupils' attitudes and learning. Parents talk about the enthusiasm of teachers for science and how this motivates their own children. Teachers have a good level of knowledge and understanding of the subject and use this to challenge pupils. For example, in the Year 3 and 4 class the teacher skilfully used open-ended questioning in order to probe pupils' understanding of forces. This made pupils think and set them on a positive track to carry out their investigations. The science teacher in Year 5 and 6 has an excellent level of knowledge and understanding in the subject and is able to set pupils challenging tasks. But she also explains difficult concepts clearly so that all pupils understand and make strides in their learning.
- 109 All teachers plan very carefully, and this ensures that the work set is appropriate for all pupils in the mixed age classes. The effective deployment of adult support also serves to ensure that the needs of all pupils are met. The Year 1 and 2 teacher uses carefully planned recording sheets, which effectively support pupils' recording of their findings. This particularly helps the lower attaining pupils who find writing difficult. Resources generally are good and are well used, especially in enabling pupils to carry out their investigations independently. However, the school grounds are not used sufficiently to enhance the science curriculum.
- 110 Teachers' knowledge of individual pupils ensures that work is planned to meet their needs. For example, extension work is available for the higher attainers in Key Stage 2. This knowledge of pupils is demonstrated in the careful marking of their work. Assessment procedures are in place and assessment is generally accurate. However, expected levels have not been agreed across the school, and teachers do not always know what to expect of pupils in the mixed age classes. Neither is there any consistent monitoring of the quality of learning in different classes. Good quality of teaching, an investment in expertise and support, and a shared commitment to improvement, has resulted in high standards in science. If these standards are to be confidently maintained, the school needs to look at issues of consistency and support for teachers in their assessment of pupils' achievements,

## **ART AND DESIGN**

- 111 Standards in art and design are broadly in line with what is expected for pupils of this age. However, there are some high standards being reached in some areas, such as observational drawing and painting. There has been considerable improvement since the last inspection, when provision and standards in art were judged to be weak. The subject has been well co-ordinated and developed, and there is now a wide range of opportunities for pupils to explore and gain confidence with different tools, materials and

techniques. Skills are taught well and pupils take a pride in their work. Displays of pupils' work are well in evidence and of a high standard; an indication of how seriously the subject is taken in school.

- 112 In Key Stage 1, pupils are taught to use pencils, pastels, paint and other media. They investigate the possibilities of each, using a sketchbook to try out ideas. In a lesson on self-portraits in the Year 1/2 class, the teacher's careful demonstration showed pupils how to look closely and how to exploit the chosen media. Pupils then used skills previously learned and produced a high standard of observational drawing. They made choices and explained the reasons for their choices; for example, 'I chose charcoal because it smudges'; 'I chose crayons because I need a lot of colours'. Pupils worked with concentration and attention to detail. The teacher then encouraged them to evaluate their work and think how to improve it.
- 113 In Key Stage 2, pupils develop these skills further and begin to use a variety of methods and approaches to communicate observations and ideas. In the Year 3/4 class, pupils used printing techniques to produce a storyboard. They worked with confidence, trying out different blocks and colours. They evaluated the results and worked co-operatively to improve their work. No lessons were seen in the Year 5/6 class, but the work produced by the oldest pupils indicates a high standard in drawing and painting. They also respond thoughtfully to the work of other artists.

## **DESIGN AND TECHNOLOGY**

- 114 Standards in design and technology are in line with what is expected for pupils of this age. However, there are some strengths in the subject, particularly in Key Stage 1. This is a similar picture to that seen at the last inspection. Good standards have been maintained since then. The subject is well resourced and teaching is good. Although no design and technology lessons were observed during the inspection, the work of pupils was scrutinised and time was spent talking to pupils about their work.
- 115 In Key Stage 1, pupils have a range of opportunities in design and technology. They learn about different linkages, such as hinges and clips, and evaluate their suitability in different circumstances. They draw designs for models and list what will be needed in order to make them. Some good investigation takes place, for example testing different joining methods for a coat. Pupils are obviously reaching some high standards in planning and working with materials. They evaluate their work and are beginning to think how they could improve what they make.
- 116 In Key Stage 2, pupils develop their skills further and become confident in using them. They collect information and plan their work effectively. For example, they plan and create sandwiches for different occasions and make sandwich boxes. They work with a range of materials and tools, such as when making wooden houses to scale. However, the oldest pupils do not always have the skills to work independently through the whole design, make and evaluate cycle by themselves. The co-ordinator of design and technology is aware of the problems and is taking steps to help pupils become more independent in this work.

## **GEOGRAPHY AND HISTORY**

- 117 Only one lesson of history or geography was seen during the inspection, but evidence from pupils' work and teacher's plans indicates that pupils make satisfactory progress throughout the school in both subjects. By the age of eleven, pupils have developed the knowledge, skills and understanding expected of pupils of that age. This maintains the standards at the time of the last inspection
- 118 By the age of seven pupils have developed an understanding of chronology and that places change over time. They look at their own community and Keswick and can use simple sources of evidence to find examples of how this occurs. Pupils know about some important historical figures such as Florence Nightingale, and know what their contribution was to the world we live in today. In geography pupils can compare and contrast different locations. The topic in Year 2, 'An Island Home', which is developed from the 'Katie Morag' stories set on the Isle of Struay, develops pupils' understanding of what are physical and human features of a landscape. In addition, it develops their ability to use subject specific language to describe different types of housing and land use. They develop an understanding of different peoples' lifestyle and types of transport. Pupils can conduct a traffic survey using tally charts at different points in the village and use information technology to present the data as pie charts and bar graphs. Higher attaining pupils can clearly explain what they found.
- 119 By the age of eleven, pupils have built on their learning so that they have a well-developed understanding of chronology and of different periods in British history. They understand the impact of the various settlers and invaders such as the Vikings and the Romans had upon Britain and the legacy they have left. Pupils look at local evidence of these periods such as place names. Pupils in Years 3 and 4 appreciate that sources have to be treated with some caution for their accuracy, but within the topic on the Tudors they can find information and draw basic conclusions from the evidence provided. They are able to use their knowledge about the lifestyle of these peoples and compare it with their own. The oldest pupils have an understanding of more recent periods such as the Victorians. They understand the contrasting lifestyles of the rich and the poor as well as the reasons for the rapid changes as the industrial revolution took place. Linked to this they have a well developed understanding of how their own community has evolved over time. Pupils have a good understanding of maps, compass directions and how to use these skills to locate places and to measure distances. They can use their numeracy skills well to understand scales and co-ordinates. The oldest pupils know about the contrasting lifestyles of people who live in different parts of the world such as India, and can compare aspects of their lives and the climate with their own.
- 120 Teachers have a good subject knowledge and their planning follows the schemes of work and develops pupils' skills, knowledge and understanding across the key skills and aspects of both subjects. The activities provided for the pupils enable them to work in groups and to discuss issues, use sources of evidence and to develop a good understanding of what life was like for people in the past and how it compares with their own time. This applies in both history and geography, where teachers place a strong emphasis on developing pupils' ability to empathise with other people and their culture, both past and present. The quality of marking is variable, but it is up to date and the best examples give pupils clear guidance about what they need to do in order to improve their work.
- 121 The curriculum for both history and geography meet statutory requirements and have an appropriate balance of topics drawn from the Government's suggested schemes of work. It makes a good contribution to the pupils' appreciation of how the lifestyle they enjoy has developed over time. However, insufficient use is made of the rich resources available around the school to teach the topics, such as aspects of physical geography

or the impact of man upon the environment, to create a curriculum that has sufficient breadth. This is particularly the case in Key Stage 2. The co-ordination of the subjects is currently an under-developed role. The subject co-ordinator for history has been recently appointed to the post. Both co-ordinators have made a good start in developing the subject, by reviewing the scheme of work and the subject policy in the light of the Curriculum 2000 requirements and developing an assessment process. However, this work is in its early stages and there is no clearly defined role or job description for the co-ordinator to help the staff give clear direction in leading the subject and monitoring the teaching and planning.

## **INFORMATION TECHNOLOGY**

- 122 Standards of pupils' work meet the expectations of the National Curriculum at seven and eleven years old. Pupils, including those with special educational needs, make satisfactory progress and their achievement in the subject matches what is expected nationally. There have been good improvements since the last inspection as a result of better organisation of the subject. The school has a much improved number of good computers, programs and other equipment. Pupils achieve higher standards of work than at the time of the previous inspection by eleven years old, because teachers are more expert and they teach the skills systematically. The school has also wisely adopted the latest national guidance for information technology as its overall plan for the curriculum.
- 123 At seven years old, pupils load, save and retrieve their work successfully. In the lesson observed, pupils learned to control a floor robot. Year 2 pupils thoroughly enjoyed working out what different sets of commands would make the robot do. Pupils mostly did this successfully. Year 1 pupils initially had difficulty with writing a short program for the robot. However, with more help from the teacher pupils had success. Pupils know how to create pictures using a painting program. In other subjects, pupils use computers to display information they have collected, for example, traffic survey results. Pupils also successfully use word processing skills, such as changing the sizes and types of letters to enhance their work.
- 124 At the age of eleven, pupils further refine their data handling and word processing skills. Many pupils know how to use a large number of features on the word processor's 'tool bar.' Pupils reported that they know how to use a simple programming language to draw shapes and then move them as part of their work about control. Pupils were observed very successfully writing programs and sub-programs to make buzzers work and switch lights on and off in a planned sequence. Pupils use the Internet to find information successfully. Pupils have used simulation programs to show they can make decisions and respond to events on screen. Through the hard work of teachers and the very good attitudes of pupils, standards of pupils' work at eleven years have improved considerably since the last inspection.
- 125 Teachers now have the skills to teach information technology well and the subject is well organised. The headteacher has made the development of information technology a priority for spending since the last inspection. A considerable amount of money has been spent effectively to improve the subject.
- 126 The use of computers for supporting work in other subjects is good and pupils' progress is enhanced in them. Pupils use information technology in English, such as drafting and editing of work, using some of the many features of word processing



programs. They have access to a wide range of programs, such as skill practices for understanding number. Pupils have opportunities to find information using CD-ROM's, such as about magnetism in science.

- 127 Pupils have very good attitudes to work and enjoy their studies. Their attitudes to work have encouraged a good rate of progress in many aspects of information technology. The teaching is good at both key stages. Teachers explain things well, using the correct technical terms, and give pupils time to understand and practice what they have heard. This leads to good learning. For example, the teacher in Year 1 and 2 gave pupils sufficient time to plan how to control the floor robot.
- 128 Teaching and learning in Years 5 and 6 have greatly improved because, for example, resources are so effectively arranged. Pupils learn to control devices by writing their own simple programs and then trying them. The many devices that they can switch on and off are very well laid out so that the wires do not become tangled. Pupils are generally well matched to the work they are given. The school is well aware that pupils need as many experiences of using information technology as possible and that the teaching staff need to continue to attend training courses so that they become more expert.

## **MUSIC**

- 129 Standards in music are in line with what is expected for pupils of this age. The subject is well managed, and the newly-appointed co-ordinator is having a positive impact on standards, and quality and range of the curriculum through the school. Satisfactory standards have been maintained since the last inspection, but there is now more range to the curriculum, an improved quality of teaching and better attitudes of pupils to the subject.
- 130 No music lessons were observed in Key Stage 1 so no judgements can be made as to standards or quality of teaching. In Years 3 and 4, pupils explore how sounds can be organised, combined and used expressively. They work co-operatively in groups to compose pieces of music, using their own instruments. They begin to understand how to use symbols to represent sounds. They understand musical elements, such as tempo and dynamics. They sing in tune with expression and enjoyment. During the very good lesson observed in this class, the enthusiasm and technical expertise of the teacher made for a lively lesson which kept all pupils involved, including those inclined to be more reluctant than others. Pupils were attentive and responsive and put a lot of effort into their learning.
- 131 In Years 5 and 6, pupils explore music from different cultures and begin to understand how texture can be created with vocal sounds. They compose and improvise using their own voices. They learn, understand and use technical terms, such as 'ostinato', 'scale'. They have a good knowledge of musical elements and use this knowledge when set the task of describing and comparing different pieces of music. In the lesson observed in this class, the same teacher demonstrated a good level of expertise, and her enthusiasm kept even the few pupils inclined to be inattentive, involved and interested for most of the time.
- 132 The newly-appointed music co-ordinator is enthusiastic about the subject and has a good level of expertise. She has high expectations of pupils and knows how she wants the subject to develop in the school. She is particularly keen for all pupils to have

access to and enjoy music. This was obvious in the lessons she taught and in her approach to sessions such as hymn practice and recorder groups.

## PHYSICAL EDUCATION

- 133 Pupils, including those with special educational needs, make good progress across the school. Seven and eleven year olds sustain standards that are above those expected nationally and they achieve well for their ages. Standards of pupils' work are higher than at the time of the previous inspection and pupils' attitudes to work are better in Years 5 and 6. Although physical education is not a priority for development, many of the good features of the provision reported four years ago have been maintained. The curriculum for dance has been improved considerably.
- 134 At seven years old, most pupils develop and practice interesting sequences of activities. Their sequences involve a starting shape, a jump, a supported shape either by holding on to a partner or a piece of equipment, a slide and a finishing position. All pupils achieve the five elements. Higher attainers work at low and high levels (for example on tip-toes) effectively and their co-operation with their partners is quick and fluent. They show a great variety of movements in their work. Lower attainers have some difficulty evaluating their work at this early stage in the year. Nearly all pupils can swim five or ten metres.
- 135 At eleven years old, all pupils swim 25 metres. Pupils apply themselves well and make good progress. Many pupils learn, for example, where to place their hands and how to pull them through correctly for an efficient back-stroke. The arrangements for swimming are good. Year 6 pupils' standards of work in rugby are satisfactory and improving. All pupils can catch and pass the ball successfully without losing control. They repeat this activity in team practices with much the same level of success. Pupils generally have good attitudes to work and try their best to carry out the tasks to the best of their abilities.
- 136 The teaching is good throughout the school. The school provides a satisfactory curriculum and nearly all the elements of physical education are present. Only some elements of outdoor and adventurous education are not taught. Teachers' levels of expertise and expectations of what pupils should do are good. Pupils are clear what they have to do and lessons are well organised. Pupils' attitudes and behaviour are good. Pupils of all ages are interested in what they do and they make good attempts to carry out the teachers' instructions. For example, Years 1 and 2 pupils made good progress with learning to move in sequences.
- 137 There is a good emphasis on the use of the limited space. Good use is made of group evaluations of pupils' work, by pupils in dance and gymnastics lessons. Pupils showed on several occasions that they are capable of deciding who has done well and who needs to improve their work. Some teachers, such as in Year 6, demonstrate the required movements and skills well, using higher attaining pupils or themselves to inspire pupils. Good demonstrations have a positive impact on the effort pupils make, their learning and quality of work. Teachers also make good use of praise to motivate pupils. The very good teaching of dance in Year 3 and 4 was based in part on the very good relationship between the teacher and pupils. High standards of control and co-operation were achieved as pupils practised their movement sequences.
- 138 Teachers' daily lesson planning is good. Higher attainers are given tasks that extend them in swimming and gymnastics lessons. Pupils acquire new knowledge and skills

and develop ideas well, judged by their performances in Years 1 to 6. Pupils are productive and work at a good pace and sustain concentration well. The teaching overall leads to pupils' good attitudes to work and to good progress and attainment by the time they are seven and eleven years old.

- 139 The teachers have a good knowledge of physical education and this is reflected in the quality of pupils' work. The school sensibly uses the ideas for courses of lessons provided by the government to help with planning. There is no whole school system for assessing what pupils know, understand and can do. However, teachers make their own termly lists of skills and successfully assess what pupils can do. Teachers know their pupils well and they adapt their plans for lessons in the future from these assessments.
- 140 The school's programme of extra curricular activities is good and helps to raise the standards of pupils' work. Parents are not justified in their criticism that there are too few. However, the school makes insufficient use of the excellent local environment of the National Park and of local centres for outdoor and adventurous education. Pupils have no opportunities to, for example, climb rocks or learn canoeing skills. Community links are enhanced, for example, by the school's use of a swimming pool nearby, provided free by a local company and through the involvement of a coach from the local rugby club in games lessons for the oldest pupils.
- 141 The school's accommodation is satisfactory. The hall and playground are small and pupils have just sufficient room in which to work. The school uses these spaces well, for example, by safely limiting the extent of activities. There are only just enough small resources, such as bats and balls, for larger groups of pupils to use. The school intends to buy more. The school has a good field but bad weather prevented its use during the inspection.