

INSPECTION REPORT

MONKWRAY JUNIOR SCHOOL

Whitehaven

LEA area: Cumbria

Unique reference number: 112170

Headteacher: Mr. M. Telford

Reporting inspector: Mrs K. Charlton 1718

Dates of inspection: 7 to 10 May 2002

Inspection number: 245518

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7-11
Gender of pupils:	Mixed
School address:	Monkway Brow Whitehaven Cumbria
Postcode:	CA28 9DT
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J. McAllister
Date of previous inspection:	29 June 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1718	Kay Charlton	Registered inspector	English Physical Education English as an Additional Language	The school's results and pupils' achievements. How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9190	Guy Hirst	Lay inspector		How well does the school work in partnership with parents?
1516	Mike Warman	Team inspector	Mathematics Art Geography History Music Special Educational Needs	How good are the curricular and other opportunities offered to pupils?
15427	Kath Butterfield	Team inspector	Science Design Technology Information Communication Technology Religious Education Equal Opportunities	How well does the school care for its pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Monkway Junior School serves an area with high levels of social and economic deprivation. Unemployment is very high and, in common with many schools in the surrounding district, Monkway's roll is falling as families leave the area. The school is part of West Cumbria's Excellence Cluster which is focussed on raising pupils' attainment. Currently there are 172 pupils on roll aged 7 to 11. Virtually all pupils are of white European origin and none speaks English as an additional language. Forty-two per cent of pupils were eligible for a free school meal in the last reporting year and this is well above the national average. The percentage of pupils identified as having special educational needs and those with statements of special educational need is above average. Pupil mobility is high. On entry to school, pupils display a wide range of attainment, but taken overall, attainment is low for pupils of this age. The great majority have limited skills particularly in literacy and numeracy. There are two classes in each year group with one teacher per class other than Year 5 where one class is taught by two part-time staff. The headteacher took up post just before the last inspection in 1998. Ten out of the eleven teaching staff were also in post at that time. Supply staff taught in one of the Year 4 classes during the week of the inspection.

HOW GOOD THE SCHOOL IS

This is an effective school and overall, pupils of all abilities make good progress and achieve well. Pupils are attaining standards which are better than those normally expected from a low, and sometimes very low, base. The quality of teaching is good and the headteacher gives a strong lead to the work of the school. The school provides good value for money.

What the school does well

- Pupils make good progress and achieve well in English and mathematics.
- Pupils achieve very well in information and communication technology (ICT) and attain standards that are above average.
- The quality of teaching is good.
- The school has a strong commitment to pupils with special educational needs and the provision for these pupils is good.
- The headteacher gives clear direction for the work of the school, based on very effective monitoring of the provision.
- Pupils' attitudes, behaviour and relationships are very good.
- The school has strong links with its parents and with the local community.

What could be improved

- Pupils' achievements in science particularly in investigative and experimental work.
- The written feedback which teachers give to pupils so that they are clear about the ways in which they might improve their work.
- The way in which the governing body monitors and evaluates the standards pupils achieve and the quality of their learning.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

Overall, the school has made good improvement since the last inspection in 1998. The quality of teaching has improved. There is now no unsatisfactory teaching and an increased amount of good and very good teaching. There is some excellent teaching of English and ICT. There has been substantial improvement in pupils' achievements in ICT which were judged to be unsatisfactory at the last inspection. Religious education was also judged to be unsatisfactory and there has been good improvement in this subject. There has been a focus on the development of pupils' skills of literacy and numeracy with improvements over time. Staff have worked together very well as a team to ensure the school has moved forward. Clear policies and schemes of work have been developed and subject co-ordinators are now effective. Taken overall, the curriculum ensures a progressive development of pupils' skills. The senior management of the school has developed very effective ways to monitor and evaluate the provision.

STANDARDS

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

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

Key	
Well above average	A
above average	B
Average	C
Below average	D
Well below average	E

N.B. As this is a Junior School the above table does not include comparisons of pupils' current attainment with their prior attainment at the age of seven. However, this data was available in the school and was used as a key source of information when coming to the inspection judgements.

Overall, in English and mathematics, pupils of all abilities make good progress through the school and achieve well in relation to their previous attainment. This is confirmed by detailed analysis of assessment information for the cohorts of pupils in 2000, 2001 and 2002 comparing their attainment on entry and their attainment in Year 6. The results of the 2001 standard assessment tests taken by Year 6 pupils were well below the national average. This reflects the fact that the attainment of this cohort of pupils on entry to the school was very low. Also, there was a significant reduction in the final outcome brought about by the inclusion of the low scores of just under ten per cent of the cohort, who only entered the school towards the end of Year 6. The 2001 English results show that pupils did not achieve as well in writing, as in reading and mathematics. The inspection findings, however, indicate that the current Year 6 pupils have benefited from the school's initiatives on writing and they are now making good progress in this aspect. The attainment of the current cohort was well below average overall when the pupils entered the school in both English and mathematics, and these pupils are now attaining standards that are only below average. These standards are better than would normally be expected from a low base.

With the exception of the 2001 results, the outcomes of the standard assessment tests taken by Year 6 pupils have continued to improve in English and mathematics since the time of the last inspection in 1998. In the Year 2000 the results compared very well against similar schools and the inspection findings show that the standards attained by the present Year 6 are better than those usually seen in similar schools. The school is well placed to meet the challenging and yet realistic targets that have been set for the future.

In science, pupils' achievements are satisfactory in developing their knowledge of the content areas of the National Curriculum. However, there are weaknesses in investigative and experimental work and pupils are not achieving as well as they might be in this area. The school improvement plan appropriately highlights science as a key priority for the current year.

By Year 6, standards in ICT are above those normally expected for their age. Pupils make very good progress in this subject throughout the school. In history, geography, physical education, art and religious education, pupils make good progress overall and by Year 6, attain standards which are well in line with those expected. In design and technology and music, pupils make satisfactory progress and attain standards that are broadly in line with those expected.

Pupils with special educational needs make good progress against the targets in their individual education plans and also more able pupils make good progress overall.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very Good. Pupils like school, they are enthusiastic about and show a keen interest in, their work.
Behaviour, in and out of classrooms	Pupils behave very well indeed. Behaviour in formal situations, such as assemblies, is excellent. There is a higher than usual number of pupils in school with identified behavioural needs and they make significant progress in learning how to take responsibility for their own behaviour.
Personal development and relationships	Pupils' personal development is good. Relationships are very good and pupils are very supportive of each other. Staff have a very good rapport with pupils.
Attendance	Satisfactory. There is little unauthorised absence.

TEACHING AND LEARNING

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

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

Overall, teaching is good and this leads to good learning. There is a high proportion of good and very good teaching. Excellent teaching was seen in English and ICT.

Staff, including support staff, are well trained and very secure in teaching literacy and numeracy and, as a result, they challenge pupils well in these areas. Planning is very thorough and teachers use the introductory sessions, notably in English and mathematics lessons, well to extend pupils' learning. The activities which follow in the main part of the lesson are effectively matched to pupils' levels of understanding and in most classes, staff set very clear time-scales about what pupils are expected to achieve in the time available. Generally, teachers' expectations of pupils are high and they question the pupils well. Pupils respond to this in a very positive way; they work hard and show good gains in learning. Where teaching was satisfactory, rather than good, very good or excellent this was mainly linked to the fact that supply staff, who did not know the pupils well, were not sufficiently specific about the expected outcomes for pupils of differing abilities and the pace of learning tended to be slower. The teaching of science is satisfactory overall. There are strengths in teaching scientific content but also weaknesses in the teaching of experimental and investigative work. Where teaching was excellent in English and ICT staff showed an exceptionally high level of confidence in the subject and the quality of the dialogue with pupils ensured that they were challenged in their thinking and consequently made significant gains in their learning.

Staff mark the pupils' work regularly and make helpful comments, often praising their efforts. Generally, however the comments in books and on pupils' reading records are not as useful as they might be in making it clear to pupils how they might improve their work.

Planning for pupils with special educational needs is good and these pupils learn effectively in all subjects. There is some particularly good work undertaken in small groups where pupils receive a high level of support. Staff use a good range of techniques to extend more able pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. Broad and balanced with a good level of interesting and worthwhile opportunities. There are strong links with the local community.
Provision for pupils with special educational needs	This is a strong feature of the school with very good levels of support given to pupils with identified needs. Systematic assessment effectively supports this work.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual, social and cultural development is good. There is very good provision for pupils' moral development.
How well the school cares for its pupils	The school provides a very safe environment and there is good quality care. Assessment procedures are good and used well to monitor pupils' progress.

The school has very good links with parents.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, ably supported by the deputy headteacher, leads the school well with a clear sense of purpose. The senior staff are instrumental in ensuring improvements take place.
How well the governors fulfil their responsibilities	Governors are very supportive of the school and effectively meet their statutory duties.
The school's evaluation of its performance	Good overall. Good, with some very good evaluation by the headteacher and senior staff. Satisfactory monitoring and evaluation by governors.
The strategic use of resources	Efficient use is made of the school's resources. Valuable support is provided by non-teaching staff.

There is a good ratio of staff to pupils. Staff are well qualified and very experienced. There is a shared commitment to raising standards and providing high quality education. Overall, the accommodation is adequate for the delivery of the curriculum, but there are areas which are unsatisfactory, for example one classroom is L-shaped. Learning resources are at least satisfactory. In areas where there has been focussed development resources are good. Resources for ICT are very good. The school effectively seeks 'best value'.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• Children like school.• Children make good progress.• Behaviour is good.• Teaching is good.• They are well informed.• They are comfortable about approaching the school with a question or problem.• The school expects children to work hard and achieve of their best.• The school works closely with parents.• The school is well led and managed.• The school helps children to become mature and sensible.	<ul style="list-style-type: none">• The amount of homework.• The range of activities outside lessons.

Parents hold the school in high regard and have no significant concerns. The homework arrangements are satisfactory and the range of activities outside lessons is better than those generally seen in similar schools.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. On entry to school, pupils have a wide range of attainment, but taken overall, attainment is low for pupils of this age. The great majority have limited skills, particularly in literacy and numeracy.
2. Overall, in English and mathematics, pupils of all abilities make good progress through the school and achieve well in relation to their previous attainment. The results of the 2001 standard assessment tests taken by Year 6 pupils were well below the national average. This reflects the fact that the attainment on entry of this cohort of pupils was very low and many had identified learning needs. Also there was a significant reduction in the final outcome because just under ten percent of the cohort had entered the school towards the end of Year 6 and the scores of these pupils were low. The 2001 English results show that pupils did not achieve as well in writing, as in reading and mathematics. The inspection findings, however, indicate that the current Year 6 pupils have benefited from the school's initiatives on writing and they are now making good progress in this aspect. The attainment of the current Year 6 cohort was well below average overall when the pupils entered the school in both English and mathematics, and these pupils are now attaining standards that are only below average. Such attainment is better than would normally be expected from a low base.
3. With the exception of the 2001 results, the outcomes of the standard assessment tests taken by Year 6 pupils have continued to improve in English and mathematics since the time of the last inspection in 1998. In the Year 2000 the results compared very well against similar schools and the inspection findings show that the standards attained by the present Year 6 are better than those usually seen in similar schools. The school is well placed to meet the challenging and yet realistic targets that have been set for the future.
4. A scrutiny of pupils' work, discussions with them about it, lesson observations and detailed analysis of assessment information for the 2000, 2001 and 2002 cohorts of pupils, comparing their attainment on entry with their attainment in Year 6, were undertaken. All confirm that pupils make good progress and achieve well against their previous attainment.
5. The inspection findings show that pupils' skills in speaking and listening improve well as they move through the school. By Year 6, almost all attain the levels expected for eleven-year-olds. In all year groups, pupils listen very attentively in lessons and are keen to contribute ideas. They show respect for each other's ideas and join in discussions showing good awareness of the situation. By Year 6, most pupils can describe clearly their knowledge of a subject, for example, when describing what they know about the Ancient Greeks in history. They are prepared to express their opinions and ideas openly as they did when discussing the reasons why particular phrases in their writing are effective. Particularly good progress was seen in the development of skills in speaking and listening when Year 6 pupils worked with their 'talk partner' to brainstorm ideas for a report on a 'pack-a-bag' they had been testing.
6. The school gives a high focus to reading and pupils' skills in reading are developed very systematically in each year group. Standards, for the present Year 6, are broadly average. Pupils of all abilities indicate that they enjoy reading but few read widely out of school. In Year 3, pupils consolidate their understanding about the need to use different strategies to when reading unfamiliar words. Less confident readers make good use of initial letters to help them read new words, although they do not make sufficient use of other strategies. By Year 6, average and above-average pupils read fluently and expressively. They speak knowledgeably about the stories, poems and plays they have read and know how to find information from books. Many can explain their preferences in reading and why they think phrases such as 'the grizzly old grunion of a grandma' are effective. They make good use of the correct technical vocabulary. Below-average readers try hard and read texts which are matched to their levels of understanding with a reasonable level of accuracy.
7. Writing is developed effectively through the school with clear improvements having taken place as a result of recent initiatives. The standards attained by pupils in Year 6 are below those normally expected

but this is from a low starting point. Pupils develop their understanding about the need to write in different styles for different purposes very well. Encouraged by staff, pupils of all abilities take great care with their handwriting and books are well presented. For many, the standard of handwriting is good. Pupils have positive attitudes to writing. Both teachers and pupils pay good attention to spelling but standards are still below those normally expected by Year 6. Generally, too few pupils in Year 6 are able to write imaginatively. However, improvements are taking place in all age groups. In Year 5, pupils are making particularly good progress in developing their skills in writing.

8. Overall, pupils make good gains in learning in mathematics and Year 6 pupils are attaining standards that are only just below average. In many aspects of the subject they attain the levels expected but in problem solving their skills are below average. By the age of eleven, many pupils can add, subtract, multiply and divide both in their head and on paper and can use calculators effectively to multiply large numbers and check their answers. They show a developing understanding of mathematical vocabulary. For example, when pupils are asked to carry out mental exercises such as finding the multiples of a number or working out ratios, many can give the correct answer using the correct mathematical terminology. In problem solving, pupils' skills are now building up well through the school as a result of recent initiatives. For example as was seen in a Year 5 lesson, when pupils used 'problem solving planning frameworks' to plan out the steps they need to take to find the answer.
9. In science, pupils' achievements in developing their knowledge and understanding of the content areas of National Curriculum are satisfactory. However, they can achieve more in investigative and experimental work. Throughout the school, they are developing their observational skills appropriately but often in situations that are set up for them, and there are too few opportunities for them to make choices about the way in which they will approach an investigation or about equipment they need for an experiment. They are developing clear understanding about the use of bar charts and graphs as part of scientific recording, but their appreciation of how to use tabular presentation is limited. Pupils in Year 6 have generally established a sound understanding of prediction but their understanding of 'fair testing' and drawing conclusions is not sufficiently well established. Throughout the school, pupils are keen to talk about their work in science and show interest in the subject, but their understanding of scientific vocabulary is not well established. Good use is made of ICT to support work in science. The school has appropriately highlighted science as a key priority in the forthcoming year.
10. By Year 6, the standards which pupils attain in ICT are above those normally expected at age eleven. Pupils make very good progress in this subject. Staff expertise and resources have been significantly improved since the last inspection and pupils are now achieving very well.
11. In history, geography, physical education, art and religious education, pupils make good progress overall and by Year 6 and they attain standards that are well in line with those expected for their age. They are often very knowledgeable in these subjects, a good example being their when describing work undertaken in the immediate locality in history. In design and technology and music, pupils make satisfactory progress and attain standards which are broadly in line with those expected.
12. Girls and boys achieve equally well in all subjects. Work is usually well presented, clean and tidy. It is dated and pupils take care with their writing and the way in which they present any 'working out'.
13. Pupils with special educational needs are suitably identified and receive good quality extra support particularly to improve their skills in literacy and numeracy. They receive support both from within the school and from the wide range of outside agencies with which the school works. Overall, these pupils make good gains in their learning against the targets set out in their individual education plans.
14. More able pupils are identified and work is appropriately differentiated to meet their needs. In line with other pupils in the school, they make good progress overall.
15. The last inspection highlighted the need to improve standards in ICT and religious education. There has been very good improvement in ICT and good improvement in religious education. There has also been noticeable improvement in the core subjects of English and mathematics. Parents are strongly of the opinion that the school helps pupils to achieve of their best.

Pupils' attitudes, values and personal development

16. Pupils have a very good attitude to school. They are keen to come to school, arrive punctually each day and are eager to learn. They are proud of their school and they show a very keen interest in their work. They take a full part in the activities in lessons and also in extra-curricular clubs and games. Pupils are very well engaged in their tasks, they make every effort to answer questions and work hard. These very good attitudes are helpful to those who are working individually or in groups because staff can rely on firm commitment, even if a pupil has difficulty understanding the work.
17. Behaviour is very good indeed. It is excellent in formal situations such as assemblies. Pupils are quite clear how to behave because they are fully aware of the boundaries set by the school policies and they respond very positively to the reward system. They are particularly polite and show respect to their peers and to the adults who work with them. They move around the building responsibly, and take great care of resources in lessons and with the fabric of the school. There is no litter or signs of misuse. The high standing that the school has achieved in the community is in part based on the high expectations of good behaviour set by staff, and pupils respond to this very well. This high level of expectation is typified by the presence of the head teacher in the playground at the start and end of the day. He is very effectively supported by the rest of the staff, for example, by their participation in lunchtime activities. Discussions with pupils confirm that bullying is rare and if it does occur they know who to tell and staff deal with it quickly and fairly. There is a higher than usual number of pupils in school with identified behavioural needs and they respond very well to the school's expectations. They make very good progress and show good levels of self-discipline. They are learning to manage their own behaviour effectively.
18. Relationships between pupils and with adults are very good and contribute significantly to a positive climate for learning. Teachers and other adults have developed a very good rapport with pupils. In response, pupils help and support one another and co-operate with each other and with staff very well. A range of class and whole school tasks, such as organising equipment in assemblies, are given to pupils and they go about these responsibly. Pupils have a good appreciation of the impact of their behaviour on others and are tolerant of other people's feelings and values.
19. Attendance is satisfactory and broadly in line with national figures. There is little unauthorised absence. There are rewards for good attendance and parents are aware of their commitments for reporting absence. The school suitably follows up any failure to explain absence. There has been one exclusion in the last reporting year.

HOW WELL ARE PUPILS TAUGHT?

20. Overall, teaching is good and this leads to good learning. There is a high proportion of good and very good teaching. Excellent teaching was seen in English and ICT by the respective co-ordinators of these subjects. The high quality of teaching seen in English and ICT has been recognised by the Local Education Authority who use these staff to assist on their subject development programmes. There has been good improvement in teaching since the last inspection. At that time there was a small percentage of unsatisfactory teaching, and only half of the lessons were judged to good or better.
21. Throughout the school, staff work very well as a team with support staff making a significant contribution to pupils' learning. Staff are very secure in their knowledge of all the subjects of the National Curriculum and there is now a systematic approach to teaching literacy and numeracy using the National Literacy and Numeracy Strategies which is working well. Virtually all of the teaching seen in English and mathematics during the inspection was at least good. In all subjects, planning has improved since the last inspection. It is detailed and ensures that the needs of pupils of different ages and abilities are taken into account and met appropriately. This is having a very positive effect on pupils' learning.
22. Lessons are well organised, start promptly, and staff set high expectations of pupils' work and behaviour. They use the beginnings of lessons very well to ensure that pupils are clear about the overall purpose of the lesson; for example they usually write the learning objectives on the board and draw the pupils'

attention to these. This part of the lesson consists of a question and answer time with the whole class involved. At this stage, staff present information clearly and question the pupils effectively, so that the pupils make clear gains in their knowledge and understanding. This is particularly effective in some of the introductory sessions in English and mathematics, where pupils' thinking is very successfully extended because of the highly quality of the questioning and the pace of this part of the lesson. A good example of this was the lively introduction seen in a Year 3 mathematics lesson where the pupils were highly motivated by the teacher as they sorted shapes according to the number of right angles in each.

23. The activities that follow in the main part of the lesson, are well matched to the pupils' understanding in the subject. These are carefully thought through so that they interest and motivate the pupils. A good example of this was seen in Year 4 geography lesson when pupils looked at photographs of Chembakoli in India and then questioned a student teacher, who had recently visited India, about life in that part of the world. There is generally a high ratio of staff to work with the pupils during activities and this results in good levels of interaction between staff and pupils. In the main, a good and often very good pace of learning is maintained throughout the activities, with staff questioning the pupils well. This was particularly noticeable in a Year 3 English lessons where four staff worked with the pupils and ensured that they made significant gains in their learning. In most classes, staff set very clear time-scales about what pupils are expected to achieve in the time available for activities. The pupils respond to this in a very positive way; they work hard and show good gains in learning. Throughout the school, there is usually a plenary session at the end of the lesson and this is used well to reinforce the objectives for the lesson and set targets for future improvement. Verbally there is often good and very good analytical feedback to pupils about what to do to improve, but this is often not reflected in the written comments in books.
24. Where teaching was satisfactory rather than good this was mainly linked to the fact that supply staff, who did not know the pupils well, were not sufficiently specific about the expected outcomes for pupils of differing abilities. Consequently, at these times, the pace of learning tended to be slower. The teaching of science is satisfactory overall although there are still some good and very good individual lessons taught where pupils effectively developed their understanding of scientific content. However, there are weaknesses in the teaching of scientific and experimental work. Where teaching was excellent staff showed an exceptionally high level of confidence in the subject. Their enthusiasm for the work is infectious and the quality of the dialogue with pupils ensures that pupils are challenged in their thinking.
25. In all classes, staff have very good relationships with the pupils. They encourage a sense of fun and enjoyment in learning and the pupils respond to this in a very mature way. Pupils' behaviour is managed very well. A small number of the pupils, who have identified behavioural difficulties, are well supported and are making significant progress in learning how to take responsibility for their own behaviour.
26. Staff mark the pupils' work regularly and often praise pupils' efforts. Generally, however, the comments in books are not sufficiently targeted at developing the next level of the pupil's knowledge, skills and understanding or in making it clear to pupils how they might improve their work. This is also evident in the reading records, which tend to note general comments such as 'well done' rather than more focussed points to improve learning.
27. Staff make effective use of resources to support pupil's learning and visits out of the school are also used very well to stimulate learning.
28. Different types of homework are given, such as reading and learning of spellings and tables, and these effectively support the work done in school. The school's homework policy meets the expectations set out in the national guidelines. Pupils asked were clear about the policy and indicated that work is set in line with it.
29. The most able pupils are well supported in their learning and are challenged well to attain standards above those normally expected for their age. Recent developments through work with the local 'gifted and talented' initiative are proving helpful in this respect.
30. Pupils identified as having special educational needs receive particularly good quality support from teaching and support staff, as well as from outside agencies, and this enables them to achieve well in their

learning. This work is organised efficiently and effectively so that all adults work with a common purpose to ensure these children meet their individual targets. This is a significant improvement since the time of the last inspection when this aspect of the school's work was adversely criticised.

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

31. The school provides a curriculum, which is broad, balanced and relevant to the needs of all pupils. Statutory requirements are met and the provision for all pupils is good. This is an improvement to that found at the last inspection.
32. The last inspection highlighted the need to improve subject schemes of work and improve the provision for ICT. The school has worked on schemes of work and these are now in place for all subjects and are effective. All classes now have taught lessons of ICT and the provision in this subject is now very good. Good emphasis is given to the teaching of literacy and numeracy. The school has suitably implemented the National Literacy and Numeracy Strategies and these are having a positive impact on pupils' learning. Curriculum planning by individual teachers has recently been reviewed and is now good.
33. The provision for pupils with special educational needs is good and a strong feature of the school. This is significant improvement since the last inspection. Clear procedures are in place, which are very well managed and fully meet requirements. The school has reviewed its policy and practices and these are already in line with the revised Code of Practice which is to be introduced nationally in September 2002. Pupils' needs are identified early and a particularly good level of support is provided. All these pupils have individual education plans, which usually contain clear and appropriate targets. Across the school, all pupils have equal access to the whole provision and they are included very well in all activities.
34. The school provides a good range of extra-curricular activities, which are open to pupils of all ages. These include after-school and lunchtime clubs such as basketball, rugby, cricket, country dancing, choir and first aid. The school takes part in many local sporting tournaments. There are residential visits for pupils in Years 5 and 6 to Fellside and Llandudno. Each year, pupils have the opportunity to take part in a ski trip to the Alps. Those pupils who have attended this, speak about it with great enthusiasm.
35. The school has very strong links with the community which benefit pupils' learning. A very wide range of visits into the community takes place supporting several subjects, most notably local studies in history and geography. These include visits to the Beacon, Senhouse Roman Museum, Dove Cottage, the local community home and local places of worship. A good range of visitors, including a local artist, a local councillor, the Groundwork Trust, theatre groups, the community police officer and local clergy all help to enhance the curriculum very well. The pupils are particularly impressed with the visits to school by the vicar who uses 'Maximus Mouse' as his mascot. The school's ICT suite is used jointly by pupils and the community with the unit manager often teaching pupils, parents and others within the same day. Pupils' own learning is significantly enhanced by working in this environment where all are involved in 'life-long' learning.
36. Pupils are well supported in their personal, social and health development. There is a planned programme, which helps pupils to realise that each individual has responsibilities as well as rights, and that everyone has to learn how to make choices. There is good attention given to the need for healthy living and the dangers associated with the misuse of drugs. A suitable programme of sex education is provided. Pupils effectively learn about the need to consider others in the wider community, for example, when they visit the local care home. The school has good links with the both the infant and secondary schools resulting in transition being well planned.
37. The school's provision for pupils' spiritual, moral, social and cultural development is good overall, and this is an improvement since the last inspection when spiritual and cultural development were judged to be satisfactory. The provision for pupils' moral development is very good and for their spiritual, social and cultural development it is good.
38. Provision for pupils' spiritual development is good. Teachers receive and value pupils' ideas and encourage them to have a positive self-image. They set good role models and effectively help pupils to

develop their understanding of their feelings and emotions. The school provides a good range of opportunities for pupils to explore what they, and others, believe through, for example, assemblies, religious education, stories and visits to places such as the local church. There are suitable opportunities for reflection in assemblies. In subjects, such as science, music and art, opportunities are provided for pupils to develop a sense of wonder at the beauty of the world.

39. There is very good provision for moral development. Pupils are aware that they are expected to behave well. They are taught the difference between right and wrong and they understand that good behaviour is reinforced and rewarded. There is helpful discussion about bullying and pupils know what to do should it occur. Those pupils who have identified behavioural needs are set clear and appropriate targets, and the staff work hard to help them to be successful in meeting these. This results in them making particularly good progress in this respect.
40. The provision for pupils' social development through the daily life of the school is good. Adults are very supportive of the pupils and have established very good relationships with them. Pupils are encouraged and helped to think of others, both in school and by taking part in activities such as raising money for charities. The school is successful in ensuring that pupils help and care for one another. For instance, older ones were seen readily helping younger ones. In class and elsewhere, pupils are effectively encouraged to work together and to support the whole school community. They are also encouraged to take responsibility and develop their independence. They do this well in many ways, for example when the pupils take on specific jobs for the whole school or their class. The residential trips for pupils in Years 5 and 6 make a strong contribution to pupils' development in this area enabling them to learn to live and work together.
41. Good opportunities are provided for pupils to develop their cultural awareness and this is an improvement since the last inspection. A good link has been set up with a school in Newcastle and the children visit a Hindu temple on the day that they go to Newcastle. The school has improved its provision in religious education and pupils now learn a significant amount about different religions. Further interest is shown in a range of cultures, for example through studying art, music, and through work undertaken in assemblies. Pupils' multi-cultural understanding is promoted through learning about festivals such as Christmas, Easter, Eid and Diwali. Books appropriately include information about the diverse range of cultures represented in society. Also pupils develop their cultural understanding when they visit local places of interest and through their lessons notably on local history and geography. A strong contribution to this area is also made by studies about other countries. For example, pupils learn about the lives of people in Chembakoli, a village in India.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

42. The school provides a good, supportive environment where the staff know individual pupils well. Particular care is taken if a child has special requirements. Throughout the school, all adults work closely together to ensure that pupils are happy and secure and feel valued as individuals.
43. The school's procedures and arrangements for ensuring the welfare and safety of its pupils are good. The school has good health and safety procedures and governors undertake regular risk assessment of the premises. A suitable number of staff have first aid qualifications and there are good procedures in place for dealing with playground accidents. The school appropriately follows Local Education Authority guidance on child protection and staff are well qualified in this aspect. There are good supportive links with external agencies.
44. Procedures for monitoring and promoting pupils' behaviour are very good. Effective behaviour management around the school, in the playground, and during the lunchtime meal, ensures that pupils meet the school's high expectations. There is consistent implementation of strategies by all adults throughout the school, with effective use of the agreed rewards and sanctions. The school makes it clear to everyone that bullying is unacceptable and pupils understand they can approach their headteacher or class teacher if they have any concerns.
45. The school monitors attendance well and contacts parents quickly if they fail to notify the school of their

child's absence. There is a positive approach to ensuring further improvements in pupils' attendance.

46. Procedures for supporting and monitoring pupils' personal development are good. Many aspects of the school's work contribute to this, such as the very good relationships, the way in which pupils are valued and trusted, and the good guidance provided in assemblies. Pupils' personal development is monitored carefully and the good links established with feeder and receiving schools ensure that there is smooth transition when pupils move between schools.
47. All requirements for pupils with special educational needs are very well implemented. There are good procedures for identifying and assessing the special needs of pupils, and information is used very well to match the curriculum to their needs by planning learning in manageable small steps, or by providing additional support. Teachers and support staff work closely together to monitor and record pupils' progress towards their targets, and good use is made of specialist support when necessary.
48. The school has continued to develop its assessment procedures since the last inspection and these are good. The school makes good use of information from national and other tests to monitor individual pupils' progress in English, mathematics and science, and to identify those pupils who may not be achieving as well as they should. This information is used well to help pupils' improve their progress and to target groups for extra support, for example by giving additional support in literacy. Other assessments, such as those of spelling and tables, are undertaken and these also help teachers to 'track' the progress of pupils through the school. The school is now well placed to identify patterns and trends in pupils' achievements over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

49. Parents hold the school in very high regard. The Parents' Meeting and the questionnaire returns confirm parents' enthusiastic support for the school and its very good reputation in the community. Parents have a particularly high confidence in the school's leadership and management. They are very pleased with the fact that the school helps their child achieve of his or her best. They consider teaching to be good and commented favourably on the working relationship with themselves. Parents are also very positive about the way the school promotes good behaviour and helps their children to grow in maturity and confidence. There are only two issues about which a few parents expressed any concern and these are homework and the range of activities outside lessons. The inspection findings confirm that homework is satisfactory and the school's provision for out of lesson activities is good.
50. The school has a very good partnership with parents. Parents are made very welcome in the school and they value the approachability of teachers and the way in which the school responds to any worries they might have. The school keeps parents very well informed. Parents receive a detailed prospectus, and regular newsletters keep them informed about school events, visits, after school clubs and dates to be remembered. Curriculum information is sent home so that parents know about the topics being studied. Parents value the termly parents' evenings held to discuss their children's progress and targets. They also receive a termly report on their child's progress. These are detailed and informative and based on the teacher's very good knowledge of pupils.
51. Parents have a positive impact on the work of the school and provide valuable support. The interesting and fun events to which they contribute, not only provide useful funds for the school, but also help to bring school and community closer together. Good examples of these are Bingo nights, sponsored sports events, book fairs and the school's Easter Fair. The school assists parents in supporting their children by providing a clear and helpful home/school agreement as well as more detailed guidance for particular aspects of the curriculum, such as reading. Nevertheless, a significant number of pupils do not read widely outside of school. Parents, including parent governors, provide good help to the school in many ways, particularly through their help with trips and more generally in lessons.
52. The school carefully monitors the quality of its relationship with parents through the use of annual questionnaires. The findings of these are reported back through newsletters with details of how the school has responded or intends to respond, for example, in the development of its healthy eating

programme.

HOW WELL IS THE SCHOOL LED AND MANAGED?

53. The headteacher, ably supported by the deputy, provides strong and effective leadership. They work together well, monitor provision very effectively and give clear educational direction to the work of the school. The headteacher has a significant presence around the school and sets a high expectation of pupils in terms of work and behaviour. Parents firmly believe that the school is well led and managed.
54. Since the last inspection, the senior staff, together with subject co-ordinators, have been instrumental in developing policy and practice and ensuring that particular initiatives, such as the National Literacy and National Numeracy Strategies, have been implemented successfully. Suitable policies and schemes of work are now in place for all subjects. The school's performance is monitored very effectively by senior staff, and co-ordinators have improved this aspect of their role. Most are now contributing effectively to the school's monitoring programme. Good use is made of data relating to pupils' attainment in order to track the progress pupils make and how well they achieve. In this way, the senior management of the school are clear about the strengths and weaknesses in the overall provision and also where improvements need to take place in order to ensure continuing improvement. The school improvement plan reflects this clarity of purpose and gives high focus to further raising standards. It appropriately highlights science as a key priority for future improvement. There is a very strong commitment by all to ensuring continued improvements take place.
55. There is an appropriate management structure and all staff contribute well to developments. Subject co-ordinators work hard. They are much clearer about what is expected of them than at the time of the last inspection and overall fulfil their duties well. They give clear guidance and support to colleagues and are proactive in the school's development. In English, mathematics and ICT in particular, the coordinators have played an important part in monitoring and evaluating provision in order to help improve standards.
56. Governors are very supportive of the school and have worked successfully as a group to achieve improvement since the last inspection. They are closely involved in the life of the school and effectively meet their statutory duties. Governors undertake training and are aware of current requirements in education; for example, concerning the revised procedures for pupils with special educational needs. In relation to financial matters, they are very well informed and make clear decisions based on a range of projected outcomes. Similarly they have played an important part in helping to oversee developments of the accommodation. However, their systems to check on the school's strengths and weaknesses in terms of the standards the pupils achieve and the quality of pupils' learning are not sufficiently systematic. This makes it difficult for them to challenge the effects of spending decisions in terms of outcomes for pupils.
57. The aims, values and policies of the school are reflected in its work very well. There is a strong commitment to ensuring that all pupils are included and made to feel important. In the very good working atmosphere pupils try hard and their achievements are valued. The school encourages pupils with special educational needs particularly well and these pupils are valued members of the school community. A high level of support is provided to ensure that they make good progress towards the targets set out in their individual education plans.
58. There is good financial planning and the school makes effective use of its available resources. Spending decisions are linked closely to educational priorities and resources are good in those areas where there has been a priority development such as in English, mathematics and in religious education. In ICT, resources are now very good. In other areas resources are at least satisfactory and often well supplemented by borrowing from outside agencies. Specific grants, such as the standards fund, are used effectively. The school suitably works to the principles of best value; for example, comparisons are made with other schools in terms of spending, and a good level of consultation and comparison of price takes place before major decisions are made. In contracting for services, the school ensures that it follows full competitive tendering procedures. However, there is not a systematic programme of monitoring by governors to challenge the effectiveness of spending decisions in terms of outcomes for pupils.

59. There is effective financial control and the recommendations of the last auditor's report have been acted upon appropriately. The administration of the school is very effective. Systems are well established, good use is made of new technology and the school runs smoothly.
60. The staff to pupil ratio is generous so that pupils rarely work in classes bigger than twenty-two and they receive a good level of individual support. The staff are very experienced and well qualified. Virtually all of them have worked in the school for many years and their deployment is effective. The arrangements for the professional development of staff are particularly good and very well integrated into the school's performance management system. All staff, including non-teaching staff, are included and there are a number of success stories whereby adults associated with the school have undertaken training, gained qualifications and are now working with the pupils. These include additional literacy staff and the computer technician. Staff have worked particularly hard to develop their understanding of ICT since the time of the last inspection and all have gained a diploma in the subject. The school is the process of applying for the Investors in People award.
61. Overall, the accommodation is adequate for the effective delivery of the curriculum but there are areas which are unsatisfactory. Notably the L-shape of the Year 5 classroom which provides a high level of challenge to the teacher's organisation of pupils and resources. Also a number of classrooms act as thoroughfares. Nevertheless staff manage the situation very well. The school is clean and very well cared for. Although playgrounds tend to be sloping there are good-sized and the small garden area is used well. The pupils make a significant contribution to developing the school grounds.
62. Overall, the school has made good improvement since the last inspection in 1998. The quality of teaching has improved. There is now no unsatisfactory teaching and an increased amount of good and very good teaching. There is some excellent teaching of English and ICT by the coordinators of these subjects. Staff have worked together well as a team to ensure developments have been successful. The role of the subject coordinator in monitoring provision has been developed and effective policies and schemes of work have been established. Planning has improved and there is a much more systematic approach to the teaching of literacy and numeracy. Assessment procedures, particularly to track pupils' progress, have improved. There has been improvement in the standards which pupils attain in the core subjects of English and mathematics, and substantial improvement in ICT. In religious education good improvement has taken place.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

The numbers in brackets after each key issue indicate the paragraphs in which the weaknesses are discussed.

In order to raise standards further the headteacher, governors and staff should:

- (1) Improve pupils' achievements in investigative and experimental science by ensuring a more systematic approach to teaching and learning in this aspect throughout the school. This involves:
 - giving pupils more opportunities to make choices about the way in which they set experiments and about the equipment they need;
 - placing greater emphasis on pupils drawing conclusions from their results and developing their understanding about the ways in which they will ensure a test is 'fair';
 - giving pupils more opportunities to draw up tables and charts independently so that they are able to present results in different ways and develop their scientific vocabulary.

(9, 24, 81-87)

- (2) Improve written feedback to pupils by:
 - giving a clear identification of the ways in which they might improve their work;
 - making comments which are more precise and aimed specifically at developing the next level of the pupil's knowledge, skills and understanding.

(26, 70, 79, 86)

- (3) Develop a systematic programme of monitoring and evaluation by the governing body to check on the standards pupils achieve and the quality of their learning, and in this way more clearly challenge spending decisions in terms of outcomes for pupils.

(56, 58)

Issues 1 and 2 are highlighted in the school improvement plan.

In addition to the key issues above, the following less important weaknesses should be considered for inclusion in the action plan. These are indicated in the paragraphs in brackets.

- Secure the improvements that have taken place in the development of pupils' writing and in mathematical problem solving.

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	37
Number of discussions with staff, governors, other adults and pupils	94

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	6	20	9	0	0	0
Percentage	6	16	54	24	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Y3 – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	172
Number of full-time pupils known to be eligible for free school meals	65

FTE means full-time equivalent.

Special educational needs	Y3 – Y6
Number of pupils with statements of special educational needs	8
Number of pupils on the school's special educational needs register	64

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	16
Pupils who left the school other than at the usual time of leaving	19

Attendance

Authorised absence

	%
School data	93.7
National comparative data	93.9

Unauthorised absence

	%
School data	0.1
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2001	26	27	53

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	17
	Girls	14	17	19
	Total	27	32	36
Percentage of pupils at NC level 4 or above	School	50 (69)	60 (65)	68 (82)
	National	75 (75)	71 (72)	87 (85)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	13	15	16
	Girls	15	17	18
	Total	28	32	34
Percentage of pupils at NC level 4 or above	School	53 (67)	64 (65)	64 (82)
	National	72 (70)	74 (72)	82 (79)

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

Ethnic background of pupils

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

This table refers to pupils of compulsory school age only.

Teachers and classes

Qualified teachers and classes: Y3– Y6

Total number of qualified teachers (FTE)	9.3
Number of pupils per qualified teacher	18
Average class size	21.5

Education support staff: Y3 – Y6

Total number of education support staff	3
Total aggregate hours worked per week	45
Number of pupils per FTE adult	7

FTE means full-time equivalent.

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	1	0
Other minority ethnic groups	0	0

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

Financial information

Financial year	2000/2001
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	£
Total income	400,002
Total expenditure	397,204
Expenditure per pupil	1996

Recruitment of teachers

Number of teachers who left the school during the last two years	0.5
Number of teachers appointed to the school during the last two years	0.5
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	172
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	55	43	2	0	0
My child is making good progress in school.	73	27	0	0	0
Behaviour in the school is good.	68	32	0	0	0
My child gets the right amount of work to do at home.	45	37	16	2	0
The teaching is good.	82	18	0	0	0
I am kept well informed about how my child is getting on.	73	27	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	82	18	0	0	0
The school expects my child to work hard and achieve his or her best.	90	10	0	0	0
The school works closely with parents.	82	16	2	0	0
The school is well led and managed.	88	10	0	0	0
The school is helping my child become mature and responsible.	78	22	0	0	0
The school provides an interesting range of activities outside lessons.	43	45	6	2	4

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

ENGLISH

63. The inspection findings show that pupils of all abilities, including those with special educational needs and more able pupils, make good progress overall and achieve well. Standards in English for the current Year 6 are below average overall, although in speaking and listening, and in reading they are broadly average. In writing, standards are below average. Based on their previous attainment these standards confirm that pupils make good progress.
64. The school has successfully introduced the National Literacy Strategy and there is now a much more systematic approach to teaching literacy. Over time, this approach is ensuring improvements in the standards which pupils attain.
65. A high focus is given to the development of pupils' skills in speaking and listening and these improve well during their time in the school. In lessons, pupils listen very carefully and learn from the teacher and each other. For example, in a Year 4 class when pupils listened very respectfully to each others' ideas when experimenting with different styles and structures of poetry. Pupils are confident to express their ideas. Staff consistently reinforce the need for pupils to use correct terminology and effective vocabulary and this results in pupils developing more complex language and a richer vocabulary as they progress through the school. In Year 6, pupils respond well to the teachers' skilful use of group discussion and brainstorming. When discussing subjects such as history and geography, many show a good level of understanding.
66. Pupils' skills in reading are developed very systematically through the school. In Year 3, pupils are consolidating their understanding about using a wide range of strategies to approach unfamiliar words. Less confident readers make good use of initial letters to help them read new words but they use too few other strategies otherwise. By the age of eleven, most show good levels of comprehension and are developing clear ideas about their favourite authors. Many can explain clearly why they like certain books, for example those by R.L.Stein and Roald Dahl. Most are keen to talk about the characters in books and do this knowledgeably. Pupils use indexes, glossaries and contents pages effectively to find information from books. The more able appreciate the underlying ideas and subtleties in the text. They can refer to what they consider to be successful use of writing techniques by the author, for example when one boy explained why he thought the use of humour and illustrations with speech bubbles was particularly effective in a non-fiction text. Below average readers enjoy reading and show a suitable range of strategies when they meet unfamiliar words.
67. Writing is developed well and standards are improving over time. Pupils understand the need to write in different styles for different purposes; for example when writing a letter persuading the recipient to change their views about something or when writing poetry and plays. Many pupils develop clear understanding about the importance of using more complex sentence structures in order to achieve the effect they want. For example, when a boy in Year 6 combined two very short sentences and wrote 'It proved to be an overall success although there were some minor flaws' as part of his report on the effectiveness of a bag. Pupils of all abilities take great care with their handwriting and work is well presented and, for many the standard of handwriting is good. Pupils are developing clear appreciation about the importance of punctuation and generally use conventions, such as those associated with reported speech, appropriately. Although not all pupils show good levels of imagination in their writing this element is improving with some particularly good work seen in Year 5 where pupils wrote about a Japanese boy and his great grandfather. Pupils pay attention to spelling but the overall standard remains below that normally expected.
68. Overall, teaching is good as is pupils' learning. Very good and excellent teaching was seen as well as one satisfactory lesson. All teachers build their planning appropriately on the National Literacy Strategy. In the main, teachers use assessments of their pupils to give a sharp focus to their teaching, and they ensure

that pupils understand what they need to do in order to succeed. The pace of lessons is generally lively, and the pupils know how much they should try to achieve in the time available. The teacher encourages the pupils to be explicit about what they have learned. At the end of a Year 5 lesson, for example, pupils told the rest of the class which features they had included in their own writing to make it effective. They enjoyed their success and took pleasure in identifying ways in which further improvement might be achieved. Lessons are well organised and there is a good balance to the lessons with a well-timed introduction and good attention is given to both the activity part of the lesson and to the plenary. Overall, effective use is made of time and resources.

69. Where teaching was satisfactory rather than good, very good or excellent, staff were not familiar with the group and therefore did not target improvement as clearly as in other lessons. Where teaching was excellent staff showed a high level of confidence and enthusiasm in the subject. The quality of dialogue with pupils was exceptional and pupils responded by producing high quality work
70. Books are regularly marked but the quality of feedback to pupils is not specific enough about developing the next level of the pupil's knowledge, skills and understanding. In the best instances, feedback is precise and constructive but often it is too general. Overall, too little use is made of assessments of individual pupils to make sure pupils have easy reference to the things they need to do to improve their work. The same features are evident in the comments made to pupils in their reading records.
71. Teachers and support staff work very well together. Pupils with special educational needs are well supported in class and make good progress towards the targets in their individual learning plans.
72. Pupils know that teachers and other staff expect high quality behaviour from them. Pupils, including those who find writing difficult, maintain positive attitudes to their work. Relationships between staff and pupils are very good and pupils want to do well.
73. The management and co-ordination of English is good. The teacher with responsibility for the subject has worked well with other staff to ensure improvement. She sets an excellent model for staff in terms of the quality of her own teaching. She effectively monitors the subject and clear ideas about the next steps forward with a good focus on further improvement. Resources are improved since the last inspection and overall are good. ICT is used very well to support work undertaken in English.

MATHEMATICS

74. Based on their previous attainment the progress most pupils make is good. Inspection evidence, including a scrutiny of pupils' work and a detailed analysis of data, shows that the standards of work for the present Year 6 are generally below average. In many aspects of the subject, pupils attain the levels expected, but in problem solving their skills are below average. Pupils with special educational needs are making good progress against the targets set in their individual education plans.
75. Pupils in Year 6 are developing confidence in working out calculations in their heads quickly as good practice is given for them to do this at the beginnings of lessons. Many have a sound understanding of decimals, fractions and percentages and most can order fractions by converting them to a common denominator. Most have a secure knowledge of place value and they can multiply and divide whole numbers by 100 and calculate using decimals. Pupils in Years 5 and 6 are confident in using standard units of measurement for measuring mass and can estimate and order different objects by their estimated weight. Many are also confident to convert kilograms to grams whilst those in Year 6 can convert grams into decimals and fractions of kilograms. Higher attaining pupils are confident at using their knowledge in a variety of situations where they have to solve problems but many are less secure at doing this despite it being a regular feature of their work. Most pupils can plot data onto the commonly used graphs and frequency charts.
76. Pupils in Years 3 and 4 are developing their mental skills as a result of the regular practice they are given at the beginnings of lessons although many lack confidence in this area. These mental skills and group activities provide a level of challenge for the different groups that are well matched to their level of understanding. For example, a number of pupils in Year 3 find it difficult to make up amounts of money

using the smallest number of coins possible and a number of Year 4 pupils find it difficult to solve simple addition or subtraction word problems. Both these situations were responded to well by the teacher, resulting in improved understanding by pupils at end of the lesson.

77. The quality of teaching and learning is good overall, with examples of very good teaching. There is good teaching in all year groups. In the very good lessons, pupils were encouraged to work out answers in their own way and explain how they had arrived at the solution. In these lessons pupils were learning consistently well and expectations of what they could do was high. The teachers were particularly good at showing the pupils how they could approach solving problems in a systematic way and this significantly developed the pupils' understanding. In all lessons, teachers' planning is good and identifies clear objectives for the sessions. The pupils are keen and well motivated. They rise to the challenges when they are set for them in groups and independent work. When teaching was satisfactory rather than good, supply staff who did not know the pupils well, did not challenge their thinking in the same way as staff who are well-established in the school.
78. Throughout the school, pupils' skills in problem solving are now building up well as a result of initiatives undertaken. For example, pupils are making good use of 'problem solving planning frameworks' to plan out the steps they need to take to find the answer. This was particularly effective in a Year 5 lesson. However, such developments have not been in place for a sufficient time to have had full impact on the standards pupils attain.
79. Overall, the National Numeracy Strategy is applied effectively. Teachers share the lesson objectives and the language to be used in the session is also made clear to the class. There is a suitable balance to the lesson and adequate time and preparation goes into the last part of the session. These plenary sessions provide a suitable review of the work undertaken. Work is well presented and marking is generally supportive although it does not sufficiently indicate what they need to do to improve their knowledge, skills and understanding.
80. Co-ordination of mathematics is good with clear significant development having taken place since the last inspection. The co-ordinator monitors the subject effectively. Assessment arrangements for tracking pupils' progress are effective and there is good use of the results of the national and optional tests taken to adapt the curriculum to ensure any areas where pupils have not performed well are given a greater emphasis in future. Resources in mathematics have been improved since the last inspection and are now good. The use of numeracy in other subjects is good and there are many good examples of ICT being used to support learning in mathematics.

SCIENCE

81. The picture in science is similar to that at the time of the last inspection. Overall, pupils' achievements are satisfactory in developing their knowledge of the content areas of the science National Curriculum. However, in investigative and experimental work there are weaknesses and in this aspect pupils can achieve more.
82. Pupils in Year 3 have a sound understanding of forces, gravity and magnetism which was shown in their work on testing out the distance a toy car travels in different situations. Most pupils can identify the main properties of a range of materials such as wood and plastic. They have gained a sound knowledge about plants and are able to explain effectively what plants need to grow and what factors affect their growth. In Years 4 and 5, pupils build on their knowledge about plants and gain good understanding, for example, about how seeds are dispersed. They have a basic knowledge of solids, liquids and gases and many can describe the effects of putting either a conductor or an insulator into an electric circuit. Pupils clearly develop their knowledge of different life cycles and the human body and the more able can explain how muscles and joints work and how humans breathe. Most pupils have an appropriate understanding of an electric circuit. Year 5 pupils have a good knowledge of how sound travels and have been able to test out their knowledge during their design and technology lessons when they made musical instruments. By the end of Year 6, pupils have developed a suitable knowledge of food chains, the habitats of a range of creatures and about the conducting and insulating properties of materials. From the work covered in the Year 5 and 6 classes the pupils are aware of the dangers of drug abuse. They are

gaining confidence in making predictions and, for example, in identifying the difference between soluble and insoluble substances.

83. Although much of the pupils' scientific knowledge is satisfactory there are areas of weakness in investigative and experimental work where pupils are not achieving as well as they might be. Too few use a systematic approach in investigative and experimental situations. Most are developing their observational skills appropriately but often in situations that have been set up for them rather than the pupils making choices about the way in which they will set up the experiment or about the equipment they need. Whilst many of the older pupils can make appropriate predictions when carrying out their activities only the more able can draw sensible conclusions from their results and are clear about the ways in which they will ensure their test is 'fair'. Pupils of all ages fill in tables and charts correctly on worksheets provided for them and also complete graphs of varying difficulty according to their age to illustrate results. However, most are unable to draw up tables and charts independently or are clear about different ways in which they might present their results.
84. Pupils use reference books suitably to find out information and they enjoy talking about their work in science. Nevertheless, their understanding of scientific terminology is often not sufficiently well developed. Pupils' skills in writing are below those generally expected but they try hard and work is well presented. Significant improvements have been made in the way ICT is used to support the pupils' progress in Science. Pupils are now able to use ICT confidently to find out information, for example, they use the Internet and CD-ROMs to find out about the body and skeleton and also features of different mammals. Mathematical skills are applied effectively for example when pupils use graphs to show how water cooled in two flasks, one with a fur cover and one without a cover.
85. Teaching and learning is satisfactory overall. Good and very good practice was seen in some individual lessons where teachers questioned pupils particularly well and where pupils made good gains in developing their knowledge of the subject. However, taken overall, there is not a sufficiently systematic approach to the development of pupils' skills in investigative and experimental science through the school. Since the last inspection, planning has improved and now is detailed and ensures all areas of content are covered well. Teachers demonstrate a secure knowledge of the subject and introductions to lessons are generally good and hold the pupils' attention and motivate them to learn. In the main part of the lesson, activities are undertaken which are interesting and engage the pupils' attention. Teaching and support staff work together well and provide particularly good support for the pupils with special educational needs so that they can fully participate in the lessons. However, an analysis of pupils' work shows that there tends to be insufficient emphasis placed on enabling pupils to decide for themselves how they are going to go about an investigation and the equipment they think will be most appropriate. Also there is not always sufficient emphasis given to developing pupils' scientific vocabulary, although in the lessons seen in Years 5 and 6, the teachers did this well. In general, there is too much reliance on worksheets to fill in tables and charts rather than on encouraging the pupils to decide how to present information for themselves and draw their own conclusions from the results. Throughout the school, teachers manage pupils' behaviour very well so that in all lessons there is a harmonious working environment. Pupils respond with very good attitudes to learning, they work hard and listen attentively. They take care of resources and are eager to answer questions. Good and sometimes excellent use is made of ICT by teachers to support pupils' learning, for example in a Year 6 lesson the teacher used a multi-media package very skilfully indeed to reinforce pupils' knowledge about electrical circuits and the Earth, Moon and Sun.
86. Plenty of praise and encouragement is given to the pupils by staff and work is regularly marked. However, the written feedback given to pupils does not have sufficient information about how they might improve their work in order to attain the next level of knowledge, skills and understanding.
87. Co-ordination of the subject is satisfactory overall. Improvements have been made since the last inspection in updating the policy for science. In addition, national guidance has been used to good effect to produce a scheme of work which ensures continuity and progression in the teaching of the content areas of the subject across the school. The co-ordinator is involved in the monitoring process by examining each class teacher's planning and new assessment records have also been introduced to track the progress the pupils are making within the school's scheme of work. However, more remains to be done. The subject is highlighted as such on the current school improvement plan. Resources to support

the teaching of the subject are satisfactory overall, the ICT resources and software are good. Good links have been established to support the transition of the pupils to secondary school through the completion of science project books in Year 6. Outside visits and residential trips to places of interest, as well as a very successful science activity day within the school during National Science Week, considerably enhance the curriculum.

ART

88. Only a small number of art lessons were observed therefore consideration was given to a scrutiny of pupils' work and teachers' lesson plans, and also discussions were held with staff and with pupils.
89. Pupils throughout the school make at least satisfactory and often good progress and attain standards which compare well with those expected by the end of Year 6. Standards are similar to those found at the last inspection. Pupils develop a clear understanding of the elements of art, working with line, colour, pattern, texture, shape and space. Pupils with special educational needs are included well in all art activities and also make satisfactory progress.
90. Pupils in Year 3 are developing skills in painting, drawing and weaving. In their current topic they are learning to draw faces from close observation of others and learning about proportion and the position of features. Pupils in Year 4 have produced some effective pictures in the style of Paul Klee and used their imagination well in their studies of Aboriginal art. Pupils in Year 5 have produced some very careful drawings, using coloured chalks, based on a passage from the Wind in the Willows. Pupils in Year 6 have drawn faces inspired by the work of Cezanne. In their current topic on a "Sense of Place" they are developing good techniques to represent pattern, texture and shading using different grades of pencil. They demonstrate good observation skills and an eye for detail as they produce sketches of their chosen section of a photograph. Sketch books are used throughout the school for developing techniques and producing initial ideas for designs.
91. Only two lessons were seen during the inspection. In one, the teaching was satisfactory and in the other it was very good. Teachers showed a secure subject knowledge, which enabled pupils to effectively build on their artistic skills and techniques already acquired. Suitable activities were introduced which were demonstrated in order to extend pupils knowledge and skills. Explanations and instructions were clear ensuring that all pupils were focused on the objectives. Questioning by staff provided opportunities for pupils to talk about their own work and that of others in order to evaluate and refine it and learn from their mistakes. Expectations of quality and quantity of work were appropriate and matched to the needs of all the pupils. In the very good lesson a strong emphasis was given to pupils using their imagination and the pupils became totally absorbed in their work and produced some particularly good ideas. In both lessons, very good relationships enabled teachers to provide well-directed help to give pupils confidence. Teachers' planning shows that pupils have a balanced range of opportunities to study the work of a wide range of artists throughout the school.
92. There are many examples of well-displayed work around the school, which are linked to other areas of the curriculum, and these enhance the learning environment. Pupils receive a broad range of experiences in painting, printing, drawing and modelling. Information and communication technology is used well to help pupils generate their ideas. Art makes a positive contribution to the spiritual and cultural development of the pupils.
93. Co-ordination of the subject is effective. The school uses the nationally recommended scheme of work that ensures skills and techniques are developed as pupils move through the school. Monitoring of the subject is effective overall. Resources are satisfactory, they are supplemented well by borrowing from external agencies. Visits out of school are used to enhance the art curriculum.

DESIGN AND TECHNOLOGY

94. Pupils make satisfactory progress and standards are broadly in line with those expected. This is a similar situation to that at the last inspection.

95. Only one lesson was observed and judgements are based on the scrutiny of pupils' work and records and teachers' lesson plans, and discussions with staff and pupils.
96. Pupils in Year 3 use an appropriate range of materials and tools to develop their design and technology skills. They made good designs for their organic garden and gained experience using different tools to create the garden. Pupils use their imaginations to design and make a photograph frame and also make woven patterns using different coloured papers and textile materials. Pupils in Year 4 have gained a good understanding of the techniques involved in making moveable objects. They can describe, for example, how they examined different ways of folding and joining card to make a hinged butterfly and produce a 'Get Well' card depicting a clown juggling different coloured balls. Both boys and girls can explain how they have developed their sewing techniques using binca material to make a cross-stitch Tudor Rose as part of their history project.
97. Pupils in Years 5 and 6 increase their skills in making designs. They can indicate the purpose for which they are made, take into account other people's points of view and, for example, in their work on shelters, they incorporate a greater amount of detail. They are beginning to appreciate the need for accurate measurement and a wider range of skills in assembly and they can make effective use of information and communication technology to help with their designs. Pupils in these older classes enjoy experimenting with their designs and evaluate and amend them to improve the end products. This was evident as pupils described how they made musical instruments and when examining the photographs of their wind chimes, drums, maracas and guitars they had made. Pupils in Year 6 are able to identify different materials used when making products such as a slipper. They can compare the different styles of slippers and make judgements on their appearance, comfort and safety and the specification the designer might have worked to.
98. Throughout the school, pupils have developed appropriate skills in food technology. In Year 3, for example, most pupils are confident in identifying the sandwich fillings they like and dislike and can explain the process involved in making a sandwich of their choice. In Year 5 work on food technology has stimulated the pupils' interest in bread making. Their recording of their work made it evident that they had enjoyed evaluating a range of different breads for their taste and appearance and they also gained a good knowledge and understanding about the bread making process.
99. Teaching and learning are satisfactory overall. A good lesson was observed in Year 6. In this lesson pupils worked well to make slippers that took account of various features such as comfort, price etc.. Throughout the school, teachers make effective use of the subject policy and national guidance to plan their lessons. The plans show an appropriate coverage of skills as pupils progress through school and suitable attention is given to safety within lessons. However, too few opportunities are provided for the pupils to identify the specific tools they need to complete a task and also for them to select the materials and tools for themselves. Pupils are given a good amount of support within lessons to help them develop a range of skills although there are occasions where insufficient attention is given to the development of pupils' 'finishing' techniques even though they are encouraged to evaluate and amend their work. Pupils spoken to during the inspection said they enjoyed design and technology lessons and both boys and girls are equally involved in all aspects of construction, food technology and needlework.
100. Pupils' attitudes to this subject are very good and they listen carefully to instructions. As a result of discussions with the pupils and observing them in lessons it is clear that they enjoy this subject and are very keen to learn. Pupils co-operate very well with each other in lessons as was seen when they were drawing slippers in groups in Year 6. During this time pupils were very keen to produce work of their very best and offered advice to each other in order to create a good end product.
101. The co-ordination of the subject is satisfactory overall. Improvements have been made since the last inspection in updating the policy and producing a scheme of work to help ensure the continuity and progression in the teaching of this subject throughout the school. However, the co-ordinator's role in monitoring this subject is not well established. Resources have improved since the last inspection and are now adequate to deliver the curriculum. The school has made effective use of an 'artist in residence' and the 'Groundwork Project'. The garden project, involving Year 3 pupils, and the creation of a mural at the school's entrance, containing some very interesting clay plaques by pupils in Years 5 and 6, have contributed significantly to pupils' learning.

GEOGRAPHY

102. Only one lesson was observed and judgements are based on the scrutiny of pupils' work, displays and records and teachers' lesson plans, and on discussions with staff and pupils
103. Pupils throughout the school make good progress and attain standards, by the end of Year 6 that are well in line with those expected for their age. Standards are similar to those found at the last inspection. Pupils develop a secure understanding of the elements of geography and the specific skills of the subject. They gain good knowledge of the local area. Pupils with special educational needs make good progress in relation to their earlier attainment.
104. Pupils in Year 3 make a local study of Whitehaven looking at the different types of settlement and housing. They develop their mapping skills by plotting their journey to school and looking closely at the area in which they live. Pupils in Year 4 are studying village settlements in other parts of the world for example, Chembokali in India. They are learning to contrast different environments. In their topic on water, pupils in Year 5 demonstrate a suitable knowledge of natural and 'made' sources of water and issues around water pollution. They know about the water cycle and can identify Cumbrian rivers and lakes. The most recent work on mountains in the British Isles and the world has involved good links with mathematics as they have represented the respective heights of mountain ranges graphically. Following this, pupils in Year 6 are studying coastlines and the effect of wave action on cliffs and the creation of caves. They are developing their knowledge of different types of map and map reading skills such as interpretation of scales and keys and the use of grid references to find places in an atlas. Pupils demonstrate a sound knowledge of the physical features of the British Isles and can plot the main cities on a map and describe them in relation to the position of Whitehaven. Throughout the school, pupils use a wide range of sources to support their work in geography including CD ROMs, videos, field trips, books and maps.
105. Teaching is good overall. Only one lesson was observed and in this lesson the teaching was good and pupils learned well about the similarities and differences between where they live and a village in India. A good range of strategies were used to make the lesson interesting including the use of a video clip on a CD-ROM, photographic slides and an adult talking about a recent trip to India. This resulted in the pupils being well motivated and they made a good contribution to the lesson.
106. The curriculum has been improved since the last inspection and is now wide and interesting. It covers appropriate areas of study through the use of the nationally recommended scheme of work suitably adapted to the school's needs. Co-ordination is good and monitoring of the subject is effective. Resources are satisfactory overall with particularly good use being made of the local area and borrowed resources.

HISTORY

107. Only a small amount of teaching of history was seen during the course of the inspection. Judgements are made based on a scrutiny of teacher's planning, pupils' work and displays, and discussions with staff and pupils.
108. Overall, pupils make good progress and achieve well. They demonstrate a good level of factual knowledge and also are developing research skills effectively. Pupils show good appreciation of the different ways in which historians build up their understanding about the past and overall attain standards that are well in line with those expected.
109. In Year 3, pupils talk enthusiastically about their work on Ancient Egypt. They are knowledgeable about the pyramids and the ceremonies associated with the death of a pharaoh. They particularly enjoyed the work about mummies and they mention that a model of Tutankhamun had made this aspect of the work especially interesting for them. Pupils can explain how historians have learned about the period and on a time-line can place this study in chronological order with other periods such as the time of the Roman

Empire. In their current topic on the Romans, pupils can explain the reasons for building Hadrian's Wall and, since they have studied a copy of a letter sent by a soldier serving on the wall, they are able to describe some of the harshness of his life. Pupils are looking forward to their forthcoming visit to the Senhouse museum in Maryport where they take part in simulations of the Roman way of life.

110. Similarly, in Year 4, pupils speak with understanding and interest about their work on Tudor times. They describe in detail aspects of the period, for example about homes, schools, food, entertainment and the games children played. By studying an inventory of items set out in a 'last will and testament' from the period they are able to refer to the relative worth of different items and are especially interested in the cost of glass and the fact that this would be itemised in someone's estate. The work undertaken with a visitor who worked with the pupils on dances of the period has also made the work very meaningful.
111. Year 5 pupils are very clear about features of life in the Victorian period. As well as knowing about Queen Victoria and important dates associated with her reign they are also able to describe the life of 'ordinary people'. They talk about children having to work and the poor conditions that existed in factories and in the mines. They have referred to census information about Whitehaven and appreciated from details within this that generally life was not easy. Good links have been made with the recent topic on the local area and pupils refer to extracts from reports such as the Rawlinson report of 1841 which talked about the 'utter wretchedness' of life for some families living in streets in Whitehaven which are still in existence. The pupils refer well to maps of the time and compare these with present day maps to explain differences.
112. In Year 6, the topic about the Ancient Greece has equally engaged the pupils. They know about the Greek gods and can explain the significance of these. They can locate important places, such as Mount Olympus and Delphi, on a map and can indicate why these were important. In learning about the Greek theatre, pupils have made good links with their English work and are able to refer to different comedies and tragedies. They can explain why they have drawn particular hieroglyphics on the Greek pots they have designed. Pupils are able to give good reasons why they think that particular statements about the period are either true or false.
113. Overall, pupils' learning is good and this is based on good teaching. In all year groups, pupils are drawing links and identifying differences between the periods they are studying and the present day. They give increasingly sophisticated reasons for changes that occur. Much of the work undertaken has been based on first-hand experiences, such as visits to the local 'Beacon Centre' and work undertaken during residential visits. Also good use is made of videos, photographs, artefacts, ICT as well as books to engage pupils' enthusiasm. Consequently pupils' skills in research are developing well and by Year 6 they are learning to combine information from different sources and appreciate that not everyone has the same views about events in the past. A noticeable feature of the teaching is the teachers' own enthusiasm for the subject.
114. Co-ordination is good with good improvements noted since the last inspection. A suitable scheme of work has been developed since that time and this effectively supports teachers in planning. An appropriate level of monitoring is undertaken. Resources in school are adequate. These are supplemented well with a system of borrowing from local services, such as from the Beacon Centre and the local census office. Good use is made of visits and visitors to support the work in history.

INFORMATION AND COMMUNICATION TECHNOLOGY

115. Standards attained by the pupils are above those expected by Year 6 and pupils achieve very well throughout the school. This is very good improvement since the last inspection when standards in ICT were below average and pupils' progress was judged to be unsatisfactory. This improvement has been achieved by a high emphasis on staff training, the input of a community trainer together along with significant improvements in resources. Pupils of all abilities, including those with special educational needs, now make very good progress. They build effectively on their skills as they move from class to class and use them in relevant, interesting and enjoyable ways.
116. Pupils in Year 3 and 4 successfully extend their word processing and desktop publishing skills, for example, to type their poems, write about 'The Splats' and produce a newspaper. Pupils are confident to

select and change fonts and alter the size of text to write and print their work. They are able to make borders around their work and insert pictures to present it in an attractive way. Through the use of an adventure game the pupils become adept in using all of the computer keyboard keys and become competent in following screen instructions. The pupils make effective use of CD-ROMs to interrogate a database, for example to find out about dinosaurs. Year 4 pupils successfully add information to a data base and gain confidence in using the internet, for example to develop their research and enquiry skills in history and geography as they look for information, for example, about recycling and the Tudors. They are familiar with LOGO programs and know how to create patterns and objects such as a flower.

117. Pupils in Years 5 and 6 use a widening range of ICT materials, for example to make music and they are competent in using LOGO to make items such as robots. They have an appropriate knowledge of control mechanisms, for example, they can guide a turtle into a pond and use a programmable toy. They are very skilled in making different types of graphs to support their investigational and problem solving skills in mathematics and science, for example, to show how water cooled in two different flasks. Pupils are competent in using spreadsheets and can use them effectively to make comparisons, for example, about the cost of items available in two well-known stores. Most pupils know how to calculate area and perimeter and produce a table of their results. They know how to interrogate data in a variety of ways, such as arranging it in alphabetical order or order of size. Good use is made by the pupils of the wide range of programs available to them to create pictures, make posters and also complete very well presented book reviews. By Year 6, pupils can independently use a search engine and they refer to a wide variety of web-sites for research. They keep Internet diaries of the sites they have visited. They use a multi-media authoring program very well to organise, refine, edit and present a set of linked multi-media pages. They particularly enjoyed incorporating images and pictures taken with a digital camera as well as sound and text, to make a presentation for Parents' Evening.
118. Overall, the quality of teaching and learning is very good and has brought about the rise in standards since the last inspection. The co-ordinator sets the model of what is expected by his excellent teaching of the subject. Lessons are now well planned and organised and resources are very carefully chosen to enable the pupils to experiment and develop the specific skills highlighted in planning. Staff have high expectations of the pupils and because lessons are introduced very well and are carefully structured to build on previous skills learnt, the pupils respond with good concentration and enthusiasm and develop good levels of independence. For example, pupils were effectively challenged to develop their problem solving skills to identify the reasons why electric circuits would not work and then use the tools bars to correct the faults. Demonstrations by the staff taking lessons in the computer suite during the inspection were very well delivered and showed that staff have a high level of competency in the subject. This is because both teaching and non-teaching staff are very committed to undertaking training at a high level to develop their skills in ICT. Very good use is made of support staff, who are well briefed, and who make a significant contribution in the development of both skills and knowledge in the subject. Overall, they support pupils well. Good use is made of ICT programs to support pupils with special educational needs particularly to help them develop their spelling and numeracy skills. The computer suite is used effectively and efficiently throughout the day, even at lunch times where, for example, Year 6 pupils were observed enthusiastically using revision programs about literacy, science and mathematical concepts. Very good links are made with other subjects, such as art, mathematics, religious education and history, so that pupils can see an added relevance to ICT as a subject within the whole curriculum and they can also develop their research and enquiry skills to a much greater extent. Pupils have enjoyed learning how to complete book reviews and some pupils have produced some interesting ones about 'Harry Potter and The Philosopher's Stone'. Staff are competent in using a range of ICT resources in lessons to support their teaching in a range of subjects and also to motivate the pupils and encourage them to be more actively involved. For example, a multi-media program, was used effectively in a mathematics lesson to teach pupils about the properties of shape and how to identify right angles within shapes and the pupils used the mouse very enthusiastically to place shapes in to the correct categories.
119. Pupils have very good attitudes to their ICT lessons, they work hard and are proud of their results. They are very eager to talk about their work using the correct technical vocabulary. Behaviour in lessons is very good and when appropriate pupils can be relied upon to work in the computer suite sensibly without direct adult supervision. Pupils willingly carry out tasks of responsibility involving the use of ICT such as operating the overhead projector during assembly to display the hymn to be sung.

120. The co-ordination of the subject is very good and this has been instrumental in ensuring improvements have taken place. Since the last inspection the policy for ICT has been updated with clear aims and objectives. There is appropriate guidance provided for the teaching of the subject through the introduction of a new scheme of work which is helping to ensure continuity and progression in the teaching of the subject throughout school. The co-ordinator very effectively promotes, guides and monitors staff training and supports the staff in completing their professional development portfolios. He works very effectively with the community trainer to promote the subject so that it has a high profile within the school. Assessment procedures are good and pupils' records and the planning for ICT are regularly monitored and the information gained is used effectively to inform future planning. Resources for the subject are very good. The number of CD-ROMs and software has been increased since the last inspection and shortly the pupils will have access to a new community room with ICT facilities as well as the ICT suite. Good use is made of the schools' projectors within lessons and assemblies for multi-media presentations, for example to show the pupils photographs taken with their digital camera on the school's skiing trip.

MUSIC

121. By the age of eleven, pupils attain the standards expected for their age and enjoy music-making activities. These standards are similar to those found at the time of the last inspection. Pupils with special educational make satisfactory progress in music in the same way as other pupils.
122. The quality of pupils' singing is good. In assemblies it is tuneful and expressive. Most follow and maintain the beat, with improving control of diction and phrasing. They sing hymns and songs well from memory and are developing an appropriate repertoire of ones they know. They sing with enjoyment and enthusiasm and a growing understanding of tempo and pitch. Pupils who take part in the choir enjoy singing to the whole school in assembly and on occasions when they visit places such as the local care home for the elderly. In line with the expectations for their age, pupils in Year 3 are learning about repeated patterns and can play an ostinato on a xylophone. They can recognise repeated patterns in music played to them and name the instruments playing. Most pupils can maintain a repeated pattern of clapping whilst a piece of music like "Cotton Eye Joe" is being played. Pupils in Year 5 are suitably learning about capturing sounds on tape using voices and instruments and how they can be modified. All pupils have music books in which they record their work. Older pupils use notation to indicate rhythms and patterns. There is effective use of ICT to compose simple musical patterns. Through their work in science, pupils develop a good knowledge of a range of instruments, what they are made of, how they are played and how sound travels. Pupils throughout the school listen well to a good range of music from different cultures, traditions and ages.
123. In the two lessons seen, the quality of teaching in one was satisfactory in the other it was good. Teachers' planning, based on a commercial scheme, is effective, with clear learning objectives. Teachers have satisfactory subject knowledge which enables them to ask questions to make pupils think, contributing well to their understanding. In the one where teaching was good there was noticeable enjoyment shown by the teacher and also the pupils in the work being undertaken.
124. The curriculum is broad, balanced and meets requirements. A commercial scheme of work is used to plan appropriately for continuity and progression. All pupils are included in all activities and have equal opportunity and access to the curriculum. Co-ordination is satisfactory. Resources are satisfactory, with a reasonable variety of instruments available.

PHYSICAL EDUCATION

125. Overall, pupils make good progress and attain standards that are well in line with those expected for pupils of their age. The picture has improved since the last inspection when some of the work seen fell below the expected standard. There have been improvements in planning since the last inspection, so that there is a more consistent approach to teaching.
126. Pupils have opportunities to undertake all the areas of activity outlined in the National Curriculum and

they make good gains in most aspects of the subject, particularly in games and swimming. In gymnastics, there are some restrictions due to the size of the hall, nevertheless pupils still make satisfactory progress. Most pupils have established a good level of co-ordination and control of their movements and show good awareness of space and others. In most physical education lessons, pupils sustain a good level of energetic activity and many are able to explain the effects of exercise on their bodies. By Year 6, they are developing clear knowledge and understanding of a range of games activities and can explain, for example, the importance of marking an opponent and using different techniques to gain possession of a ball. Most pupils demonstrate the ability to plan ahead and they show that they have some good ideas. Pupils make good progress and often attain above the levels expected in swimming.

127. Teaching is good overall. Planning is undertaken conscientiously and often there is useful reference at the beginning of lessons about the overall aim of the session so that the pupils are clear about the purpose of the lesson. There is a good focus on the development of specific skills and staff spend time explaining how these can be developed and the pupils are prepared to practise to improve their performance. Relationships between staff and pupils are very good and staff manage pupils' behaviour very well. The pupils are enthusiastic about taking part in physical activity and work hard in lessons. Resources are organised and used effectively. Staff dress appropriately for physical education and in this way set a standard for pupils. In turn, pupils all wear school kit and show a pride in being part of the school. Good use is made of helpers to support the work undertaken in physical education, notably by a governor who is particularly interested in the subject and by a parent who has undertaken courses and gained a qualification so that she can teach aspects of PE. Overall, best use is made of the time available with a suitable focus given to warming up and cooling down. Staff are prepared to help pupils' understanding by demonstrating techniques themselves and they often use other pupils effectively to demonstrate techniques. Many teachers both praise pupils' efforts, and give a good level of evaluative feedback in order to further improve standards. However, this aspect is not consistent in all lessons and was the reason that one lesson was satisfactory rather than good.
128. Co-ordination is good. Planning is carefully organised and resources are good. The accommodation is adequate and used well with a high emphasis on working in the outdoors. There is suitable attention given to the importance of safe practices, particularly in the small hall. There is a wide range of extra-curricular activities to support the work undertaken in physical education, these include clubs for football, hockey, rugby, cross-country running, country dancing, basketball, orienteering and cricket. The school takes part in local friendly matches. Many pupils are involved in these activities and staff give freely of their time to support them.

RELIGIOUS EDUCATION

129. Only two lessons were observed during the inspection and judgements are based on the examination of planning, pupils' work, the lessons seen and discussion with pupils and staff.
130. At the time of the last inspection, religious education had a low profile in the school and pupils' attainment was below the levels expected for their age, Progress for all pupils was judged to be slow. Significant improvements have been made in the teaching of this subject and pupils are now making good progress and reaching standards that are well in line with the expectations of the Locally Agreed Syllabus.
131. Following the guidelines in the agreed syllabus, the school has appropriately chosen three faiths to study: Christianity, Hinduism and the Islamic faith. Pupils gain a good understanding of these three faiths and they are able to make well-informed comparisons between them and they are confident to discuss them with others. In Year 3, for example, they can discuss their visit to St Peter's Church where they took part in a role play christening. This has helped them gain a good understanding of Baptism and enabled them to examine the similarities and differences in relation to the Muslim naming ceremony of Aqiqah. In Year 4, pupils have gained a suitable knowledge and understanding about the Five Pillars of Islam and the Islamic rules for life and they have learnt about mosques and know, for example, what the Mihrab is. They know a good number of parables such as 'The Prodigal Son' and enjoy stories that have a moral to them. Year 5 pupils have gained a good knowledge about the marriage ceremonies in the three different faiths and they are beginning to appreciate the symbolism of some of the clothing and artefacts used. Pupils in Year 6 are gaining an appropriate knowledge about the life of Jesus and life in Jerusalem and Bethlehem.

They know a suitable number of Bible stories and have learnt about Quakers and some of the significant religious leaders. More recently they have learnt about death rites and they are reasonably confident in making comparisons between the three religions they are studying in this area.

132. Visits to churches in the locality have helped pupils appreciate the symbolism of many of the artefacts used by Christians in church. Most pupils are beginning to show a suitable understanding of what is involved in belonging to a faith community and of some of their practices and values. Pupils in all age groups are able to use information and communication technology to very good effect to access information to support their learning, for example, to find out about festivals that the different faiths celebrate. In relation to their age, pupils have a good understanding of the Easter and Christmas stories.
133. The teaching and learning of the pupils is good overall. Teachers' subject knowledge has considerably improved since the last inspection due mainly to the support given to them by the co-ordinator and the information she has provided for them as a result of attending a good number of courses. Lessons are now carefully planned with a clear purpose which is appropriately shared with the pupils. A suitable amount of time is provided for whole class instruction and also sufficient time for individual pupil activity and research. Information and communication technology is used very effectively to support the pupils' in their enquiries, for example, to find out about Hindu weddings. Generally, good questioning techniques are used by staff to encourage pupils to share their thoughts and ideas, take part in discussions, and also to further extend their thinking. The staff have high expectations of the pupils' behaviour in class and this results in pupils being able to concentrate on their tasks and usually the pace of lessons is good although there was some loss of momentum in one of the lessons observed during the inspection.
134. Relationships are consistently very good and staff provide good role models for the pupils to follow and this significantly contributes to their spiritual, moral, social and cultural development. Assemblies are effectively used to contribute to the teaching of religious education, for example, in one assembly during the inspection, the local vicar provided a very good explanation of the Ascension through using one of his 'Maximus Mouse' stories. Displays are used to support the pupils' understanding of the subject and stimulate their interest.
135. The co-ordination of the subject is good. The co-ordinator is committed to her role and has worked hard to improve the profile of the subject within the school since the last inspection. The policy for this subject has been updated and a scheme of work has been developed and these provide effective and practical support for classroom teaching and help ensure continuity and progression in the delivery of the curriculum. The co-ordinator has been conscientious in helping the staff provide interesting and worthwhile activities for the pupils. She is in the process of establishing a suitable system for assessment. Since the last inspection, the resources for the subject have considerably increased and are now satisfactory overall. These are used well by staff. There is access to a good number of CD-ROMs and a large number of web sites all of which are used effectively to support pupil's learning. The co-ordinator has spent a great deal of time in drawing up a catalogue of resources to help increase their accessibility and she has also drawn together some useful videos for classroom use. Good links have been made to a school in Newcastle which the pupils have visited. During this visit the pupils went to a nearby Hindu temple, and this has been very effective in developing their knowledge about different cultures and beliefs.

