

INSPECTION REPORT

Armathwaite First School

Armathwaite, Carlisle

LEA area: Cumbria

Unique reference number: 112102

Headteacher: Mrs J Dixon

Reporting inspector: Mrs A Soper
18148

Dates of inspection: 24th – 26th February 2003

Inspection number: 247180

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First School

School category: Community

Age range of pupils: 4 - 8

Gender of pupils: Mixed

School address: Armathwaite
Carlisle

Postcode: CA4 9PW

Telephone number: 01697 472296

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Appropriate authority: Governing Body

Name of chair of governors: Mrs. V Murray

Date of previous inspection: 21/10/1997

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18148	Alice Soper	Registered inspector	Special Educational Needs Educational Inclusion English Art and design Geography History Physical Education	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How good are the curricular and other opportunities offered to pupils? What should the school do to improve further?
19431	John Holmes	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
27677	Doreen Davenport	Team inspector	Foundation Stage Mathematics Science Information and Communication Technology Design and technology Music Religious Education	How well is the school led and managed?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Armathwaite is a Community First School situated on the outskirts of the village of Armathwaite in the Eden Valley in Cumbria. It is much smaller than other schools, with a roll of 27 pupils (13 boys and 14 girls) aged four to eight who are taught in two classes. The socio-economic circumstances are good and only 3 per cent of pupils are eligible for free school meals, which is well below the national average. The percentage of pupils with special educational needs, 11 per cent, is well below the national average. There are no pupils for whom English is not their mother tongue. Attainment on entry is similar to that expected nationally for children aged four.

HOW GOOD THE SCHOOL IS

This is an effective school, where the strengths far outweigh any weaknesses. Standards are satisfactory overall and the pupils achieve well. The leadership and management are good and ensure clear direction for the school. The quality of teaching is good and particularly promotes well pupils' independent learning and creativity. All pupils are fully included in all that the school has to offer. The school provides good value for money.

What the school does well

- Standards are good in speaking and listening, art and design technology by the end of Years 2 and 3.
- The quality of teaching is good and ensures that pupils achieve well.
- There is very good extra curricular provision, which enhances pupils' learning.
- There is good provision for pupils' personal development, including their spiritual, moral, social and cultural development.
- There are very good links with parents and the community, which contribute very well to pupils' learning.
- Attendance is above average.

What could be improved

- Extended writing and pupils' presentation skills.
- Outdoor play for children in the foundation stage.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was previously inspected in October 1997 and it has made a satisfactory improvement since then. The systems now used for assessing and recording pupils' attainment and achievement are good. Pupils' attainment is monitored in relation to national standards and this information is used appropriately by teachers when planning future work. Increased opportunities have been provided for reception aged children to learn from imaginative play and child initiated activities. However, the issue regarding the quality of formally written work and its presentation for pupils in Year 3 has not yet been fully resolved, though the school is working well to improve pupils' handwriting. Staff have a strong commitment to providing a good quality of education and there is good capacity for further improvement.

STANDARDS

Fewer than ten Year 2 pupils took the national tests in 2002. The overall performance varies considerably from year to year because of the very small numbers of pupils who take the tests, which means that it is inappropriate to publish the results. The school's targets are appropriate in relation to pupils' capabilities.

The current standards in reading, writing and mathematics match the national expectations for pupils' ages in Year 2 and Year 3 and, overall, pupils achieve well. The standards exceed the national expectations in speaking and listening, art and design and design and technology. Standards are in line with national expectations in other subjects. The Year 1 and 2 pupils achieve well in science. There was insufficient evidence to make secure judgements about overall standards in physical education, though the standard of dance and pupils' achievement are good. By the end of the reception year, children exceed the early learning goals in their personal, social and emotional development and in their knowledge and understanding of the world. They meet the early learning goals for their age in communication, language

and literacy and in their mathematical, physical and creative development. Pupils with special educational needs make good progress because they receive effective support.

Whilst pupils often acquire good knowledge and understanding of their work in most subjects, they do not have enough opportunities to formally record and to extend their writing in some subjects such as mathematics, English, science, geography and history.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy school and show positive attitudes to learning.
Behaviour, in and out of classrooms	Good. Pupils understand and follow the school rules well. They work and play well together.
Personal development and relationships	Good. Pupils show respect for adults and each other. They take responsibility and appreciate others' views.
Attendance	Good. The attendance rate is above average. A few pupils arrive late.

Pupils' personal development is enhanced by the good opportunities provided for them to talk about their work and develop independence.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Year 3
Quality of teaching	Good	Good	Good

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

The quality of teaching is good. The teaching in English is effective, particularly in developing pupils' speaking and listening skills, enabling pupils to speak clearly and confidently and to achieve well. Lessons are planned and explained well so that the pupils know what is expected of them. Literacy skills are generally taught effectively. The teaching of mathematics is good and numeracy skills are taught well across subjects. Teachers use good methods of questioning to extend pupils' reasoning skills, which ensure they successfully learn a range of strategies for solving problems. Pupils' oral communication skills are good because there is a strong emphasis on speaking and listening in most work. However, opportunities are missed to develop pupils' formal recording of some work and writing at length. At times, too much writing is done on worksheets, which limits the extent to which pupils can learn to write sustained pieces of writing. The particular strengths in teaching include the ways in which teachers encourage pupils to become independent learners and to evaluate their work. The pupils respond well, developing confidence and effective enquiry skills. Pupils are managed well and good resources are used for teaching and learning. The pupils generally work hard and try to do their best. They behave well and have positive attitudes to learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is considerably enhanced by the very good extra-curricular activities and the very good contributions from the community. The school's strong emphasis on independent learning ensures that pupils develop good reasoning and creative skills and that they are eager to learn.
Provision for pupils with special educational needs	Good. Work is carefully adapted to meet pupils' needs and they receive effective support.

Provision for pupils' personal, including spiritual, moral, social and cultural development	Good. There is a good learning climate, which encourages all pupils to reflect and evaluate. Pupils have good opportunities to work together in lessons and they respond well. There is a clear moral code and adults provide good examples of conduct. There is a good range of opportunities for pupils to develop their cultural awareness and prepare them for life in multicultural British society. All pupils are fully included and treated equally.
How well the school cares for its pupils	Good. There are very good procedures for child protection and for ensuring pupils' welfare. There are very good procedures for promoting good behaviour.

There is a good partnership with parents. Children in the Foundation Stage lack the use of the outdoor area for regular, planned activities. The school monitors pupils' academic and personal development effectively.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The headteacher has a clear vision for further improvement and sets a good example to staff by working closely with them and providing clear guidance on teaching and learning. She manages the school efficiently. All staff share a commitment to providing a good quality of education. They work hard and have good capacity for raising standards further.
How well the governors fulfil their responsibilities	Good. The governing body knows the school well and takes an active role in its development. They meet the legal requirements and fulfil their responsibilities well.
The school's evaluation of its performance	Good. The school monitors and analyses its performance efficiently.
The strategic use of resources	Good. The school makes good use of teaching, support staff and members of the community to help to raise standards. It makes best use of the available resources and the accommodation.

The accommodation is adequate to teach the subjects of the National Curriculum. Resources are good. The school applies the principles of best value well.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • They make good progress. • The school is approachable. • It is well led and managed. 	<ul style="list-style-type: none"> • Only a very few believe that the school does not provide an interesting range of activities outside lessons.

The inspection team agrees with parents' positive views. Inspectors disagree with the views about activities outside lessons because there are ample opportunities for enhancing pupils' learning other than in lessons.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. The school is much smaller than most schools and because of this it is inappropriate to publish the pupils' results. There are variations in the school's performance figures from year to year because of the small numbers of pupils in each year group with differing ability who are tested each year. However, pupils attain satisfactorily in relation to their capabilities in most subjects, as they did at the time of the previous inspection. Pupils write for an appropriate range of purposes, though they do not have enough regular opportunities to write at length and to formally write in some subjects, including mathematics, English and science. Nevertheless, there is currently a good focus on improving pupils' handwriting and presentation skills, which is having a good effect because most Year 2 pupils are now learning to develop a fluent, joined style.
2. Pupils achieve well in speaking and listening. This is because of the strong emphasis that is placed on encouraging them to think, reason, reflect and evaluate. The pupils talk clearly and in well formed sentences. They answer and ask questions and explain and present their ideas confidently. Adults encourage dialogue and collaborative work and they interact well with the pupils. There is satisfactory progress in reading and by Year 2 and Year 3 the pupils attain the nationally expected standards for their age. More able pupils read fluently for their age. Overall, the pupils achieve well. Pupils' attainment in writing matches the national expectations for their age by Years 2 and 3. Their achievement is satisfactory.
3. In mathematics, the pupils attain standards expected for their ages in Years 2 and 3. The standards are similar to those reported at the time of the previous inspection. The school is working well to improve pupils' problem solving skills further and to help them to understand problems that they read. The pupils are encouraged successfully to evaluate their own learning. They make good progress in their knowledge and understanding of number and measurement, including estimating and using specific measurement equipment. By Year 3, pupils have secure understanding of number, money and fraction work. However, the Year 2 and 3 pupils' recorded work is limited in quantity and presentation is untidy in one third of the pupils' books. Where written work is marked, which is not always the case, marking does not always inform the pupils of how well they have achieved or what they need to do next.
4. In science, the pupils attain standards that match those expected nationally for pupils in Year 2 and Year 3, as they did at the time of the previous inspection. The Year 1 and 2 pupils make good progress and their achievement is good. Progress and achievement in Year 3 are satisfactory, though the pupils' written work is not always presented neatly.
5. Standards in most other subjects are satisfactory and pupils usually achieve well in undertaking practical work and in evaluating what they have done. The strong emphasis on learning through investigation has a good effect on pupils' ability to reason, question and evaluate. Their good knowledge of topics is not, however, reflected well enough in some of their written work, with the exception of subjects such as design and technology and physical education, where evaluative and descriptive writing are good. The school is justifiably focusing on improving writing in English and across subjects. Standards in art and design and design and technology are above the national expectations for pupils in Year 2 and Year 3, which reflect the well devised programmes, effective teaching and the good quality of the planning, along with the school's strong commitment to providing stimulating experiences for the pupils.

6. The few pupils with special educational needs make good progress and are given effective support in lessons. They achieve as well as the other pupils and are fully included in all activities. More able pupils make good progress and achieve well, as there is good challenge provided for them in lessons.
7. The children in the reception year have a good start to their education and quickly settle into school routines. There has been an improvement in children's personal, social and emotional development and in their knowledge and understanding of the world since the previous inspection. Personal, social and emotional development is now good. The children have good knowledge and understanding of the world. They exceed the early learning goals in these areas of learning by the end of the reception year. They meet these goals in communication, language and literacy and in their mathematical, physical and creative development.

Pupils' attitudes, values and personal development

8. Pupils enjoy school and have good attitudes to learning, as at the time of the previous inspection. The pupils work well together and the relationships are good. Pupils are friendly and confident in class and around the school; they are articulate and talk easily with adults. Pupils listen to teachers, show interest when others are speaking and respond well to questions, which are answered sensibly. They contribute confidently in discussions. Pupils, including those with special educational needs, work well, both co-operatively as well as individually. They willingly share resources and show sustained interest in the activities provided.
9. Pupils' behaviour is good, both in class and around the school. There was no oppressive behaviour observed during the inspection. There have been no exclusions in the past year. Pupils display good self-discipline and any problems are sorted out quickly and effectively. They are consulted about the class rules and they understand the school rules. The ethos of the school in raising pupils' respect and understanding of the impact of their actions on others supports their moral development well. The good behaviour and positive attitudes contribute well to pupils' learning.
10. Pupils' personal development is good overall and is better than it was at the time of the previous inspection. The pupils are encouraged to take responsibility for aspects of school life, which successfully helps them to develop confidence and independence. For example, pupils take turns to ring the bell and give out the milk. The eldest pupils in the school answer the telephone when required. The pupils develop good social skills. For example, lunch times are pleasant social occasions when they enjoy a family style mealtime. The lunchtime begins with grace and is an orderly, calm period of the day. The interaction between the older and younger pupils both at lunch times and in lessons supports their good social development. Their personal development is also supported well by the experiences provided for them to learn about different cultures. Pupils learn about their own local culture and they have developing links with an inner city school. They visit local places of interest, which helps them to understand their own heritage. There are also visitors such as authors and artists, who help to enhance pupils' experiences. All pupils are fully included in all activities and are supported well by staff, enabling them to learn effectively.
11. Attendance is above the national average and is good. It was also good at the time of the previous inspection. There is no unauthorised absence because parents are good at notifying the school of absence. Punctuality is good, with registration starting promptly at the beginning of the morning and afternoon sessions.

HOW WELL ARE PUPILS TAUGHT?

12. The quality of teaching is good overall. The specialist teaching in philosophy, music and design and technology is good and ensures that pupils make good progress in learning throughout the school. Very good teaching was observed in the Year 2 and 3 class in English and art and design, whilst the quality of teaching was good in a considerable number of other lessons throughout the school. There is good teaching in both classes, which is an improvement since the previous inspection. English and mathematics are taught effectively. Basic skills are taught well and there is currently a good focus on improving pupils' handwriting and presentation skills.
13. The particular strengths in the teaching include the effective ways in which staff help pupils to become independent learners. Teachers and pupils have good relationships. Pupils are sensitively encouraged to make their own plans, follow these through and then evaluate their achievements. The pupils develop good speaking and listening skills because of the strong emphasis that is placed on creative thinking and reasoning. The consistent approach in both classes ensures pupils' good progress in these aspects. The school has adopted innovative ways to deliver the curriculum and these are having a good effect on learning, ensuring that pupils are motivated and eager to learn.
14. Planning is detailed, providing clear information about lesson aims and what is expected of the pupils. This means that pupils of all abilities, including those with special educational needs, receive appropriate work and learn effectively. Teachers follow the programmes of work conscientiously and evaluate each lesson's impact. They monitor pupils' progress closely and are well aware of the pupils' different, individual needs when preparing plans for future work. However, there is not always sufficient opportunity for pupils to formally record, such as in mathematics, and to write at length.
15. Teaching methods are usually effective in providing pupils with interesting and challenging work. Teachers explain lesson aims clearly and effectively use different strategies such as instruction, explanation and demonstration, to engage pupils' interest. They ask good questions, which are adapted for pupils with different abilities and these enable pupils to respond well. In the philosophy lesson, for example, the Year 2 and 3 pupils thought deeply about the word, 'love,' and presented some very astute explanations of their feelings and reactions to the word. When discussing their design and technology products, the pupils explained the designing and making processes and their evaluations confidently and clearly. The pupils show good ability to make constructive criticisms of their own and others' work and do so in an uninhibited way.
16. Teachers have good subject knowledge and teach basic skills well. The school's use of staff with particular expertise benefits pupils' learning considerably. There is a good emphasis on linking curriculum subjects, which helps to reinforce what pupils have learned in different lessons. For example, pupils use their scientific knowledge and apply it well when making moving models in design and technology.
17. Pupils are managed well and there is an orderly atmosphere, which has a good impact on learning. Lessons are organised efficiently and effectively, making the best possible use of space and resources to promote good learning. The reception and Year 1 classroom has to be cleared for physical education, which causes some restriction to some lessons. Nevertheless, pupils show good concentration and persevere with their work. The reception and Year 1 teacher manages some less confident pupils well and successfully encourages them to take a full part in activities. Time, support staff and resources are usually used efficiently and effectively. The teaching for the reception children is good overall and helps them to make good progress, particularly in their speaking and listening skills, their personal, social and emotional development and in their knowledge and understanding of the world.

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

18. Statutory requirements are met in providing a broad and balanced curriculum that follows the national guidance. The school not only ensures that all subjects including religious education are taught but also develops and enhances its curriculum well by encouraging independence in learning, child-initiated activities and creativity. There are very good contributions from the community and constructive links with other schools, which broaden pupils' experiences and contribute effectively to their learning and personal development. The curriculum for the reception children is appropriate but there is not yet good provision for them to choose to work and move spontaneously between planned activities in the classroom and those that could be undertaken outdoors.
19. The teaching time is above that seen in most other schools, particularly for the younger pupils. The time allocated to teaching each subject is satisfactory. The curriculum includes personal and social education, including philosophy, which is taught well by a visiting specialist.
20. The school is effectively developing pupils' independence in learning, creativity and problem solving, with a particularly strong emphasis being placed on evaluation and independent planning. Pupils make choices confidently, plan their activities and show complete confidence in evaluating what they have achieved. Their speaking and listening skills and personal development develop very well as a result of this provision.
21. Subjects are planned carefully to ensure there is appropriate progression in their content. Teachers' planning is detailed and provides good stimulus for learning through exploration, investigation and discussion. Lesson aims and activities are clear and build on earlier work. The pupils with special educational needs receive good support. Work is carefully planned to meet their individual needs and their progress is rigorously reviewed.
22. Overall, the provision for literacy and numeracy is good and there are often closely linked lessons that reinforce learning in different subjects. The provision for art is particularly good and pupils benefit considerably from the support provided from the community and artists. The school's entire corridor is an 'Art gallery,' which displays and celebrates work from pupils and many other adults in the local community. The displays are of high quality and justifiably provide an exciting, stimulating and informative source of information for the pupils. These also contribute well to the school's community involvement.
23. There are very good extra-curricular opportunities, which is a very good improvement since the previous inspection. Pupils visit places of educational interest, such as Carlisle Castle, Hermitage Castle and Tullie House, as part of their studies in history and geography. Visitors contribute well to pupils' learning. For example, pupils have learned how words can be used in a creative way from a theatrical artist. The oldest pupils have a residential visit to Whithaugh and learn about their local heritage in the theme, 'Border Reivers.' Pupils have learned about the police through a visit from a local police officer and have found out about local crafts, including weaving, from a visitor from the local Woollen Mill. There are good links with other small schools and those further afield and good collaboration with them in such activities as a physical education project.
24. The school actively promotes the very good community links. For example, public exhibitions in the 'Art gallery' are held twice a year and there is a painting class for adults each week. Parents have contributed well by helping pupils to print and make the vibrant classroom curtains and cushions. They have also given efficient help to rearrange the library and to replace and plant flower tubs outside the building. The local vicar holds a 'Good News' club, 'Brownies' meet each week and there are adult computer clubs twice weekly. The nearly completed building next to the school will provide pre-nursery and nursery care and the school is already ensuring that there will be close

links with these groups to the benefit of the children when they subsequently progress into the school.

25. There is good provision for pupils' spiritual, moral, social and cultural development. This is a good improvement since the previous inspection. By the nature of the approaches to teaching and learning, pupils reflect, evaluate and reason well. The pupils show consideration for others less fortunate than themselves, such as in raising funds for charities through a 'Bring a Bear Day.' The good learning environment contributes well to pupils' good spiritual development.
26. Pupils' good moral development is also supported well by the ways in which learning is developed through a child-centred approach. Circle time, where pupils sit together and are encouraged to express their views and feelings about life, is used well to discuss pertinent issues and the adults in the school set good examples of appropriate conduct. Stories told and discussed in religious education lessons and at assemblies contribute well to pupils' moral development.
27. Good provision is made for pupils' social development. There are many visitors to the school, who interact well with the pupils. Pupils are encouraged to show care for others and to appreciate their different views and ideas. Older pupils are encouraged to care for younger ones. Good opportunities are provided for collaborative work, such as in making large-scale models and collages and in working together during geographical fieldwork. Lunch times are good social occasions when the pupils chat together in a friendly way.
28. The provision for pupils' cultural development is good and is enhanced by art and music. The curriculum provides good opportunities for pupils to learn about the lives of people outside their village. The school has begun a mutually supportive liaison with a school in Tower Hamlets, in London, whose pupils are from Muslim backgrounds, to help pupils from both of the schools gain a good understanding of the multi-cultural diversity of life in Britain. This link also effectively supports the pupils' knowledge of and respect for different faiths.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

29. There is good care for pupils, which is an improvement since the previous inspection. The working environment is safe and secure and pupils of all ages are supervised well at work and play. The school is clean and well maintained. The staff know the pupils well and have good procedures for monitoring and supporting their personal development. The school has very good child protection procedures in place. The headteacher, who has had relevant training together with other members of staff, is the named person. The staff are all aware of the procedures. A governor has specific responsibility for child protection and governors review any incidents raised in the intervention book.
30. The school has very good procedures for monitoring and promoting good behaviour and for monitoring and eliminating oppressive behaviour. It monitors attendance effectively and has a very good attendance policy. On the very few occasions when the school is not notified parents are contacted at home. The school reminds parents about the need for good attendance during term time and discourages absence for holidays.
31. The pupils are supervised well at lunchtime, when a midday assistant and the cook serve the meals in the classroom. There are good outdoor facilities for pupils to use at break and lunch times and there is a secure play area. The school successfully provides a caring family atmosphere, in line with its aims. There are good policies and procedures for the health and safety of the pupils, clear responsibilities for safety, and risk assessments are carried out regularly and efficiently. The school carries out all statutory checks on electrical and fire equipment. The staff have clear

responsibilities for security, fire drill and first aid. Suitably, parents' permission is obtained prior to visits outside the school.

32. There are good procedures for assessing and monitoring pupils' academic and personal development. Staff provide sensitive support for pupils and respond to their individual needs. The school maintains good records for each pupil, showing their academic and personal progress. The tracking of pupils' progress is good and teachers usually make effective use of assessment to inform planning and future teaching for all pupils, including those with special educational needs. Individual targets are clearly set for pupils in reading, writing and numeracy and progress is closely monitored. Parents are suitably informed about the targets.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

33. The school's relationship with parents is very good and has improved since the previous inspection. The attendance at the parents' meeting was good and the pre-inspection questionnaire had a very good response. There was overwhelming support for the school. All parents strongly agree that the school is approachable and most strongly agree that their children enjoy school. Parents believe that the teaching is good, the school is well led and managed and that their children are expected to work hard. They are happy with the quality of information provided for them. The inspection team agrees fully with the parents' positive views.
34. The good information sent annually about their children's progress informs parents well about what their children have achieved and what they need to do next. Parents' consultation evenings are held twice each year and two written reports are provided in the spring and summer terms. The staff are always willing to discuss pupils' progress at any other time.
35. There are good links with the local pre-school groups and good procedures for welcoming children and parents of pupils new to the school. For example, before starting school, the children visit on two afternoons and parents are invited into school in the evening. This induction programme includes a personal invitation and an informative booklet for the parent and child. Children come into school for two days per week for the first term, before attending full time. These procedures help them to settle happily into school and effectively support their personal development.
36. The school sends out informative newsletters and information about topics to be covered each term. It has a good information booklet, providing details of all subjects of the curriculum and also good details about school rules and other general information. There are curriculum meetings with parents, which help to support their awareness and understanding of the school's provision. There is a clear home/school agreement. The headteacher sends a yearly report to parents detailing the previous year's work, which ensures that they are closely involved in their children's education. This complements the governors' annual report to parents, which fully meets requirements. The relationship with parents is strength of the school.

HOW WELL IS THE SCHOOL LED AND MANAGED?

37. As at the time of the previous inspection, the leadership and management of the school are good. The headteacher is very well thought of by all staff, governors, parents and pupils. She knows the school well, actively leads and provides a clear educational direction and purpose for all its work. The strong, committed team approach by staff and governors, which is essential in a small school, contributes well to the leadership and management and to the pupils' learning. Staff and governors share the headteacher's vision, are committed to further improvements in teaching and learning opportunities for all pupils and show good capacity to succeed. The aims and values are reflected

in the positive ethos within the school, where the good teamwork has succeeded in creating a stimulating environment where relationships are good and pupils feel secure and valued.

38. Teachers and governors are appropriately involved in the school improvement planning process. The current plan is thorough yet manageable for a school of this size and contains appropriate targets for improvement. It shows what action needs to be taken and contains appropriate criteria against which improvement can be monitored. The governing body fulfils all of its statutory obligations and is very supportive of the headteacher and staff. Governors have a good understanding of their roles and responsibilities and have appropriate systems to help them oversee and contribute to the work of the school. They are kept well informed by the headteacher and have a good understanding of the strengths and the areas requiring improvement.
39. The monitoring and evaluation of the school's performance are good. The headteacher and co-ordinators check and evaluate teaching and learning in all subjects, as part of the school's performance management structure and according to the priorities identified in the school improvement plan. They are supported on a regular basis by the Local Education Authority advisor. Through the small schools' network the school also monitors its standards against those of the other schools and they share good practice and expertise. These monitoring systems ensure that there is an awareness of the strengths and weaknesses in teaching and learning, although, as yet, the checking of pupils' work is not rigorous enough in ensuring it is carefully presented and consistently marked.
40. The management of the provision for pupils with special educational needs is effective. Work is carefully adapted to meet their needs and parents are fully involved in reviews. Pupils' individual education plans show clear targets for improvement and the intended ways for supporting pupils. These ensure that they make good progress.
41. Financial planning is good and the budget is well managed. Spending follows school improvement priorities and is managed well to meet curricular demands. The school makes sure that designated funds are used appropriately and accounts for these specific funds are effectively monitored by the headteacher. The budget designated to special educational needs is used well to promote the pupils' learning. Routine financial procedures are good and the administrator effectively supports the headteacher and governors by providing accurate financial information. The governors and headteacher ensure that the principles of best value are applied well when deciding on spending priorities and monitor the effect of spending on standards and on pupils' attainment. Day to day administration is efficient and effective and contributes well to the smooth running of the school. Satisfactory use is made of information and communication technology to manage the budget and monitor attendance.
42. There is a very good level of staffing, with teaching and non-teaching staff working closely together. All staff are effectively deployed to maximise their strengths and specialist knowledge and this has a positive impact on pupils' learning. The staff who are new to the school settle into their routines quickly as they receive sound support from their colleagues. Performance management has been satisfactorily introduced for all teachers. They have agreed targets aimed at improving teaching and learning, the management of subjects and personal development, and all the relevant documentation is in place.
43. The accommodation is satisfactory and all areas of the school are used efficiently. However, the lack of a hall disrupts the learning environment for the children in reception and Year 1. Reception children have insufficient opportunities to experience freedom of movement through outdoor play activities and through use of large play apparatus and wheeled toys. Throughout the school, there are attractive, stimulating displays that enhance the learning environment. These displays encourage pupils to celebrate their success and show that their work is valued. Standards of

tidiness and cleanliness are consistently good both inside and outside and the building is well maintained overall. Outdoor facilities are good. There is an interesting local environment, which is used well to enrich the curriculum and further enhance pupils' learning experiences in, for example, geography and science. Resources are good for most subjects. They are used efficiently, are well organised and are readily accessible to staff and pupils.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

44. In order to raise standards further and improve the quality of education provided, the headteacher, staff and governors should:
 - (1) improve pupils' writing across subjects by;
ensuring there are regular opportunities for pupils to write at greater length in English and other subjects;
continuing to emphasise the need for good writing and presentation;
improving the quality of teachers' marking;
(paragraphs: 1,3,4,14,39,59,61,62,66,69,73,85,88,89,108,109)
 - (2) continue to develop the provision for the use of the outdoor area for planned activities for children in the Foundation Stage.
(paragraphs: 18,43,51)

In addition to the issues above the school should also include the following in its action plan:

Ensure that pupils do not miss out on work when they are withdrawn for additional literacy support. (paragraph: 67)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	22
Number of discussions with staff, governors, other adults and pupils	12

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	2	12	8	0	0	0
Percentage	0	9	55	36	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 four percentage points.

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y3
Number of pupils on the school's roll (FTE for part-time pupils)	NA	27
Number of full-time pupils known to be eligible for free school meals		1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y3
Number of pupils with statements of special educational needs	NA	0
Number of pupils on the school's special educational needs register		3

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	0
Pupils who left the school other than at the usual time of leaving	0

Attendance

Authorised absence	%
School data	4.3
National comparative data	5.4

Unauthorised absence	%
School data	0.0
National comparative data	0.5

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

It is inappropriate to publish the results because there were much fewer than 10 boys and 10 girls assessed in the 2002 National Curriculum tests.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	*	*	*

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	83 (100)	83 (100)	83 (89)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	*	*	*
	Girls	*	*	*
	Total	*	*	*
Percentage of pupils at NC level 2 or above	School	83 (100)	83 (100)	83 (100)
	National	85 (85)	89 (89)	89 (89)

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

*Ethnic background of pupils**Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	26	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	1	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y3

Total number of qualified teachers (FTE)	2.2
Number of pupils per qualified teacher	12.3
Average class size	14

Education support staff: YR – Y3

Total number of education support staff	1
Total aggregate hours worked per week	10

Qualified teachers and support staff: nursery

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

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	0.8
Number of teachers appointed to the school during the last two years	0.6
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Financial information

Financial year	2002
£	
Total income	136,248
Total expenditure	133,155
Expenditure per pupil	4756
Balance brought forward from previous year	9313
Balance carried forward to next year	12,406

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	27
Number of questionnaires returned	21

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	86	14	0	0	0
My child is making good progress in school.	62	38	0	0	0
Behaviour in the school is good.	52	48	0	0	0
My child gets the right amount of work to do at home.	43	52	0	0	5
The teaching is good.	90	10	0	0	0
I am kept well informed about how my child is getting on.	86	14	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	100	0	0	0	0
The school expects my child to work hard and achieve his or her best.	67	29	0	0	5
The school works closely with parents.	86	14	0	0	0
The school is well led and managed.	95	5	0	0	0
The school is helping my child become mature and responsible.	71	29	0	0	0
The school provides an interesting range of activities outside lessons.	52	33	10	0	5

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

45. There are currently only eight children of reception age. They are taught in a class with eight Year 1 pupils. Most children have had some pre-school experience before they start school and the staff liaise effectively with the providers in the village. There are good systems in place such as 'taster' sessions, visits in the summer term and information booklets which help ease the transition from pre-school into reception.
46. Children's attainment on entry is average. By the time they enter Year 1 most children exceed the early learning goals in their personal, social and emotional development and in their knowledge and understanding of the world. They meet the early learning goals in the other four areas of learning. Children with special educational needs are well supported and make good progress. The children achieve well as a result of the good teaching and stimulating learning environment, which ensure a good start to their education.

Personal, social and emotional development

47. The staff place good emphasis on providing a range of appropriately planned activities to develop this area of children's learning and teaching is good. As a result, children make good progress and by the time they leave the reception stage most exceed the early learning goals in this area of learning. The children settle quickly into school life where a happy and secure environment is created for them within the classroom. They learn to play amicably with others, to share resources and to co-operate with adults and with each other. Good opportunities are provided for them to express their ideas, to learn to take turns and to develop good relationships. Children are taught effectively to become increasingly independent as they find, put on and remove coats and aprons. They plan their own activities well during certain parts of the day and are successfully involved in undertaking classroom tasks and tidying up activities. The children's attitudes to lessons are positive and they follow carefully the instructions given by the adults working with them.

Communication, Language and Literacy

48. The children make good progress in this area of learning and achieve the early learning goals by the time they leave reception. Good emphasis is placed on teaching the basic skills of reading and writing and in giving the children planned opportunities to talk about their work and experiences, for example, as they talk about the local environment. Teaching is good in this area of learning and aspects of the National Literacy Strategy are introduced at the appropriate time to enhance the children's learning. Speaking and listening skills are developing well. Children listen attentively to stories and respond appropriately to them, expressing themselves clearly. When choosing a book, children hold it the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. They handle books with care. Most children recognise and write their own names, begin to read names of familiar objects within the classroom and some words within stories. They are beginning to associate sounds with patterns, words and letters. Children enjoy mark making and use a range of mark making implements for drawing and writing. They are beginning to write words and make reasonable attempts to read those which are unfamiliar. Children enjoy their structured role play activities which have a positive impact on their speaking and listening skills and on their social development.

Mathematical Development

49. The children make good progress in their mathematical development and meet the early learning goals by the end of the reception year. Where appropriate, the relevant sections of the National Numeracy Strategy are introduced to extend their learning. The quality of teaching is good. Appropriately planned activities, such as the counting and sorting of objects and sequencing of patterns, together with practical activities for measuring and shape work, all contribute effectively to the children's mathematical progress. When counting, ordering and adding the children show a good understanding of numbers up to 10, which they consolidate through number rhymes. Children know the names of common regular shapes, for example, a square, circle and triangle. They accurately use an appropriate range of mathematical language such as, 'more than, less than,' and 'double.' When they are working with construction kits and planning their own models this is effectively developed further. The children confidently use terms such as 'under, over, above,' and 'below' when describing position. Baking and construction activities enhance children's understanding of simple weights and measures.

Knowledge and Understanding of the World

50. The children achieve well in this area of learning and most exceed the early learning goals by the end of the reception year. The teaching is good. Activities are carefully planned to stimulate the children's curiosity, to develop their powers of observation and to encourage them to ask questions. Good use is made of the local environment to develop the children's historical and geographical knowledge. For example, they walk around the village to find out about the railway, the different houses and shops and the river. These visits make a positive contribution to children's speaking and listening and personal and social skills as they learn about road safety, discuss their observations and record these in words and pictures. They use their scientific knowledge of levers and sliders to make moving pictures. They learn effectively about living things as they plant a variety of seeds. When using the computer they manipulate the mouse well. However, some children lack concentration and become restless when they have to listen for too long, such as in a science lesson about planting seeds.

Physical Development

51. Children make satisfactory progress in this area of learning and by the end of the reception year they achieve the early learning goals. Teaching is satisfactory. It ensures that children have appropriate opportunities to develop their manipulative skills through using scissors, holding pencils and brushes, threading, rolling, completing jigsaws and using construction apparatus. The children develop these skills effectively. They successfully build and construct models and use appropriate tools and methods when assembling and joining materials, for example, when making individual collage pictures. There are too few planned opportunities for outdoor activities, including play with large and wheeled toys and other planned, investigative tasks. However, the situation is to be resolved once the new building is completed and at present children have the opportunity at playtimes to climb and balance on the 'adventure play' apparatus.

Creative Development

52. The children make good progress in this area of learning and most achieve the early learning goals by the age of five. A few exceed these expectations. The quality of teaching is good and the

children are given good opportunities to develop their creative skills through drawing, painting, construction, music and role-play. The children are beginning to develop colour-mixing techniques and know how to create tones within a colour. They show a good understanding of the process of model making as they plan, design and evaluate the success of their work, for example when making moving pictures or collages. This work is appropriately linked to other areas of learning such as literacy and knowledge and understanding of the world, for example where children record their work on their own 'building site.' Children enjoy the structured role-play activities, which, with appropriate adult interaction, enhance their speaking and listening skills and mathematical development. For example, they work on a 'building site' or in the toy shop and talk well about the scenarios they have developed. The children learn well about sound as they explore musical instruments. They participate well in music lessons, showing interest and enjoyment. They are making good progress in their understanding of how sounds are made and they explore a variety of musical instruments. They enjoy singing songs and rhymes and add actions appropriately.

Teaching, Learning and the Curriculum

53. The quality of teaching and learning for the reception children is good overall. The teacher, teaching assistant and adult helpers work effectively together as a team to create a caring and secure environment and they form good relationships with the children. As a result, children feel secure in developing their learning through a range of planned activities and through the constructive praise they receive from the teacher and other adults. The teaching assistant knows the children well, is used appropriately to support individuals or small groups of children and makes a positive contribution to their learning. Planning is sound and is appropriately linked to the early learning goal in all six areas of learning and where appropriate, to parts of the National Curriculum. Children are given opportunities to plan their own learning during each day. Appropriate emphasis is placed on communication, language and literacy, mathematical development and personal, social and emotional development. However, children are sometimes asked to sit for too long listening to the teacher and they then become restless and lose concentration. Good emphasis is placed on enabling children to make choices and to evaluate how well they have achieved. This makes a positive contribution to children's developing independence.
54. Initial assessment on entry to the school is effective and the information from this is used well to plan subsequent learning experiences. Ongoing assessments are used efficiently to plan the next steps in children's learning and to monitor the progress that each individual child makes.
55. Links with parents are good. The teacher communicates regularly with parents on an informal basis. Parents have an opportunity to read with their children in school on a weekly basis and they willingly help in class, with homework and also with class visits.

ENGLISH

56. Pupils attain standards that match national expectations in reading and writing in Year 2 and Year 3, similar to those at the time of the previous inspection. Their speaking and listening skills are above average and are better than they were then. The pupils achieve well overall.
57. By Years 2 and 3 pupils show confidence in speaking and they willingly contribute to class and group discussions. They speak clearly in well-formed sentences and have good ability to reason, discuss and question. For example, in the philosophy lessons, the pupils talked at length about their feelings and reactions to emotions such as love. They took turns to express their ideas and showed a mature approach when listening to those of others.

58. Stories are enjoyed and by the time they are in Year 2 and Year 3 most pupils read accurately and with some expression. Less able pupils point at words and read accurately, though less fluently than the others. The pupils talk enthusiastically about their favourite authors and their own reading preferences. They find books efficiently by using the classification system in the school library. Most have good understanding of spelling and ways in which they can learn unfamiliar words. For example, Year 2 and 3 pupils successfully recognised patterns in spellings such as 'bigger' and 'hotter,' where the 'g' and 'h' are doubled before adding 'er.' They know that not all spellings conform to patterns. There is good understanding of different kinds of writing and its various purposes and formats. These include for example, instructions, lists, diagrams and charts. In one lesson, pupils recognised that many instructions normally begin with a verb, supporting their understanding of this type of writing well. The pupils showed good appreciation of what they considered the best instructions and decided they were those that are easy to follow.
59. Pupils write well for a range of purposes, such as writing letters, instructions, diagrams, lists, tables and accounts. There are good examples of evaluative writing on worksheets in subjects such as design and technology and physical education. The pupils learn to plan and draft stories, though insufficient time is spent on writing at length in some subjects of the curriculum. Pupils' handwriting and the presentation of their work vary and the school is justifiably concentrating on improving these through regular, daily handwriting practice.
60. Pupils work effectively in literacy lessons. They behave well and take a full part in discussions and in answering questions. In humorous work, such as when Year 1 pupils studied rhyming words, pupils showed delight at some of the ways in which words were paired. For example, they suggested, 'goats in coats, dogs in bogs' and 'hugs for bugs.'
61. The quality of teaching is good and has a positive effect on pupils' learning. Lessons are planned well and teachers make good use of resources. The introductions are good, combining explanation and demonstration, and teachers make sure that pupils know the lesson aims. In the best lesson, in the Year 2 and 3 class, there was good extension work for more able pupils who evaluated different sets of instructions and added their own ideas to improve these. Teachers have good relationships with the pupils, which help to promote confidence and independence. All pupils are fully included and there is sensitive support to encourage the more hesitant to take a full part in the work provided. Literacy skills, particularly speaking and listening skills, are taught well. Additional literacy support is good and enables the less able pupils and those with special educational needs to make good progress. However, there is insufficient writing at length and pupils' handwriting and presentation skills do not always reflect their good oral skills. Teachers discuss pupils' work with them effectively but there is little written marking in their books to indicate ways in which they might improve their work. However, assessment and record keeping procedures are good and are much improved since the time of the previous inspection. The school closely monitors pupils' progress and analyses the results of tests effectively to plan future work. Pupils' progress is recorded well. Homework is used satisfactorily to support learning.
62. The National Literacy Strategy is used well as a guide for teaching and learning. Basic skills in English are taught effectively and ensure that pupils progressively learn spellings, sentence structure and different formats and purposes in writing. ICT is used satisfactorily to support pupils' learning, for example to reinforce pupils' understanding of different writing and for writing poetry. Speaking and listening skills are a very prominent feature of the work undertaken and there is a strong focus on encouraging pupils' evaluative skills. Pupils talk about their plans well and are eager to improve their work. There are good links with literacy skills in design and technology, where the pupils' writing is presented well. However, opportunities are missed to reinforce pupils' skills of writing at length in subjects such as geography and history.

63. The provision for pupils with special educational needs is effective. Individual education plans are devised well and suitably show small steps for pupils' learning. The plans are followed well by staff and ensure pupils' good progress. Work is carefully adapted to meet pupils' needs and parents are fully involved in reviews of their progress. The pupils are fully included in all activities and those with particular needs are supported effectively.
64. The staff work closely together and share ideas well. There are good resources, including the good quality library books and fiction, which are used successfully to promote pupils' interest and develop their knowledge and skills in reading. An 'Author of the Month' is displayed in the library to successfully draw pupils' notice to the work of different writers. Pupils read regularly at home and time is set aside on two mornings each week for parents to join their children in reading. These successfully help to promote pupils' interest and learning in reading.

MATHEMATICS

65. As at the time of the previous inspection, the attainment of the pupils in Year 2 and Year 3 is satisfactory. The pupils, including those with special educational needs, make good progress in their mathematical learning. This is because teachers make good use of the National Numeracy Strategy to plan what pupils are to learn and ensure that teaching and learning across the two classes is consistent. Teachers' planning is thorough and has clear learning aims that are shared with and explained to pupils. An appropriate range of practical activities meets the needs of all pupils and good support is given to lower attaining pupils by adult helpers, which enables them to achieve well. The clear explanations given as teachers are working through examples with the whole class, enable pupils to build successfully on their previous knowledge. For example, Year 1 pupils confidently apply what they already know about common regular shapes to their work with three dimensional shapes, whilst Year 3 pupils effectively build on their secure knowledge of number bonds to devise number sentences up to 100.
66. Year 3 pupils have undertaken a satisfactory range of mathematical experiences. They show a good understanding of number patterns; they add and subtract numbers to 100 accurately and recognise place values in three digit numbers. Pupils count money accurately and give change. They create fractions such as halves and quarters and have a sound understanding of shape, space and measure. However, there are too few opportunities given for pupils to record their work independently or in any quantity. This results in them being insufficiently prepared for the next stage of learning.
67. The quality of teaching is good overall. Lessons move at a good pace and the teachers' effective questioning extend pupils' reasoning skills as they confidently explain a variety of strategies for solving problems. For example, Year 2 and Year 3 pupils used their secure knowledge of number bonds and number operations to explore ways of solving problems from a given answer. Pupils are effectively taught how to use a range of resources, such as number lines and cubes to support their learning and are successfully encouraged to use appropriate mathematical language as, for example, when Year 1 pupils discussed the properties of three dimensional shapes. However, the lesson conclusions are not always used effectively enough to consolidate learning because pupils are not always willing to listen to each other's answers. On one occasion, a few pupils missed important instructions and explanations because they were removed from the lesson to do extra literacy work. This impedes their mathematical progress. However, relationships are good, adult helpers are used well and all staff use praise and encouragement effectively to boost pupils' confidence and self-esteem. This has a positive effect on their learning. An appropriate range and amount of homework is set in both classes, which enhances pupils' numeracy skills. For example, they practise basic number facts and patterns and consolidate work done in class.

68. Numeracy skills are often used well in other subjects, for example when measuring and recording data in science and in design technology when weighing ingredients in baking activities. Information and communication technology is used satisfactorily to enhance mathematical skills, such as when pupils play number games and record data in graph and chart form. Mathematics makes a positive contribution to pupils' personal, moral and social development as they are encouraged to share ideas and resources, listen to others and collaborate in pairs and group activities.
69. The leadership and management of the subject are good. The subject co-ordinator and Local Education Authority advisor monitor teaching and learning and provide constructive feedback. Assessment procedures are good. All statutory tests and assessments are analysed thoroughly. The results are used well to identify and address any weaknesses and to set curriculum targets. There are good procedures in place to track pupils' progress as they move through the school and all pupils have individual targets that are regularly reviewed with their teachers. Pupils are encouraged to evaluate their own learning at the end of each lesson. However, teachers' written marking gives pupils little information on how well they have achieved or what they need to do to improve the quality of their work. The quality and range of resources are good. They are well-organised, easily accessible to staff and pupils and are used well in lessons. Mathematical displays celebrate pupils' work and enhance their learning.

SCIENCE

70. Standards are satisfactory for pupils in Year 2 and Year 3. Pupils with special educational needs make good progress. Achievement and progress for pupils in Years 1 and 2 are good and they are satisfactory for pupils in Year 3. Standards have been maintained since the last inspection.
71. The planning and teaching of science in both classes is the responsibility of a teacher with good subject knowledge. The teacher uses her good subject knowledge to plan a range of practical activities that effectively develop pupils' knowledge and understanding. As a result, by Year 3, pupils have a sound scientific knowledge. They use appropriate technical language and develop satisfactory skills of making predictions and carrying out a fair test, such as when finding out how far model cars can travel from slopes of different heights.
72. In the Year 1 lesson, which was the only one observed, the pupils were effectively taught how to make close observations as they investigated the growth of beans, using magnifying glasses and viewers. The pupils used their previous knowledge when planting a variety of other seeds, to confidently discuss the conditions necessary for growth. The Year 2 and 3 pupils have secure knowledge and understanding of scientific processes and ways in which to conduct investigations. For example, they identify a variety of light sources, name objects powered by batteries and make simple electrical circuits. Through practical investigations they know that by lighting two bulbs from one battery the light will be dimmer.
73. There are many good examples where art and design and design and technology work is used to enhance pupils' learning, for example, through the use of levers and sliders to make moving pictures and axles and pulleys to make a variety of toys and models. Pupils apply their mathematical knowledge appropriately as they measure distances that paper aeroplanes travel. ICT is used appropriately to produce results in the form of graphs and charts. Pupils in Year 1 record their findings satisfactorily through drawings, labelled diagrams and printed worksheets. Good use is made of 'Big Books' to research information, for example as pupils investigate growth. However, pupils in Years 2 and 3 have too few opportunities to write their findings formally in any quantity or depth. This is particularly so for Year 3 pupils, who also take insufficient care in the presentation of their work. This was an issue at the last inspection and it has not yet been resolved. However,

pupils' spiritual, moral and social development is promoted well through this subject. Pupils are given the opportunity to reflect on the wonders of nature, discuss ideas, work collaboratively together and consider their friends' opinions.

74. The leadership and management of the subject are satisfactory. The school uses national guidance to plan an appropriate range of scientific activities for all pupils and there is an up to date policy. There is an effective system of assessment to monitor the attainment of individual pupils and to record their progress to ensure continuous learning as they move through the school. This is an improvement since the last inspection. However, written marking is not rigorous enough in correcting mistakes in pupils' recorded work and does not identify how they might improve the standards and its presentation. Resources are good, easily accessible and well used. Good use is made of visits, for example to a working water mill, a fish hatchery and local woodlands. These, together with the good use of the school and local environment, enhance pupils' scientific learning.

ART AND DESIGN

75. Pupils in Years 2 and 3 attain standards that are above the national expectation for their age. This is a good improvement since the last inspection when standards matched the national expectation. Pupils, including those with special educational needs, make good progress.
76. Pupils in Years 2 and 3 have good knowledge of, and name a range of techniques such as 'impasto' and 'scrafito,' which have been taught skilfully by an art specialist. In the lesson observed, the pupils talked knowledgeably about the techniques and confidently developed their own creative samples of similar work. They observed well and quickly understood the methods used to devise the different effects. Pupils produced very delicately formed examples while others produced bold, striking work. In other work later in the day, some decided to use the clear drying glue used in art for their own projects, such as in making a model watertight. This showed good use being made of learning in one subject for other work. The pupils use brushes and palette knives confidently and show a good understanding of how to achieve different effects by using thin and thick brushes and other tools.
77. The pupils have undertaken a very wide range of work and their skills are well developed. They observe closely and paint well, such as in the large scale, vibrant flower paintings that enhance the corridor. The study of sea urchins resulted in good sketches, clay models and printed patterns. There is a very considerable emphasis on celebrating art and design in the 'Art gallery' in the school corridors. Pupils' work is framed and displayed well and is joined by examples of work produced by community members. Art and design is used well to support learning in other subjects. For example, a collage of old watch faces, made into a prehistoric 'Armacllockosaurus,' was used effectively as a focus for stories written by a local storyteller. ICT is used well to reinforce pupils' learning. For example, a computer program was used effectively to create pictures of puppets during pupils' design and technology topic. Pupils then planned and wrote plays for them, supporting their literacy skills. Pupils use sketchbooks well to practise and design work.
78. The quality of teaching is good. Teachers have good subject knowledge and they provide interesting work for the pupils. They ensure that all pupils have equal opportunity to learn and make good progress. They teach skills, such as mixing colours and using different techniques effectively. Lessons are planned well and there is good progression and continuity. Resources are used efficiently and provide a wide variety of tools and materials for pupils' learning. Lesson aims are introduced clearly and pupils are managed well. As a result, pupils work productively and take pride in their finished pictures. Pupils with special educational needs also respond and achieve well. The pupils enjoy using paints and other resources and they concentrate well because they receive

stimulating tasks. Their attitudes and behaviour are good and they share resources well. They work well together and individually.

79. There are effective systems for monitored and recording pupils' progress. The subject contributes very well to both pupils' creativity and their spiritual and cultural development. The curriculum is enhanced by the contributions from visiting artists, who have, for example, explained their techniques and the materials used to create work based on nature. Parents, governors and the school secretary have contributed their work to the school's 'Art gallery.' The subject is developed effectively throughout the school and contributes well to pupils' evaluative, appreciative and creative skills, as well as their personal development.

DESIGN AND TECHNOLOGY

80. Standards in Years 2 and 3 are good and pupils make good progress throughout the school. Pupils, including those with special educational needs, achieve well.
81. In Years 2 and 3 pupils talk confidently about the work they are doing and the tasks they have completed in previous lessons. They describe clearly and with good understanding the differences between various materials and their suitability for specific tasks. For example, when involved in designing and making a ferry, pupils explained that they needed a waterproof material in order for it to stay afloat. Pupils in Year 1 respond well to the opportunities provided, such as examining how levers and sliders work and drawing and labelling parts before making moving pictures.
82. The quality of teaching and learning are good. Pupils are highly motivated by the well planned, practical activities and concentrate well as they execute their designs. They pay good attention to the careful and safe use of tools and materials. These attributes were seen, for example, when a Year 2 pupil carefully cut card to size and used the correct techniques to strengthen his model truck crane. All pupils are successfully taught to plan, make and evaluate their models and to consider how they might improve them. Teachers and non-teaching staff intervene appropriately to guide and support, ensuring that pupils remain in control of what they are doing and that they make decisions for themselves. As a result, pupils have a good understanding of the importance of careful planning. They record their thoughts neatly on planning sheets, taking care and pride in their presentation. Good links are made with other subjects and teachers' questioning effectively encourages pupils to consider these. Pupils confidently discuss how they have combined science and design and technology knowledge as, for example, when they discussed making an axle and lever to raise flowers on a model of Mary, Mary Quite Contrary's garden.
83. Design and technology has a high profile within the school. Pupils use a wide variety of media and have benefited from working with sculptors, a textile artist and a local potter. The pupils' work is displayed well and makes a good contribution to the school environment and its ethos. Displays celebrate the work of all ages, contributing to a welcoming and stimulating environment and the good inclusion of all pupils. Good links with a local business enhanced pupils' work in food technology when they made sandwiches and designed appropriate packaging. Literacy, numeracy, science and information and communication technology skills are used effectively in design and technology. For example, pupils use literacy skills well in labelling diagrams and producing written evaluations of their work. Numeracy skills are used to measure accurately when making models and weighing ingredients. Pupils' social development is developed well through collaborative working and negotiation.
84. The leadership and management of the subject are good. The co-ordinator has good subject knowledge and expertise and teaches the subject across the school. There is an up to date policy and the nationally approved scheme of work guides teaching. The ongoing assessment and recording of pupils' attainment and progress are good and ensure that learning is continuous

throughout the school. Teachers' written marking is used appropriately to inform pupils how well they have achieved and what they need to do to improve their work. Resources are good, easily accessible and used well. Overall, improvement since the last inspection is good and Year 3 pupils develop their design and planning skills well. The subject makes a positive contribution to pupils' spiritual, moral and social development.

GEOGRAPHY

85. Pupils attain standards that are expected nationally in Years 2 and 3. All pupils, including those with special educational needs, make satisfactory progress in their knowledge and understanding of places, features of the environment and geographical skills such as map work. Pupils make good progress in communicating their ideas and findings, using appropriate vocabulary, but less successful progress in writing about them.
86. By Years 2 and 3 pupils have a good knowledge of the local area. Fieldwork enhances their learning about the local area. For example, pupils have visited the village and learnt about its distinctive features, which include the famous Settle to Carlisle railway. The pupils have good understanding of change over time, for example in knowing that the houses and shops have changed and that there are both old and new properties. They show a good awareness of the need to care for the environment, as seen when the youngest pupils discussed such things as rubbish bags left by the roadside. The pupils have secure understanding of similarities and differences between their own area and others. For example, they have links with a school in London and know that the district of the city differs greatly from their own rural area. The pupils have learned about the imaginary island of Struay and have a sound understanding of simple grids, maps and mapping symbols. The pupils also recognise clearly the fact that weather has an effect on human activity. For example, they understand that warm countries like Spain are often chosen for seaside holidays and cool countries such as Lapland might be best for skiing.
87. The quality of teaching observed was good and ensured that pupils developed a sound understanding of the features of different localities and mapping and measurement skills. The lesson was planned effectively and pupils showed interest. Pupils, including those with special educational needs, are fully included in all activities. The pupils enjoy fieldwork, observe closely and work efficiently together. There is a good focus on developing geographical language and exploring terms such as 'climate' and 'continent.' Pupils show good understanding when discussing their work. There is a good scheme of work that follows national guidance and is adapted to meet the needs of the school. ICT is used satisfactorily to support pupils' learning in this subject and homework is used well to reinforce learning. Effective use is made of visits, for example the residential visit to Whithaugh, and visitors, such as one from the local Woollen Mill, to support pupils' learning. Assessment is used satisfactorily to plan further work. The leadership and management are satisfactory.

HISTORY

88. Year 2 and 3 pupils' standards match the national expectation. All pupils, including those with special educational needs are fully included in lessons and make satisfactory progress. They develop a good understanding of the past and they talk knowledgeably about what they have learnt. However, they do not record their knowledge well enough in writing by Year 3. The expectations of recording in history were raised as a concern at the time of the previous inspection and there has been insufficient improvement in this since then.

89. No lessons were seen during the inspection, but teachers' planning shows that pupils have good opportunities to learn about main events and famous people in history. For example, pupils learn about changes in their own area and about the reasons for invasion and settlement. They learn about asylum seekers, refugees and immigrants and discuss the reasons for people leaving their original homelands. In Year 2 and Year 3 pupils know that there are similarities and differences between life long ago and the present. They use books, photographs and other resources well to gain information. For example, the pupils identified differences between wash days past and present by comparing washing machines and wash tubs, and by learning about the use of tongs, 'dolly pegs' and old fashioned irons. The pupils are taught successfully to evaluate and find information from different historical sources, including ICT. However, although pupils have recorded their responses in different ways, there is insufficient writing at length when presenting historical facts and opinions.
90. There is satisfactory leadership and management of the subject. Teachers assess and record pupils' progress satisfactorily, making evaluative comments about their knowledge and understanding and using the information appropriately to plan further work. Opportunities are missed in developing pupils' writing skills and in assessing pupils' competence in this aspect of the subject. Homework is often used well to support learning, such as in setting tasks for pupils to find more information about topics at home. Parents support their children well in homework and this contributes well to pupils' developing knowledge of the past. Good use is made of members of the community to contribute their memories, which makes a positive contribution to pupils' understanding. The pupils' learning is enhanced by visits to places of historical interest, for example, Carlisle Castle and Hermitage Castle. Overall, the subject makes a good contribution to pupils' spiritual, moral, social and cultural development.

INFORMATION AND COMMUNICATION TECHNOLOGY

91. Attainment matches the national expectation for pupils in Years 2 and 3. All pupils are fully included in lessons and standards have been maintained since the last inspection. Pupils, including those with special educational needs, make satisfactory progress overall. ICT is used satisfactorily overall to support learning in the subjects of the National Curriculum.
92. Very little direct teaching was seen during the inspection, but standards indicate that this is satisfactory overall. Pupils in Years 2 and 3 have a secure understanding of the various uses for computers and show confidence when using the mouse and keyboard. When word processing their work pupils satisfactorily use a variety of fonts, change font sizes and add pictures to a text. Younger pupils use the mouse appropriately to select, drag and drop items of clothing to dress a teddy bear and use art programs to create pictures using a range of tools and colours.
93. Pupils' attitudes to learning are positive. They treat equipment carefully, show interest and collaborate well when working in pairs. In the short lesson seen, the teacher's good use of a Power point presentation captured pupils' interest and kept them motivated. They listened attentively to the teacher's clear instructions on how to navigate a CDROM and showed satisfactory understanding as they accessed information about musical instruments. However, valuable teaching time was lost in this lesson because of the need to reorganise the classroom and resources and the adult helper was not used efficiently to support pupils' learning, which hindered progress.
94. There is good resource provision, both in terms of hardware and software, which is an improvement since the last inspection. This is being used satisfactorily to support pupils' learning across other subjects, for example when word processing written work and interpreting and

recording mathematical and scientific data. For example, pupils use programs to learn about directions and estimations. In geography, a program is used well to interpret plans and maps and to learn about the use of grid references. Overall, the provision contributes satisfactorily to pupils' spiritual, moral, social and cultural development.

95. The leadership and management of the subject are satisfactory. The co-ordinator has good subject knowledge and expertise and teaches the subject across the school. There is an up to date policy and scheme of work and the curriculum is appropriately planned to ensure the systematic teaching of skills. Appropriate assessment systems ensure weaknesses are identified and targeted for improvement. Record keeping procedures ensure that pupils' learning is continuous as they move through the school and that they are making appropriate progress.

MUSIC

96. Pupils in Year 2 and Year 3 attain standards that are expected nationally. Achievement and progress are good throughout the school. Standards have been maintained since the last inspection. All pupils have equal opportunity to participate and learn in the subject. Pupils with special educational needs make the same good progress as the other pupils in the school.
97. Throughout the school there are appropriate opportunities for pupils to sing and to play musical instruments. The younger pupils learn effectively to sing, clap, play a variety of rhythms and keep a steady beat. These skills are effectively built on in Year 2 and Year 3, such as where pupils composed a class melody based on a pentatonic scale. Pupils followed musical symbols as they played their tunes in two parts and they extended their musical skills as they added accompaniments, using a drone and melodic ostinato. These activities make a significant contribution to pupils' social development as they work collaboratively, share resources and ideas, take turns and evaluate their work well.
98. The quality of teaching is good. This is because the subject co-ordinator, a music specialist, teaches both classes and has a good overview of the work to be covered by all pupils. Her good subject knowledge, thorough planning and well thought out activities take into account all elements of music making. The teacher builds effectively on pupils' previous learning and places a strong emphasis on the use of correct musical terminology. Through careful questioning she gives pupils good opportunities to offer ideas and evaluate their work. Her good use of praise and encouragement effectively boost pupils' confidence and self-esteem. The good organisation of resources and pace of the lessons keep the pupils motivated and they listen attentively and behave well. As a result, pupils show positive attitudes to their music making. They share the teacher's enthusiasm for the subject, show good concentration and respond well to the challenging tasks that are set.
99. Good opportunities are provided for pupils to perform, such as in singing to the local senior citizens and for parents at the Harvest Festival and Christmas concerts. Music contributes effectively to other areas of the curriculum, for example literacy, by encouraging and developing speaking and listening skills. In numeracy, pupils learn number songs and rhymes, count beats in a bar and recognise patterns in musical notation. Music is used well to accompany dance and drama. Information and communication technology is used satisfactorily to support pupils' learning about musical instruments. There are satisfactory opportunities during assemblies for pupils to listen to a variety of musical styles. Visits from people such as local musicians and an Afro Caribbean dancer enhance pupils' learning and enrich the curriculum. There is good support from a dance specialist who has worked with school to improve the provision.

100. The leadership and management of the subject are good. There is an appropriate policy and scheme of work, together with assessment and record keeping systems. Assessment is used effectively to guide further planning. Resources are good and are used well. Music makes a positive contribution to pupils' spiritual, moral, social and cultural development.

PHYSICAL EDUCATION

101. Only one lesson, which focused on dance, was observed during the inspection. In it, the standards attained by the Year 2 and 3 pupils were above the national expectation for their age. There was insufficient evidence to make a secure judgement about overall standards and the quality of teaching in physical education.
102. In the lesson pupils, including those with special educational needs, showed good awareness of the use of space and of safety. The pupils practised and performed dance sequences well and some of these were innovative and imaginative. Pupils evaluated and refined their performance effectively and worked well as members of small groups. They showed good facial and body expression. The lesson was taught well and co-ordinated work in other subjects successfully. For example, pupils explored 'winding' actions, linked to activities they had undertaken in design and technology. They used 'strong' verbs to describe turning, stopping and stillness and thought about synonyms, which promoted their literacy skills well. They knew that exercise through dance helped their bodies, linking this effectively to their learning in science.
103. The school follows national guidance and benefits from the expertise and support of others such as a dance specialist to enhance the curriculum and pupils' learning. Teachers assess and record pupils' progress well and the information is used efficiently to plan further work. The pupils also have good opportunity to evaluate their work by writing their critical notes on worksheets that have been devised for this purpose. They write the rules for striking and fielding and different ways for playing games, which successfully reinforces pupils' literacy skills.
104. The leadership and management of the subject are good. There has been a good emphasis on developing physical education. Pupils work with those in another small school and teachers have worked alongside coaches for 'Tag Rugby' and football. A dance company and a Ghanian dancer have also contributed their expertise. The school has good plans to enhance the provision by placing further focus on outdoor games in the summer term, to enable pupils to learn skills from golf, cricket and tennis coaches. The outdoor playground contains a good range of large climbing equipment to support pupils' physical development.

RELIGIOUS EDUCATION

105. Standards meet the expectations of the local agreed syllabus for pupils in Years 2 and 3. Pupils' achievement and progress, including those of the pupils with special educational needs, are satisfactory. There is insufficient evidence from the last inspection to make a comparison on standards because at that time no lessons were seen and there was very little drawn and recorded work in pupils' files. As only one lesson was seen during the inspection it is not possible to make an overall judgement on the quality of teaching.
106. Pupils in Year 2 and Year 3 learn effectively about celebrations and symbolism, such as when they participate in Harvest service and Christmas play, make 'Christingles' and visit the local church. They have a secure understanding of the application of Christian principles in everyday life, for example loving and caring for others, which are developed through Bible stories and assembly themes. Pupils have sound understanding of the roles and responsibilities of the local church leader

and are aware of the different Christian churches within the community. Good opportunities are given for pupils to learn about other religions such as Islam through stories, artefacts and celebrations like Diwali. Visits from a practising Muslim and links to a school in Tower Hamlets make a positive contribution to pupils' awareness of other faiths and of living in a multicultural society.

107. Pupils' spiritual development is enhanced by the many opportunities in assemblies and other lessons for pupils to reflect and to express their own thoughts and feelings on a range of issues. For example, in Year 2 and Year 3 the teacher effectively related the 'Parable of the Lost Sheep' to pupils' own personal experiences. This was then linked well to the week's assembly theme of love.
108. Pupils' attitudes to their learning are generally good and they behave well. In the lesson observed they listened attentively to stories. However, they sometimes became restless and lacked concentration during the discussions because the pace of these was slow. Pupils have too few opportunities during the year to apply and extend their independent writing skills or to record their work formally in any quantity or depth. This is particularly so for pupils in Year 3, where the presentation of their work is also unsatisfactory. This was a key issue at the time of the previous inspection, which has not yet been resolved. There is limited use of ICT to enhance learning.
109. The leadership and management of the subject are satisfactory and there have been some good improvements since the previous inspection. There is an appropriate policy and scheme of work, based on the locally agreed syllabus and nationally approved guidelines, to support teachers with their planning. There are satisfactory procedures in place for assessing pupils' attainment and for recording their progress to ensure continuous learning as they move through the school. Assessment is used satisfactorily to guide further planning. However, pupils' work is not checked rigorously enough and mistakes in spelling and punctuation are not always corrected. Teachers' marking is not used well enough to inform pupils how well they have achieved or how they might improve writing standards and presentation.
110. Resources are good and are supplemented well by the Cumbrian library service and the Carlisle Diocesan Resource Centre. These, together with visits from the local clergy, visits to the local church and the opportunity to attend the weekly Good News club, further enhance pupils' learning. Religious education makes a positive contribution to pupils' spiritual, moral, social and cultural development.