

INSPECTION REPORT

THOMLINSON JUNIOR SCHOOL

Wigton

LEA area: Cumbria

Unique reference number: 112125

Headteacher: Mr John Atkinson

Reporting inspector: Mrs Alice Soper
18148

Dates of inspection: 27th – 30th January 2003

Inspection number: 247184

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior
School category:	Community
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
School address:	The Goose Market High Street Wigton Cumbria
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr R S J Edgar
Date of previous inspection:	17 th November 1997

INFORMATION ABOUT THE INSPECTION TEAM

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Judith Menes 11468	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?
Derek Sleightholme 2759	Team inspector	Educational Inclusion Science Design and technology Music	How good are the curricular and other opportunities offered to pupils?
Paul Spray 32186	Team Inspector	Geography History Physical Education Mathematics	How well is the school led and managed?
Vincent Leary 23319	Team Inspector	Religious Education Information and communication technology	
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Thomlinson Junior School is a community school situated in the heart of Wigton in Cumbria. Many members of the community use the school both within and outside school hours. The main school is very old and is a listed building and there are several additions to the original building. Classrooms are widespread around the building. The socio-economic circumstances of the area are broadly average. The school is about the same size as other primary schools, with 256 pupils between the ages of eight and eleven on the roll. Most pupils are from white, British backgrounds and none require support in learning English as an additional language. The percentage of pupils eligible for free school meals (14.6 per cent) is broadly average. Pupils' attainment on entry in Year 3 matches that expected for their age. The percentage of pupils with special educational needs (22.4 per cent) matches that found nationally, but well above average numbers (5.6 per cent) have statements of specific need. The pupils' needs range from specific learning difficulties to physical and medical difficulties. These pupils are mostly taught in the special facility within the main building, with a new building planned for construction in the school grounds in the near future. Some are integrated into classrooms for lessons in various subjects and all join other pupils of their ages for physical education.

HOW GOOD THE SCHOOL IS

This is an effective school. The leadership and management of the headteacher and deputy are good and there is a very good reflection of the school's aims and values in its work. There are well above average standards in physical education and above average standards in information and communication technology (ICT), because there is very good provision made for the development of these subjects. The teaching is good and contributes well to the satisfactory standards attained in English, mathematics and science by the end of Year 6. The provision for pupils with special educational needs is good. The school provides good value for money.

What the school does well

- Standards are well above average in physical education by the end of Year 6 due to the very good leadership and management of the subject and skilled teaching by the deputy headteacher.
- Standards are above average in ICT by the end of Year 6. There are very good resources and good teaching, which enable pupils to make good progress throughout the school.
- The leadership and management of the headteacher and deputy are good, ensuring that a good learning climate is maintained and that there is a good focus on improving academic standards and pupils' personal development, which is very good.
- The quality of teaching is good and encourages pupils to take a keen interest in all activities.
- There is excellent provision for extra-curricular activities, which not only promotes pupils' learning across the curriculum but also contributes very well to their personal development.
- There is good care for pupils, including those with special educational needs.

What could be improved

- Standards are unsatisfactory in religious education by the end of Year 6 because pupils' knowledge is insecure.
- Statutory requirements are not fully met in the governors' annual report and in the prospectus.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

There has been satisfactory improvement since the last inspection in November 1997. There has been a good improvement in school development planning, which is now satisfactory. The school has made good improvements to schemes of work in some subjects, but others have still to be further developed to ensure there is good continuity and progression throughout the school. Several statutory requirements are still not met in respect of information provided in the governors' annual report and the school prospectus, and do not meet legal requirements, which is unsatisfactory progress since the last inspection.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	C	B	E	E
Mathematics	D	B	C	D
Science	D	B	C	C

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

The table shows that pupils' performance at the end of Year 6 in 2002 was well below average in English and average in mathematics and science when compared to schools nationally. The performance was well below average in English, below average in mathematics and average in science compared to schools in similar contexts. There has been a steady improvement in pupils' performance in relation to the national average in mathematics and science over the last few years and the overall trend is similar to that seen nationally. The results in English are depressed by the performance of pupils with special educational needs, who have difficulties in literacy. They are also affected by pupils' writing skills, which are less secure than those in reading.

Inspection findings show that standards in all three subjects are average by the end of Year 6. Pupils generally make sound progress throughout the school in acquiring skills and knowledge in each subject. Speaking and listening skills are above average and a good number of pupils read fluently and accurately by the time they are eleven. Pupils throughout the school achieve well, particularly in speaking and listening. Writing is average. Pupils have a satisfactory knowledge and understanding of number, shape, space and measures and a good understanding of data handling, which is supported well by the work that they do in ICT, where standards are good by the end of Year 6. Pupils have sound understanding of ways in which to carry out experiments and secure knowledge of what is needed to ensure that plants, animals and people need to grow and live healthily. They know that different materials are used for a variety of purposes and understand that there are ways of altering these, such as by heating and cooling them, by the end of Year 6. Pupils achieve well. Standards are well above average in physical education, where pupils learn skills and techniques very well. By the end of Year 6 standards are average in most other subjects, though sometimes pupils' progress varies when the work is not built upon previous learning carefully enough. In religious education standards are below average and pupils' achievement is limited. The school has included this as an area for improvement in its development plan. Pupils with special educational needs make sound progress and achieve well, as the provision for them is very good. Many are successfully integrated into classroom lessons and many make good progress in practical subjects such as art and design. More able pupils attain well above average standards. Good targets have been set and pupils are on course to meet these.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy school, work hard and persevere. They contribute well to discussions and work well, both collaboratively and independently.
Behaviour, in and out of classrooms	Very good. Pupils are courteous and polite. They play well together and show care for each other.
Personal development and relationships	Very good. There are very good relationships. Pupils willingly take responsibility. They understand that others are less fortunate than they are and help each other. They show increasing independence and use their initiative.
Attendance	Satisfactory. There is some unauthorised absence.

Overall, pupils' attitudes, values and personal development are good and contribute well to pupils' learning. There have been 4 fixed term exclusions and one permanent exclusion in the last year.

TEACHING AND LEARNING

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

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

The quality of teaching is good. The teaching in English and mathematics is good. Literacy and numeracy are taught well and are used well to reinforce learning in other subjects such as geography and design and technology. Teachers follow national guidance well and there is a good focus on improving standards. The particular strengths in the teaching include the very good relationships that are established between teachers and pupils. These enable pupils to contribute fully to discussions and evaluations of their work and to be confident in making suggestions or expressing their ideas. The deputy headteacher has particular expertise in physical education, which enables pupils to attain very good standards and to achieve very well. The very good quality of his teaching makes a significant contribution to pupils' very positive attitudes. Teaching is good in geography, history and ICT, which also ensures that pupils achieve well. The teaching is satisfactory in most other subjects, except for religious education. In a very few cases, teaching does not fully meet the needs of all pupils because lessons are not organised well enough. In the one unsatisfactory lesson, some pupils wasted valuable time by queuing up to wait for the teacher's attention. This meant that their learning was not as effective as it might have been. The school meets the needs of pupils with special educational needs well. These pupils usually receive work that is adapted well to meet their different needs. Teachers' marking is satisfactory. The best marking provides constructive guidance for pupils on ways in which to improve their work, though this is not always the case, such as in the limited marking in Year 5 science work.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The curriculum is greatly enhanced by the excellent extra-curricular activities provided.
Provision for pupils with special educational needs	Very good. Individual education plans are detailed and show small steps for development. They are followed well in classrooms. Teachers ensure that pupils with specific needs are integrated well into lessons.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Pupils have very good opportunities to reflect upon a wide range of issues and to experience awe and wonder. There is a strong moral code that is very well promoted by adults in the school. Many opportunities are provided for pupils to develop their very good social skills. The provision for their cultural development is good and is enhanced by the links made with a Ugandan school.
How well the school cares for its pupils	The school provides good care for all its pupils. There are very effective procedures for monitoring and promoting good behaviour.

There is a good partnership with parents. The curriculum meets requirements but the time allocated to teaching some subjects is not always appropriate and pupils do not have enough time to complete tasks or to develop skills thoroughly. There are good procedures for monitoring and improving attendance. Procedures for assessment are satisfactory but the use of constructive marking is inconsistent in helping pupils to improve their work.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. There is good leadership by the headteacher and the deputy headteacher. Some other key staff contribute well, but those with subject responsibilities are at various stages of developing their leadership and management roles and are not yet fully effective in further improving standards.
How well the governors fulfil their responsibilities	Satisfactory. Governors are very supportive and have a secure understanding of the school's strengths and weaknesses. They do not fulfil all of their statutory duties by providing required information in their annual report and in the school's prospectus. Statutory requirements for religious education are not met.
The school's evaluation of its performance	Satisfactory. Good analyses are made of pupils' attainment and their performance in relation to that of other schools. The headteacher and deputy have a clear overview of the quality of teaching in the school. They monitor developments well and judge the impact of improvements on standards achieved.
The strategic use of resources	Very good. The school makes very good use of available funds to improve its provision. The school makes very good use of its resources, except for the school library, which is insufficiently used to promote research and study skills. There is unsatisfactory use of resources for religious education.

The school is adequately staffed. There are satisfactory resources overall, with the exception of religious education. The accommodation is satisfactory, but presents some problems for storage. The leadership and management are good overall, though the monitoring and evaluation aspects are not yet enhanced by the

contributions of staff with subject responsibilities. 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.• The teaching is good.• The school is approachable.• Their children become mature and responsible.	<ul style="list-style-type: none">• There were no major issues raised by parents.

Inspectors agree with parents' positive views. The school welcomes parents and their children show enthusiasm for learning. It helps their children well to become mature and responsible.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. In the 2002 National Curriculum tests pupils' attainment in mathematics and science was in line with the national average, although it was well below this in English. In comparison with schools in similar contexts their attainment was average in science, but below average in mathematics and well below average in English. However, over recent years up to 2001, pupils have made a steady improvement in all three subjects and the trend has been similar to that seen nationally.
2. In 2002, just over one quarter of the Year 6 pupils had special educational needs, particularly in literacy. Their performance and that of several other pupils, who narrowly missed attaining higher results, affected the overall performance in English. The school's tracking information shows that most pupils achieved in line with their capabilities and that pupils with special educational needs achieved well.
3. In mathematics, analysis of the progress pupils' make through the school shows that their achievement is satisfactory, even though standards were below those in similar schools in 2002. The standards were affected by the performance of pupils with special educational needs. The school is focusing on raising the attainment of the Year 6 pupils. Over the last year there has been a good emphasis on analysing the results of assessments and on targeting resources to improve results and drive up standards. It is too early to gauge the impact.
4. In the 2002 statutory tests for eleven year olds, pupils' attainment in science was in line with both the national and similar school averages, with comparable performance by girls and boys. However, the 2002 test results show that the percentage of higher attaining pupils at age eleven is slightly below that of other schools, taking into account their test results at the age of seven. Inspection findings show that some pupils identified by the school as having higher ability sometimes attained only average standards. This can be traced back over time to teaching that has given insufficient attention to planning work that matches the full range of attainment. However, teaching is now good.
5. There have been differences in girls' and boys' attainment over the years, but these relate to the effects of those with special educational needs. In 2002 where one third of the boys had special educational needs, their performance was better in mathematics and science than in English, because of their literacy difficulties.
6. The standards attained on entry to the school in Year 3 are broadly average, with some fluctuations from year to year. The school provides good quality teaching and by the end of Year 6 pupils' attainment matches that expected for their age in English, mathematics and science. There is good teaching in English and mathematics, which ensures pupils make good progress in their learning, and the school is working hard to further improve standards in pupils' writing, which is one area that the school has appropriately identified as requiring further development.
7. Speaking and listening skills are good and are promoted well by teachers' successful methods to encourage pupils to contribute to discussions and reviews of their work. Reading is developed well throughout the school and most pupils read fluently and accurately by the end of Year 6. Many pupils read well and their attainment is above average. Pupils read from a wide range of materials that enable them to read for different purposes and they have good opportunities to read for pleasure during times that are set aside each day. However, their knowledge of some study skills is restricted and their achievement limited because pupils have limited opportunity to use the school library. This means that they do not learn how to use

a library effectively and efficiently by, for example, using the classification system and other methods to cross-reference books and information.

8. By the end of Year 6 standards in writing are average. Pupils' writing is broadly average when they begin school, though handwriting is still printed, restricting fluency and speed in writing. Spelling and punctuation are areas of weakness, with many pupils being unsure of common spellings and of simple punctuation. There are still variations in Year 4 and 5 pupils' knowledge of these aspects of writing. Pupils' work is presented neatly by the end of Year 6 and overall pupils work hard to produce what has been required. Pupils write increasingly more complex sentences as they progress through the school. The more able pupils write well, using a range of conventions such as punctuating direct speech appropriately and including a variety of good sentence structures. Many other pupils, including those with special educational needs, have yet to learn how to develop more complex sentences and to use appropriate punctuation. The teachers' marking does not always draw sufficient attention to ways of improving sentences. In some work, there is too much reliance on the use of worksheets for writing, which limits opportunities for pupils to write at length.
9. Most mathematics lessons have a clear structure that helps pupils to learn effectively. By the end of Year 6 pupils have a secure knowledge and understanding of number, shape, space and measures. A very few pupils identified as gifted in mathematics, attain very high standards and are very well supported by the additional provision made for them at the local secondary school. Pupils have good understanding of data handling, which is supported well by the work pupils undertake in ICT. Problem solving skills are satisfactory and the school is appropriately focusing on further improving the teaching and learning opportunities in this aspect, including providing further challenge for more able pupils. Overall, pupils achieve well. They concentrate well in most lessons and contribute fully to discussions and questioning. Most are particularly enthusiastic during mental arithmetic sessions, where they enjoy the challenge of calculating answers quickly. Sometimes, teachers do not set clear aims for the lessons or allow sufficient time for pupils to learn by actively experimenting with mathematical apparatus. On occasion, there is insufficient pace and opportunity to discuss work, which restricts the rate of progress and pupils' achievement.
10. In science, pupils have a secure knowledge and understanding of methods for conducting investigations and experiments. They know about the conditions required for healthy living and understand that many different materials are used for different purposes. They know that substances are changed by heating and cooling and that material such as plastic is used for several purposes in everyday life. Pupils make good progress in learning an increasingly sophisticated scientific vocabulary and they have a sound understanding of investigative methods and recording. The good quality of teaching observed showed that pupils develop secure knowledge and understanding of planning, obtaining and presenting evidence and evaluating their results. The more able pupils were sufficiently well challenged. Overall, pupils' achievement is good. Pupils listen carefully, follow instructions closely and conduct experiments safely and sensibly.
11. Standards are above average in ICT by the end of Year 6. All pupils, including those with special educational needs, achieve well. There are excellent facilities that are used very well. ICT is used very well to help pupils to become independent learners. By the end of Year 6, most pupils have confidence and are very competent in using computers. They use programs well to support their learning in other subjects such as history and geography and use the Internet well as a research tool. They use a variety of programs creatively to enhance the presentation of their work in other subjects and achieve well.
12. Physical education is a particular strength of the school and pupils achieve very well as a direct result of the deputy headteacher's expertise and involvement in the subject. By the end of Year 6 standards are well above average in all aspects of the subject, including swimming. Not only do the pupils attain very well in the different skills associated with each part of the

curriculum but they also develop a mature attitude towards teamwork, personal achievement and exercise.

13. Standards are satisfactory in most other subjects. Standards in religious education are unsatisfactory by the end of Year 6 as by this time pupils have a limited knowledge of Christianity and other faiths and few make any meaningful links between religious education and its impact on their lives.
14. Pupils with special educational needs attain satisfactory standards in relation to their abilities, make good progress overall and achieve well. The more able pupils achieve well in most lessons as they are usually provided with additional challenge. However, this is not always apparent in a few lessons, where the organisation of lessons differs from that in other classes and more able pupils sometimes work at too slow a pace in relation to their capability.
15. Standards have improved in ICT and physical education since the last inspection. They are similar to those seen then in most other subjects, with the exception of those in religious education, which have declined and are now below average by the end of Year 6.

Pupils' attitudes, values and personal development

16. Pupils' attitudes to learning, their behaviour and the quality of the relationships they form with staff and with each other, are particular strengths of the school. Pupils enjoy coming to school. They work hard, want to succeed and are eager to take part in the wide range of activities the school offers. Class teachers develop very good relationships with their pupils so that they clearly understand what is expected of them and gain confidence and independence. Pupils learn to listen carefully in class so that they are able to carry out instructions and work independently. They take an interest in their work and often enjoy lessons. They learn to concentrate on their task and persevere with it until it is finished or they are told to stop, when working on their own and with other pupils. They work constructively in pairs or groups, for example when carrying out experiments in science.
17. Pupils' behaviour is very good and better than it was at the time of the last inspection. Pupils behave well and sometimes very well in class because teaching is good and lessons are usually well organised and interesting. Little time is wasted through distracting behaviour and pupils learn and get on with their work without interruption. In the playground and around the school behaviour is good and pupils are not exposed to bullying. They are confident that any incidents will be dealt with effectively. Pupils enjoy playing together and are friendly and helpful to each other, especially those with special educational needs who are fully included in the school community. One pupil was permanently excluded last year for unacceptable behaviour and there were four fixed term exclusions.
18. Pupils willingly take on responsibilities as they get older, returning the registers to the office, doing jobs within the classroom and serving in the tuck shop at morning break. They learn to interact with adults with courtesy and confidence and are eager to help. Pupils respond with enthusiasm to school visits, such as those to London and outdoor pursuits centres, which widen their horizons and teach them responsibility and self-reliance. They are able to see other points of view and respond very well to opportunities such as that offered by the link with Uganda, to realise that many people live lives very different from their own.
19. Pupils' attendance is satisfactory overall and over the last six months the rate of authorised absence has fallen as a result of the good systems for promoting and monitoring attendance. Parents normally notify the school if their children are going to be absent and the school follows up unexplained absence promptly.

HOW WELL ARE PUPILS TAUGHT?

20. The quality of teaching is good. Most lessons were taught well and a few were outstanding. The quality of teaching is good in English, mathematics, geography, history and ICT and very good in physical education. It is satisfactory overall in science, art and design, design and technology and music. The lesson observed in religious education was taught well, though there was insufficient evidence to make a judgement on the overall quality of the teaching in this subject.
21. A particular strength of the teaching is the way in which the very good learning environment is promoted. This is achieved through teachers' very good relationships with each other and their pupils and results in pupils displaying very positive attitudes to learning and very good behaviour. Pupils willingly take responsibility for their own learning and show considerable care for others, including those with special educational needs and those whom they support in a Ugandan school. The teachers' dedication to providing a very wide range of extra-curricular activities considerably enhances pupils' interest in learning and their social development, as well as their skills in a variety of subjects. The good inclusion of pupils from the special unit helps pupils in the school to develop a good understanding of and respect for their different needs. The strong focus on encouraging pupils to reflect and express their ideas and thoughts enables them to develop confidence in contributing to discussions. The teachers generally show appreciation of pupils' ideas and answers to questions. Suggestions are gratefully accepted and pupils are made to believe that these are equally valued.
22. The deputy headteacher has a substantial expertise in sports, which means that the school's physical education and outdoor education programmes are outstanding. These make a significant contribution to pupils' learning and progress and their very positive attitudes. For example, by the time they are in Year 5 all pupils, including those with special educational needs, respond promptly to instructions and, in the preliminary warm up sessions, need little guidance from the teacher on the activities required for preparing their bodies for exercise. The quality of teaching in physical education is very good overall.
23. Teachers have good subject knowledge and basic skills of literacy and numeracy are taught well. In numeracy lessons, teachers make good use of the mental arithmetic sessions to practise multiplication tables, addition, subtraction and division. Pupils respond well, calculating answers quickly and enjoying the challenge. In literacy, letter sounds and patterns are taught systematically to support reading and writing, whilst pupils' speaking and listening skills are sensitively encouraged in most work. There is a conscientious adherence to listening to pupils read from their books and other work, which helps to promote the good reading standards of many pupils throughout the school. There is also a concerted effort to further raise standards in writing by providing a good range of purposes and tasks and by concentrating well on aspects such as spelling and handwriting. The teaching in English and mathematics is good.
24. Teachers' planning is generally good, showing clear aims for what pupils will learn and details of work for pupils of different abilities. This includes specific goals, in line with their targets, for those with special educational needs and enables them to achieve well and make good progress. At times, a small amount of planning does not clearly show what skills are to be taught and learned, such as in an art and design lesson with Year 5 pupils that focused mainly on the expected outcomes. In a very few cases, as in the one unsatisfactory lesson in a Year 5 class, planning is too brief and does not sufficiently show objectives and work for different groups of pupils. This results in pupils in the latter Year 5 class making insufficient progress in some lessons such as mathematics and English.
25. Teachers have high expectations of behaviour and work; these are usually communicated well to the pupils through clear explanations of lesson aims and what pupils must do by the end of each lesson. There are good conclusions, or plenary sessions, where pupils are encouraged to review and evaluate what they have achieved and determine what they need to do next. In a

few lessons, there is no discussion at the end of lessons, which means that pupils have insufficient opportunity to develop self-evaluation skills. As a result, pupils work at a leisurely pace and do not always concentrate as well as they might.

26. Methods used by teachers to engage the pupils' interest are usually effective and good. Most lessons contain a mixture of instruction, explanation and demonstration and teachers show good knowledge and understanding of all pupils' needs. A Year 6 class has designated time for reflection, when pupils can voice and write their views on matters of interest or concern. This provides the teacher with good knowledge of individual pupils, whilst encouraging their self-expression. The pupils respond very well and show maturity in their concerns and in their relationship with the teacher. In a few cases, methods lack flexibility and variety and there is inappropriate queuing for the teacher's attention, which slows the pace of these lessons and the progress made by the pupils. These weaknesses were seen in a Year 5 class in several subject lessons. However, the management of pupils is mainly very good and pupils throughout the school respond very well by taking a full part in activities and trying to do their very best.
27. Teachers mark pupils' work conscientiously, though there is some variation in its quality, such as in some Year 5 work. Whilst most teachers provide helpful comments for improvement, some do not and, in a few instances, inappropriately provide praise for work that is mediocre. In most lessons teachers use assessment satisfactorily to guide teaching and to plan future work. Teachers provide appropriate homework to reinforce learning and there were examples of good homework being provided at the end of some lessons. For example, Year 3 pupils were asked to find information about rocks in the middle of the Earth after a good science lesson about rocks and soils.
28. The use of time, support staff and resources is satisfactory. In most lessons, time is used efficiently and effectively and the aims for the lessons are achieved successfully. In some cases, the use of time is adversely affected by the organisation of some timetables. For example, one Year 6 physical education lesson of one half hour's duration is timetabled to start first thing in the morning, but in practice begins and ends later, intruding into time planned for the next lesson, a numeracy hour. In a few other cases, such as in a Year 3 history lesson and a Year 5 literacy lesson, introductions are too long and there is insufficient time left for pupils to complete tasks. Some lessons, such as a Year 3 history lesson, are allocated too much time and pupils become restless after one hour and more.
29. Support staff are usually deployed well and make a good contribution to pupils' learning by explaining work and guiding them in their tasks. However, not all lessons benefit from having a support assistant to help individual pupils with special educational needs, as the funding by the Local Education Authority limits the time that can be provided. Consequently, some of these pupils lack confidence when asked to undertake work of which they are unsure. Resources are used well and the improved resources for English contribute well to teaching and learning. The main exception is the use of the library, which is unsatisfactory, but which cannot be fully resolved until the school finds a better and safer location for it.
30. The teaching of pupils with special educational needs is good. Pupils have clear targets for improvement and class teachers follow these well when planning and teaching. The teaching in the unit is good and the staff have established a calm, friendly and supportive learning environment. All pupils respond well and show enjoyment when undertaking the good range of activities provided for them.
31. The quality of teaching is good in ICT, where considerable training has provided teachers with secure subject knowledge and ability to teach a wide range of skills. The subject is used well to enhance learning in some other subjects such as mathematics, geography and history, which are also taught well. There is a weakness in the teaching of religious education largely because the timetabling arrangements and resources are unsatisfactory and because there is insufficient involvement of the co-ordinator in ensuring that teaching and learning are effective.

Pupils gain only a limited knowledge and understanding by the end of Year 6, so the requirements in the agreed syllabus are not met.

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

32. When the school was previously inspected the curriculum was judged to be broad, with all subjects taught to sufficient depth. Three subjects, music, art and physical education, were enhanced by excellent extra-curricular provision. The need for schemes of work had been recognised and this matter was being addressed.
33. Since the previous inspection, decisions were taken to use national guidance as a basis for the teaching programme in each subject. In some subjects such as music, additional guidance from the Local Education Authority, provided through in-service training programmes, has been satisfactorily adopted. The previous inspection's key issue, to complete the development of schemes of work, has been satisfactorily resolved. The school has adopted the national programmes for literacy and numeracy as the basis for teaching English and mathematics. All subjects are taught and most statutory requirements are met, with the exception of those for religious education.
34. The school rightly gives a higher proportion of time to teaching English and mathematics and ensures that pupils have at least one lesson in physical education each week. The opportunity to introduce flexibility into the teaching time for other subjects has been taken and many are now taught in blocks of lessons, usually within a half term. Often, subjects alternate from one half term to the next, for example, art and design with design and technology, or history with geography. Whereas the time allocated to most subjects meets national recommendations, in music and religious education it is below what would be normally expected. There is good provision for swimming, which is organised often in five-week blocks of lessons. The use of homework is satisfactory.
35. Overall responsibility for planning the curriculum rests with the deputy headteacher and a Year 4 Team Leader. Together they satisfactorily co-ordinate the planning arrangements that include collaboration between year group teachers. Most subject co-ordinators, except for the science and religious education co-ordinators, check medium term plans to ensure subject coverage meets requirements. Pupils with special educational needs access the same programme as other pupils and their individual education plans usually incorporate targets for literacy and numeracy. The taught programme regularly helps pupils with special educational needs to meet these targets. The school makes satisfactory provision for literacy and numeracy booster programmes. Specialist equipment, such as a radio transmission kit for hearing-impaired pupils, is used to ensure they can fully access the curriculum.
36. There are good opportunities for pupils to work together such as through investigations in science and practical skills in art and design and design and technology. Field study work is promoted well, with residential experiences for pupils in both the Lake District and London. These significantly add to pupils' knowledge of the humanities, as does the international project with a Ugandan village. ICT is increasingly being used to support pupils' learning across subjects. For example, pupils use art software to practise design and technology research and planning skills. There is good provision for the very few pupils who are gifted in mathematics. The excellent provision for extra-curricular activities has been maintained and enhanced since the last inspection. There is considerable choice available to both girls and boys, with strong links both to curriculum subjects and to sporting associations, which enhance learning and contribute well to pupils' personal development.
37. The school is developing a programme of personal, social and health education that is now taught as 'Circle Time' in some classes. This means that pupils have opportunities to talk about matters of personal interest and to reflect on their feelings about such matters.

Programmes for health education and drugs education are regularly taught and well organised. The visit by the 'Life Bus,' with specialist teachers, provides an opportunity for pupils from all year groups to access a health and drugs education programme appropriate to the pupils' age. Sex education is taught within the curriculum programme, usually within science, and parents are consulted regarding the health education programmes that are provided separately for girls and boys. A community police officer has made a contribution to aspects of citizenship.

38. Curriculum transfer arrangements with the receiver secondary school are well structured and include the Head of Year 7 working in Year 6 prior to pupil transfer. The school has, in conjunction with one secondary school, provided a mathematics enrichment programme for more able pupils and is developing sporting links with another. There are good partnerships with secondary schools and local businesses. A well-established link with a local plastics company provides opportunities for pupils to visit an industrial workplace. There are very good links with the community, which has a strong involvement with the school. For example, the Community Development Centre is used very successfully for adult training in ICT and other nationally recognised courses of study.
39. The school's provision for pupils' spiritual, moral, social and cultural development is very good and has improved since the time of the last inspection. It provides pupils with relevant experiences that make a good contribution to their moral, social and cultural education through their work in school and in the wider community. Spiritual awareness is experienced and promoted very well through subjects, assemblies and social activities. Assemblies are well planned and contribute to a time for reflection where pupils and staff share a prayer and hymn. For example, the lively manner of the local vicar encouraged pupils to think about all the people involved in producing an orange that they can buy in their local shop. Young pupils enjoyed an amusing story told by the headteacher who introduced them to Buddhist beliefs. The music of Amadeus Mozart gained the attention of pupils in Years 5 and 6 when they listened intently to the violins. In lessons, although opportunities for spiritual development are not explicit in teachers' planning, where the teaching is skilful and sensitive this results in pupils becoming more aware of themselves as they meet new challenges and experiences. For example, in physical education Year 6 pupils reflected on thought and feelings and Year 3 pupils were amazed when water placed on rocks showed wet on one and quickly dried on another. At the end of an English lesson pupils considered stories and the feelings these evoked.
40. The provision for pupils' moral development is very good. There is a clear moral code in school where both the staff and pupils are courteous and respectful to each other. Every opportunity is taken to provide positive examples and pupils are very aware of what is expected of them in lessons and during play and lunch times. The nature of the school building makes it imperative that pupils move with safety up and down the stone stairs and along the narrow corridors. They hold doors open and politely acknowledge visitors as they pass. They confidently discuss their work and are happy to listen to and share ideas. Pupils with more complex needs attend various lessons with their year groups. This integration works very well and has benefits for all. In one class, Year 6 pupils reflected on current issues, with a few voicing concerns about the possibility of war in Iraq, showing their care and consideration for others. A project with a school and village in Uganda is well displayed, with photographs showing how different life is in Africa. The 'Life Bus' makes regular visits and all pupils take part in interactive sessions.
41. The provision for pupils' social development is very good as staff are extremely supportive and create a secure, happy environment throughout the school. For example, there is a clear structure to most lessons, where pupils know what is expected of them. Pupils enjoy the many opportunities provided through clubs such as netball, computers, mathematics, sailing, guitar playing, chess, the school magazine and athletics. Lunchtime and playtimes are pleasant social occasions where pupils develop social skills and play football and skipping games. Pupils who require additional help are included and supported very well in all activities by the teaching assistants and other pupils. Staff provide many opportunities for pupils to take

responsibility such as helping in assembly, playing in the recorder group to accompany hymn singing, collecting registers and running the tuck shop. A team spirit is developed successfully through the excellent physical education and outdoor pursuits where pupils develop safe, collaborative skills while canoeing, sailing, horse riding and swimming and in team games. The Barnardo's Breakfast Club provides very good opportunities for interaction while pupils are playing pool and taking part in circus skills and game events.

42. The provision for pupils' cultural development is good and is supported by a range of opportunities in lessons and the many social and extra curricular activities undertaken. These include the annual trip to London, where pupils study a range of cultural elements in art, architecture, history and geography. A study of biographies of famous people illustrates well the confident use of the Internet by Year 6 pupils. They carry out research to show the interesting lives of people such as William Shakespeare, Queen Victoria and Charles Dickens. A multicultural aspect is successfully studied with 'Dewode,' the adopted school in Uganda, though the multicultural diversity of Britain is less successfully developed in lessons throughout the school.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

43. The school takes good care of its pupils, as was seen at the time of the last inspection. Teachers know their pupils very well and have a good understanding of their individual needs and abilities, so that they build very positive and supportive relationships with them. Pupils like and trust their teachers and feel safe in school. The school takes appropriate measures to promote the protection, health and safety of pupils, although the condition of one of the boys' toilets gives cause for concern as it is in need of repair and is unhygienic. Pupils are well supervised out of the classroom and matters of safety are frequently pointed out and discussed during lessons such as physical education and science. The procedures for child protection are good and staff are given regular, updated information about these procedures.
44. The school monitors attendance well by following up unexplained absences and reviewing data regularly for developing patterns of absence. The school's policy for behaviour, and particularly strategies for dealing with unacceptable behaviour and bullying, are very effective and ensure an orderly and secure learning environment. Teachers give each pupil a copy of the school Good Behaviour Book to take home to their parents and they discuss it with them in class. Pupils understand the system of rewards and sanctions and believe that it is fair.
45. The school has recently acquired computer software to improve the monitoring of individual pupils' achievement and each year group's attainment. It records test results each year from entry from the infant school. This information is used to set school targets and the information gained from the analyses of voluntary national tests is used to help teachers plan the curriculum. A file is kept for each individual pupil. This includes examples of work in core subjects and test results. This is passed to the next teacher as the child moves up the school so that individual progress can be monitored and the file is transferred to the secondary school at the end of Year 6. Teachers assess pupils' progress in lessons and adjust short term planning accordingly. Overall, assessment is satisfactory and sometimes good, though practice is not consistent, such as in a Year 5 class.
46. The school does not formally monitor pupils' personal development unless their behaviour is giving cause for concern, but the good knowledge that teachers have of pupils and their families ensures effective support and guidance. For example, teachers meet to discuss the division of each year group into classes for the next school year, so that each pupil is considered in terms of which group would be best for them. Pupils value this re-arrangement, which gives them opportunities to make new friends, or to make a new start after a difficult year. Educational guidance for pupils varies. At its best, the marking of work helps pupils to improve and encourages them to discuss difficulties with the teacher, but this is not a consistent feature. In some year groups, such as Year 6, targets are set through discussion between pupil and teacher, but these are not always precise enough to be useful or

measurable for success, such as in a Year 5 class. Teachers encourage pupils to do well and praise their achievements, giving rewards, which are appreciated. The progress of pupils with special educational needs is closely monitored and recorded. The school is also interested in, and celebrates, pupils' achievements out of school.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

47. Parents are very pleased with all aspects of the school and the education that it provides for their children. As at the time of the last inspection, they feel comfortable about coming into school to ask for information or to discuss concerns with teachers. Some offer to help, for example with organising fund-raising events and with educational visits.
48. Overall, information for parents about the school is good, with newsletters providing a regular update on current issues and events. The prospectus is well presented and helpful, although both it and the Governors' Annual Report omit some items of information required by law. The school also omitted required information for these documents at the time of the last inspection. The school consults parents periodically to discover their feelings about the school and incorporates issues that are identified into the school improvement plan. The headteacher is currently working to find ways of improving information for parents about the curriculum. Parents asked for more information about statutory tests and meetings held in response to this were well attended. Parents with children about to start school are well supported with a meeting and an opportunity to visit the child's future classroom and teacher. Where parents have concerns, these are taken into account when placing children in classes, both before pupils start school and in successive years.
49. Information about pupils' progress is good. Annual written reports are satisfactory and have been improved since the last inspection. They are supplemented by opportunities for parents to meet teachers and discuss in more depth where pupils need to improve and how parents can help them. Parents of children with special educational needs also attend review meetings. Parents support their children by regularly listening to them read at home and they help them well in other homework. They communicate well with teachers by writing comments in their children's reading diaries.
50. Parents are invited to attend class assemblies when their children are involved, and other events such as the annual Carol Service in the church and school productions. The breakfast club provides good support for working parents, who can leave early for work knowing their children are well looked after.

HOW WELL IS THE SCHOOL LED AND MANAGED?

51. The headteacher and deputy headteacher work closely together and provide good quality leadership and management that have established clear educational direction for the school. They provide caring and sensitive leadership and with the staff they have created a very positive and supportive climate for learning. The school's aims and values are very well reflected in its day-to-day life, with strengths in the very good relationship between adults and pupils. Management systems have been reviewed and updated since the last inspection and include a much wider use of technology, to the benefit of both staff and pupils. The headteacher, deputy, staff and governors are focused on improving academic standards and pupils' personal development. There is a shared commitment to improve and succeed in the Community school environment.
52. The governors are very supportive of the school. They have a sound understanding of the school's strengths and areas for development. They have a range of expertise and are aware of their statutory responsibilities. Governing body meetings are well organised and there are sub committees in place for staffing and pupil discipline procedures. The governors are satisfactorily involved in the annual review of the school improvement plan and planning

process. During the year, issues are brought to the attention of the governing body through the headteacher's termly reports and discussion takes place at the governor meetings. There are good relationships between the governors and staff. The governors are clearer about their role than at the time of the last inspection and more informed as to what is happening in school. An example of this is that the chair of governors monitors the progress of special needs pupils in the school. He knows these pupils and spends time monitoring each pupil's individual educational plan with the special educational needs' co-ordinator.

53. Several statutory requirements are not met. Although the school has informed parents through newsletters, there are some omissions from the prospectus and the governing body annual report in regard to information. The prospectus omits information about authorised and unauthorised absence and a statement on the success of implementing the governing body's special needs policy in the last year. The governing body's annual report does not show the status of all governors and does not mention the accessibility plan (as required from September 2002). There is no focus on how training has improved the standards and quality of teaching and learning and there is no information about targets for Key Stage 2 tests at levels 4 and 5 in English and mathematics. Statutory requirements for religious education are not met.
54. The school improvement plan provides sound direction for the school. It establishes priorities and it now has a longer-term focus than at the time of the last inspection. This now gives a clearer overview to supporting further improvement in the quality of education. This is a good improvement since the last inspection. Funding is closely linked to priorities, with implementation strategies, time scales and criteria for success specified. The school improvement plan is linked well to performance management to identify areas for teachers' professional development.
55. There is very good strategic use of resources, including specific grant and other funding. The finance governor carefully monitors the school's finances on a regular basis. The headteacher and the finance governor then report back to the full governing body meetings. Last year the school had a small carry forward of around one per cent. Best value principles such as considering major changes or developments and considering the efficiency of decisions are applied well to all purchases and contracts. The school has systematic procedures for the ordering, receipt and payment of goods; it operates its own chequebook system and manages its own affairs. The school is a member of the Wigton Business Association and has a thriving Community Development Centre. The finances provided for the pupils with special educational needs are used effectively and efficiently. Specific grants are bid for and other grants come through the standard fund. In terms of specific grants the school has submitted recent bids to various funding sources, including Community lottery funds. It was awarded £2,500 to create a garden of cultural origin. These enhance the links with the community very well. Other bids have been for capital works for improvement to the building. Very good use is made of new technology for administrative purposes, for example for attendance monitoring and the 'SIMS' budget management software. Administrative support is effective and efficient.
56. The deputy headteacher makes a good contribution to the leadership and management of the school. He shares the responsibility with the headteacher for the monitoring of classroom practice and therefore has an overview of the quality of teaching and learning in the school. He sets an excellent example to subject co-ordinators with his outstanding leadership of physical education.
57. The monitoring, evaluation and development of teaching is satisfactory. The headteacher has a good overview of classroom practice through his own and the deputy's monitoring of teaching and staff with subject responsibilities are at various stages of developing their roles of monitoring and evaluating classroom practice and standards.
58. The subject co-ordinator role is a developing one, using a training model for developing subject leadership, called 'Toolkit.' This takes teachers through the stages of development in order to

bring about increased effectiveness. Co-ordinators range from being very experienced to new to the role. They have a satisfactory input into the school development planning process.

59. The school has an appropriate policy and procedures in place for appraisal and Performance Management. Induction procedures for new members of staff are well established and a programme of support continues in their second and third years. The headteacher, as the school's Staff Development Officer, ensures that professional development opportunities are available for all staff.
60. The school is generously staffed by an adequate number of suitably qualified and experienced teachers, including an advanced skills teacher. Experienced teaching assistants provide good support for those pupils who have behavioural difficulties and other special educational needs.
61. Resources are mainly satisfactory, but there are variations between subjects. The ICT provision is of a high standard. Physical education, science, mathematics and music are well resourced. All other subjects are satisfactorily resourced, apart from religious education. The library is inadequate because there are not enough books and because it is not readily accessible to pupils. The school is able to partly resolve this through the Young Person Library Service that visits termly. The resources for the unit for special educational needs are satisfactory.
62. The accommodation is adequate for teaching and learning purposes. Considerable time has been devoted to applying for funding/grants to create pleasant areas to work in. The school has made the best use of limited space and has taken advice from an architect and building surveyor. There are very good facilities for ICT, a good sized hall and good outdoor facilities, with more improvements planned. The limitations of the building include insufficient storage space and small spaces for supported learning. The toilet facilities are poor, especially for Year 3 boys. There are damp areas in some parts of the school. There are also a number of mobility problems caused by the nature of the building, including the narrowness of corridors and the isolated nature of the upstairs accommodation.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

63. The governing body, headteacher and staff should further improve the quality of education provided by:

- (1) raising standards in religious education by;
 - improving the resources for teaching and learning;
 - increasing the co-ordinator's involvement in guiding and supporting teachers;
(Paragraphs: 14, 31, 34, 139, 140, 143, 144)
- (2) ensuring that all statutory requirements are met in the governors' annual report and school prospectus.
(Paragraph: 53)

In addition to the issues above, the school should also include the following, additional issue in its action plan;

review and improve the timetables to ensure that time is allocated appropriately to teaching all subjects in all classes. (Paragraphs: 28, 34, 77, 126, 127, 139).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

55

Number of discussions with staff, governors, other adults and pupils

38

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	2	7	28	14	1	0	0
Percentage	4	13	51	25	1	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 one percentage point.

Information about the school's pupils

Pupils on the school's roll

Y3 – Y6

Number of pupils on the school's roll (FTE for part-time pupils)	256
Number of full-time pupils known to be eligible for free school meals	38

FTE means full-time equivalent.

Special educational needs

Y3 – Y6

Number of pupils with statements of special educational needs	14
Number of pupils on the school's special educational needs register	56

English as an additional language

No of pupils

Number of pupils with English as an additional language	0
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Pupil mobility in the last school year

No of pupils

Pupils who joined the school other than at the usual time of first admission	19
Pupils who left the school other than at the usual time of leaving	8

Attendance

Authorised absence

	%
School data	5.7
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	2002	43	30	73

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	42	42	42
	Girls	30	30	30
	Total	72	72	72
Percentage of pupils at NC level 4 or above	School	63 (79)	78 (79)	90 (89)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	43	43	43
	Girls	30	30	30
	Total	73	73	73
Percentage of pupils at NC level 4 or above	School	82 (67)	76 (71)	96 (84)
	National	73 (72)	74 (74)	82 (82)

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	256	4	1
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	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: Y3 – Y6

Total number of qualified teachers (FTE)	14
Number of pupils per qualified teacher	17.7
Average class size	23

Education support staff: Y3 – Y6

Total number of education support staff	10
Total aggregate hours worked per week	174

Financial information

Financial year	2002
	£
Total income	584,318
Total expenditure	605,652
Expenditure per pupil	2338
Balance brought forward from previous year	26627
Balance carried forward to next year	5923

Recruitment of teachers

Number of teachers who left the school during the last two years	0.6
Number of teachers appointed to the school during the last two years	1.4
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.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	249
Number of questionnaires returned	51

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	78	22	0	0	0
My child is making good progress in school.	65	35	0	0	0
Behaviour in the school is good.	69	29	2	0	0
My child gets the right amount of work to do at home.	47	47	6	0	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	53	47	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	90	10	0	0	0
The school expects my child to work hard and achieve his or her best.	76	18	4	0	2
The school works closely with parents.	49	47	2	0	2
The school is well led and managed.	76	24	0	0	0
The school is helping my child become mature and responsible.	63	37	0	0	0
The school provides an interesting range of activities outside lessons.	53	35	6	0	6

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

ENGLISH

64. By the end of Year 6, pupils' attainment is in line with the national average, as it was at the time of the last inspection. The pupils' speaking and listening skills are above average, which shows an improvement since the last inspection. Reading is at the standard expected for the end of Year 6 with a good proportion of pupils who read fluently. Pupils' attainment in writing is in line with that expected by the time they transfer to secondary education. The school has identified the need to improve standards in writing and has already instigated good procedures to address weaknesses, including support from the literacy consultant. These are having a positive impact on improving teachers' planning and the amount of time dedicated to writing.
65. There is a strong focus on developing good communication between pupils and teachers. Pupils are very attentive when listening to instructions and explanations and they contribute confidently to discussions. They ask questions and their responses are valued by staff. There were good examples of effective dialogues in many lessons. For example, in a Year 5 literacy lesson, pupils contributed good suggestions about ways in which writers can engage their readers, for example, by using a variety of sentences containing interesting adjectives and by creating interesting openings to stories. More able pupils explained the 'tedious' effects of writing that lacked a variety of sentence structures. In a Year 6 lesson, where pupils had time for reflection, the teacher's good interaction with individual pupils enabled them to discuss individual thoughts, including their feelings about matters such as tuberculosis vaccinations and current affairs. This not only encouraged pupils' communication skills but also contributed well to their personal development.
66. Pupils' reading skills develop well. By the end of Year 6 most read accurately and fluently, showing a good improvement since the last inspection. Most talk knowledgeably about their favourite authors and their reading preferences. There has been a good improvement in the range of books provided for pupils in their classrooms and they expressed their satisfaction with the selection available for them to read. There are often good links made between reading in English and in other subject lessons. For example, when discussing stories that take the reader back in history, some Year 6 pupils decided that they would like to return to the time of the Great Exhibition at Crystal Palace, which they had learned about during their topic about Victorian Britain. The pupils with lower ability and those with special educational needs make good progress in reading because they are given good help through additional literacy lessons and because work is adapted carefully to match their different reading abilities. More able pupils generally receive extra challenge, such as being asked to locate information from a range of sources, including the Internet. At present, the school library does not provide a good enough resource for developing pupils' independent research skills, including those such as locating books, cross-referencing information and making efficient and effective use of its resources. The school is well aware of this deficiency and hopes to improve the use of the library and its contents once classroom teaching space has been rationalised.
67. Pupils use an increasing range of vocabulary and sentence structures in their writing as they progress through the school. By the end of Year 6, pupils write for an appropriate range of purposes, using accurately a variety of formats, such as writing letters, accounts, reports, poetry and stories. However, the amount of extended writing varies in the school and there is sometimes an over-reliance on using worksheets for writing tasks in literacy and other subjects. The school is working hard to improve the opportunities for writing across the curriculum and many successful lessons were observed. For example, in one Year 3 lesson, pupils collaborated well to devise humorous verses, such as "A slithering snake eating steak and sweetcorn" and "a rabbit eating a ragged rat", when they learned about alliteration and its

use in poems. Pupils with special educational needs were included well and were equally successful in contributing their ideas and suggestions.

68. The common limitations in pupils' writing include insecure punctuation and spelling skills, which often restrict the quality of their work. The youngest pupils in the school have yet to learn how to join their handwriting, which adversely affects the development of fluency in writing and the speed at which they write. Despite writing stories that have a clear beginning, middle and end, sentences are inconsistently punctuated and several pupils confuse tenses. For example, some write, "Mum and me are going to the cimar (cinema) when we got ther (there) it was starting." Few pupils use words other than 'and', 'but' and 'when' to join ideas in sentences. By the end of Year 6 the writing of more able and average ability pupils includes a range of work, including satisfactorily written reviews, letters, lists, instructions, poetry and stories. The more able pupils show secure understanding and use of direct speech in stories and their handwriting and presentation skills are good. They include humour and a wide range of interesting vocabulary to engage the reader. The average ability pupils have less secure understanding of the conventions of punctuating and setting out direct speech. Most pupils have yet to learn how to organise their writing in paragraphs. There is some inconsistency in the quality of handwriting and presentation in the school. Whilst most pupils make good progress by the end of Year 6, in Year 3 progress varies and insufficient attention is drawn to improving these skills.
69. Pupils respond well. They enjoy their work and usually behave and concentrate well. They respond particularly well when lessons proceed at a brisk pace and when they are encouraged to reason and express their views. In the very few lessons where objectives were unclear and where there was a lack of pace and good organisation, some pupils become distracted and their rate of progress slowed. For example, in one Year 5 class, when the teacher was occupied with attending to a queue of pupils, some wandered around the room and others did not pay enough attention to their work.
70. The quality of teaching is good overall, as it was at the time of the last inspection. Literacy skills are generally taught well, with a good focus placed on improving spelling and punctuation. Teachers' planning is good, showing detailed aims for what they want pupils to learn and a range of suitable tasks for different groups of pupils, including those with special educational needs and more able pupils. Teachers manage pupils very well and this contributes effectively to the good progress made by them in most aspects of the subject and particularly in their speaking and listening skills. Support staff are deployed effectively to help small groups and individual pupils. There are now improved resources for teaching and learning, though some dictionaries in a Year 6 class are shabby and in need of replacement. ICT is used well to support teaching and learning. For example, the pupils in Year 6 combined text and graphics to produce a summary of a chapter from the story *Tom's Midnight Garden*. Music is sometimes used well to enhance pupils' learning about poetry, such as where Year 5 pupils developed musical patterns to accompany poetry based on sounds of the sea. Good progress has been made in developing a consistent approach to teaching English and in establishing long term planning, which has largely resolved the previous inspection issues concerning continuity and progression. However, in a very few cases, there are still individual approaches to teaching literacy, such as in a Year 5 class, which restrict the otherwise consistent development of skills and knowledge and detract from the considerable efforts made by the subject leader and other staff to improve the provision.
71. Assessment procedures are satisfactory. Teachers mark work conscientiously and most provide constructive comments to help pupils to improve their writing. On occasion, marking is limited in its usefulness in some Year 3 and 5 classes. The school makes satisfactory use of national tests and other reading tests to assess and monitor pupils' progress. Samples of pupils' writing are assessed regularly. Portfolios of pupils' work are developed and added to across the school and help to inform teachers about their progress. Pupils' progress from entry is tracked well and a new system for monitoring this and supporting teachers' target setting is being installed on computer. Reading progress is monitored closely, with pupils

reading to their teachers and other staff during daily, individual reading times. There is good support for reading at home and parents contribute well to on going assessment by writing evaluative comments in their children's reading diaries. Homework is satisfactory in supporting pupils' reading and writing development.

72. Leadership and management of English are satisfactory. The subject leader has had responsibility for English for one year. She has good knowledge and understanding of the subject and is developing her leadership role well, supported by the local authority's 'Toolkit,' which provides very helpful guidance for developing the new co-ordinator's role. The subject leader has very recently compiled a good policy and guidance 'pack' for teachers, which is having a positive effect on improving teaching and learning. Importantly, this guidance includes good advice on improving writing across the school, which was not available at the time of the last inspection.

MATHEMATICS

73. By the end of Year 6 standards are average, as they were at the time of the last inspection. There is little difference between the standards attained by girls and boys. A very few pupils, identified as gifted in mathematics, attain very high standards and are well supported by the additional provision made for them at the local secondary school.
74. By the end of Year 6 most pupils understand place value. They multiply whole numbers by 10 and know multiples of 10. Most pupils add and subtract numbers to one decimal place, writing their calculations on paper. Higher attaining pupils use all four number operations to two decimal places and are able to calculate fractions and percentages of numbers and quantities. They understand that multiplication is the inverse of division and use this to check results. Pupils carry out calculations involving division of three-digit numbers, showing increasing skill in calculating answers in different ways. For example, pupils divided three digit numbers correctly by a process of breaking these numbers down into sets for easier calculations. Lower attaining pupils and those with special educational needs make sound progress in their understanding and use of number. They understand place value and carry out calculations in hundreds, tens and units. All pupils respond quickly and accurately during mental mathematics sessions.
75. Pupils recognise and use accurately standard measures of length, mass and capacity and read different scales. They measure perimeters and calculate areas of shapes satisfactorily. They interpret graphs and solve problems using data, showing clear understanding of the different ways in which information can be presented. The pupils use their mathematical knowledge effectively in other subjects such as in science, where they classify and devise keys for categorising different creatures. They use data handling well in science and geography and make good use of ICT to develop their mathematical skills. For example, most pupils enter data correctly onto a spreadsheet. A few pupils are developing higher order skills and are using algebraic formulae to work out values.
76. The quality of teaching is mainly good. Numeracy skills are taught well. Only one lesson was unsatisfactory because there was poor planning, inefficient use of time and poor organisation, which limited pupils' progress. Where teaching is good, teachers plan in detail. They ensure that all pupils are challenged. The practice of planning together in year groups is particularly effective, ensuring that opportunities are the same for all pupils of the same age. Teachers plan for the full age and range of attainment, enabling all pupils to make good progress. Most teachers are confident in using the National Numeracy Strategy. Consequently, most lessons have a clear structure that helps pupils to learn in a sequential and well-organised way. Teachers make increasingly good use of available resources to bring lessons alive. For example, in a Year 4 lesson, the teacher made very good use of a 'counting stick' to reinforce and develop the pupils' mental arithmetic skills in counting and adding in multiples of 50, linking these to the pupils' prior knowledge of multiples of five. This good quality teaching, with clear

instructions, results in effective learning. Lower attaining pupils and those with special educational needs are also successfully supported. In a lesson with lower attaining Year 4 pupils for instance, the support assistant effectively helped pupils to undertake operations with numbers that involved carrying out column addition and subtraction.

77. Sometimes, teachers do not set clear aims for what pupils will learn or allow sufficient time for pupils to learn by actively experimenting with mathematical apparatus. On occasion, there is insufficient pace and opportunity to discuss work, which restricts the rate of progress. For example, in a Year 3 lesson about solid shapes, pupils were not given enough opportunities to explain their thinking about the shapes they made. Where teaching is unsatisfactory there is poor planning, inefficient use of time and poor organisation.
78. Teachers manage pupils very well, supporting those who need extra help and making sure the atmosphere is conducive to learning. As a result, pupils learn in a stress-free atmosphere without interruption. Homework is used successfully, which encourages pupils, teachers and parents to work together. Good quality leaflets outlining learning goals for each year group enhance this parental link further.
79. Target setting for all groups is a developing strength in helping to raise standards. Extra lessons are used to improve the performance of lower attaining pupils. There is very effective use of additional staff, who skilfully support the diverse needs of all pupils. Teamwork is of a high quality, with all staff working very well together. Pupils' attainment and progress is assessed at regular intervals. The data from this assessment has been gathered to enable the co-ordinator to target groups of pupils for extra support. For example, this was carried out through the use of additional teaching support and materials as in 'Springboard', in Years 3, 4 and 5.
80. The leadership and management of the subject are satisfactory. The co-ordinator's good audit, carried out nearly three years ago, involved all staff and has ensured that most of them have a clear understanding of priorities for improvement. There is a scheme of work, which is an improvement since the previous inspection. Standards are carefully monitored and evaluated and effective strategies are devised to seek improvement. Resources are of good quality.

SCIENCE

81. By the end of Year 6 most pupils attain average standards in science, as at the time of the last inspection. They acquire a secure knowledge of the earth and space and are familiar with scientific terms such as, 'orbit, eclipse' and 'hemisphere.' They have successfully completed practical investigations into forces when learning about the concepts of gravity and magnetism. Pupils have studied light and reflection and distinguish between panels that are opaque and transparent. Most pupils predict accurately what is likely to happen in an experiment. They know that test conditions must be fair when investigating and most record their results satisfactorily. Higher attaining pupils produce accurately labelled scientific diagrams and charts that record the information they have found through research and experimentation. Although lower attaining pupils have completed investigations, their ability to accurately record results and label diagrams is restricted by limited literacy skills such as inconsistent spelling and punctuation.
82. Many pupils make satisfactory progress as their work in lessons builds appropriately on their previous learning. Pupils' work on electricity shows their knowledge of elementary circuits advanced satisfactorily to enable them to use more than one power source and to set up lights in a series. As pupils became more confident they learned how to draw an accurate circuit diagram using the correct scientific symbols.

83. Pupils with special educational needs make good progress in acquiring scientific ideas because most of the work is practical and allows them to engage in discussion with other pupils and their teachers. Often the activities directly relate to the targets that have been written into their individual educational plans.
84. Teaching is satisfactory. Teachers are confident in presenting scientific ideas to pupils. They teach investigation skills well and encourage the use of scientific vocabulary. In a practical lesson on solids, liquids and gases for pupils in Year 5, the teacher successfully taught the term 'displacement,' as the pupils poured water on fine soil, coarse pebbles and florists' sponge blocks. The teacher then checked individual pupils' understanding of this scientific term by asking key questions such as "Where does the air go that has been displaced?"
85. Practical lessons are mostly well organised with good preparation, sufficient resources and good attention to pupils' awareness of safety. In a Year 6 lesson where pupils learned about light paths and reflection, the teacher skilfully prepared activities that were closely matched to three levels of attainment in the class. Lower attaining pupils used mirrors to track the reflected path of simple straight lines. Average attaining pupils learned how to finely adjust a mirror to pick up the image of more than one object. Higher attaining pupils were challenged to consider how reflections bounced across corners in a task that would lead them towards using two mirrors. By the end of the lesson the teacher ensured pupils had grasped how their work relates to real life situations and actions such as driving, shop security and using a periscope.
86. Assessment procedures are satisfactory. Pupils' work is assessed at the end of each topic and day to day assessment is good, helping teachers to build on work learnt earlier. Teachers' use of marking is inconsistent. At best, some teachers use marking to help guide the pupils towards improvement. They expect work to be corrected by pupils and check that this has been done. At times however, marking is limited to ticks and a brief, positive response, sometimes for work that has been unsatisfactorily presented.
87. Most pupils respond well to the interesting range of topics provided through the good science curriculum. They work together co-operatively during investigations; they are interested in the outcomes of experiments and they listen carefully and attentively. There was a particularly good reaction from pupils in Year 3 when the study of absorption was closely linked to the history of buildings and early tools. The pupils were amazed when the teacher used rock samples from the Lake District to show how water when poured on to some surfaces remains as a wet mark, whereas on others it disappears almost immediately. The pupils' keen interest helped them to respond quickly when asked which material would be preferable for the roof of a house. Fact-finding homework was then set to extend the pupils' learning, which was a good example of enhancing their learning in school.
88. In all topics covered there are sufficient opportunities both for investigations and for the use of ICT to help improve pupils' scientific understanding and to record their results, such as in devising graphs. A Year 4 teacher used a laptop computer well to help pupils to understand ways of classifying animals.
89. The leadership and management of science are satisfactory. The most significant impact of the co-ordinator is in the provision of in-service training and resources management. A senior manager carries out science monitoring activities, including checking of planning and analysing pupils' performance data. There is a good range of science resources. They are used effectively and contribute well to pupils' progress.

ART AND DESIGN

90. Pupils' attainment is in line with that expected for their age by the end of Year 6. The standards are similar to those seen at the time of the last inspection. Pupils, including those with special educational needs, make satisfactory progress.
91. By the end of Year 6 pupils have a good range of experiences, using a variety of materials and different techniques. They have developed sketching techniques satisfactorily and used paints, crayons and fabrics to produce for example, portraits, designs and patterns. The pupils have a sound knowledge of the works and styles of famous artists such as Edgar Degas and Henri Matisse and have more recently produced good pictures in the style of L.S. Lowry. These show close attention to the detail of the content and the techniques used to draw and paint figures. The pupils have a secure understanding of design, using their sketchbooks to practise and refine their work. This is an improvement since the last inspection when the use of sketchbooks was inconsistent.
92. In the few lessons observed pupils' responded well, showing interest and concentration in their work. The Year 4 pupils, for example, watched avidly when their teachers demonstrated ways in which they might make clay bracelets, as part of the topic on the Vikings. They learned to use 'slip' to join pieces of clay and showed good creativity when adding their designs. Similarly, in a Year 5 lesson that was closely linked to myths and legends, pupils showed good observational skills when discerning similarities and differences between colour and patterns used in Ancient Greek and Egyptian artefacts. They responded well during the class discussion about the ways in which these ancient societies communicated stories using objects such as mosaics and urns.
93. The quality of teaching is satisfactory overall. It was good in the lesson led by the co-ordinator for the subject, because there was a good balance of the direct teaching of skills, including the effective demonstration of the use of tools, art techniques and encouragement to develop creative ideas. In the Year 5 lesson, although the introduction was very effective and techniques were taught well, the teacher missed opportunities to develop the pupils' skills in drawing and the planning did not clearly identify which art and design skills were to be developed. Nevertheless, the aim of the lessons for pupils to learn about art from a different culture was successfully achieved. Pupils, including those with special educational needs, also learned successfully to create products using the wax resist technique, which involved painting over wax crayon. Both lessons made a good contribution to pupils' cultural development.
94. There are attractive displays of pupils' work in most classes. These show good work in the appreciation of other artists. For example, there are informative displays of pupils' drawings and paintings in the styles of Claude Monet, whilst Year 6 pupils' pictures entitled 'A Fight', 'Man lying on a Wall' and 'Funeral Party' are both creative and detailed.
95. Leadership and management of the subject are satisfactory. The new co-ordinator has devised a good policy for art and design and is currently updating the planning. She has successfully established the use of sketchbooks across the school and is developing a checklist of the skills that should be taught in each year group. These are positive steps towards providing continuity and progression across the school. The co-ordinator provides help for other members of staff as and when this is sought. As yet, her overview of standards in the school is based largely on informal observation, which does not provide enough information about the quality of teaching and learning. The co-ordinator's role in monitoring, evaluating and developing teaching and learning and standards is in the early stages of development, which limits the extent of her effectiveness in ensuring that there is consistent practice across the school.
96. There is a rota system for staff for displaying work around the school and in general this works well.

97. Resources are satisfactory and the school makes appropriate use of the expertise of visitors such as those who have helped pupils to learn successfully about ceramics, wood sculpture, puppet making, fabric collage and work with silk. Pupils have also benefited from being involved in local initiatives, such as in contributing their designs for carvings for a local area and those for waste bins. In 2002 in the design challenge for the Greenacres housing estate the pupils won first, second and third prizes, which reflected their good effort and achievements.

DESIGN AND TECHNOLOGY

98. Design and technology is taught during blocks of lessons at different times of the school year. All aspects of the subject are taught and standards are broadly typical of what would be expected for the pupils' age by the end of Year 6. The standards are similar to those at the time of the last inspection.
99. By end of Year 6 most pupils develop their ideas by researching a design theme, making sketches of product design features, drawing up a list of the materials they will need and planning the stages of production. They use a satisfactory range of tools and have sound awareness of safety issues. Pupils have learnt how to evaluate their products carefully before suggesting how improvements might be made. Pupils work together well during the designing and making stages. They confidently discuss the merits of different ways of overcoming the problems they face. Given that most pupils join the school at age seven with average attainment, the quality of work produced shows they have achieved satisfactorily by the end of Year 6. Pupils with special educational needs often make good progress compared to their prior attainment because they benefit well from the individual help they receive.
100. In a Year 6 lesson most pupils made good progress in the design and making stages when producing a handbag to be sent to the inhabitants of a Ugandan village. This project, established through an international link made by the deputy headteacher, has provided a meaningful context for the pupils' work. It provides good opportunities for the development of the pupils' spiritual, social and cultural understanding and they have responded very well by showing good effort and considerable enthusiasm. The wide-ranging discussions that have emerged as the project develops, and the need to make accurate measurements, provide good opportunities for pupils to practise their literacy and numeracy skills. Pupils have learned sewing skills such as tacking, how to make seams and how to strengthen the straps of the bag.
101. Pupils who acquired skills in making jointed models, box construction and chocolate in Year 3 have advanced their knowledge of design and technology by Year 5 to make musical instruments in a sound project linked to science. Similar progress is shown in the pupils' ability to use ICT as a design tool. For example, Year 4 pupils designed stamps and then used the 'tile' tool to produce a sheet that could be printed. By Year 5 the pupils are using art software well to design the layout of a bedroom and studying the impact of placing furniture in different locations.
102. Teaching is at least satisfactory. In the lesson observed in Year 6 the teaching was good. The teacher's good explanation and confidence in demonstrating sewing skills had a positive impact on the outcome. The pupils listened attentively, followed the teacher's guidance and, in doing so, transferred their planning ideas successfully into the product making stage. The teacher showed pupils clearly how to pin fabric safely. The use of an overhead projector transparency helped pupils understand what they were expected to do. The teacher provided opportunities for pupils to ask questions, encouraged girls and boys to work together and checked their understanding before the practical session commenced. The support provided to individual pupils was focused and helpful.
103. Pupils responded to this good teaching very well. They were keen to find out how the design of the handbag could be enhanced with the addition of a flap. Some pupils had spent

considerable time thinking about the colours they would use for various components and had practised blending shades to achieve a harmonious effect. This design stage had been a good opportunity to put i to practice colour-mixing skills acquired in art.

104. The design and technology programme provides sufficient opportunities for pupils to plan, make, evaluate and improve products. There is an opportunity for pupils to develop their design and making ideas further by joining the design and technology club. The co-ordinator, who provides satisfactory leadership and management, has improved the school facilities, which include a food technology area. The co-ordinator works closely with other staff and provides good advice at the planning stage for forthcoming units of work. These are strongly linked to the art and design programme. The policy and scheme of work closely reflect the national guidance provided for this subject. The good resources for design and technology are well organised and appropriately stored.

GEOGRAPHY

105. Pupils' attainment is in line with expectations for their age by the end of Year 6, as it was at the time of the previous inspection. Progress throughout the school for all pupils, including those with special needs, is good. The pupils with special educational needs are fully integrated into all lessons.
106. By the end of Year 6, pupils have a satisfactory knowledge and understanding of places, features of the environment, and environmental change. They are aware of different types of weather and its effect on the environment. Through the study of mountains pupils know that altitude causes changes in temperature. The pupils have produced some good work using research skills to find out about different mountain ranges. They have used books and the Internet well to learn about the world's main mountain ranges. From earlier studies, including their residential visit to London, pupils have a sound knowledge of factors that can affect the lives of inhabitants, such as transport and the main centres of entertainment. They have a secure knowledge of the reasons for settling in certain places. For example, they know that many settlements are located near rivers and main routes so that there is access to water and a means of travelling. Pupils locate and name particular features on maps satisfactorily. They know how to undertake fieldwork and use instruments such as cameras securely. They have a satisfactory understanding of the relationship between photographic evidence and maps and know that the latter have different scales.
107. Pupils are well aware of the differences and similarities between places and the lives of the people in other places such as India and Africa. Their learning is enhanced by the close link with a Ugandan school, which the deputy headteacher has visited and has encouraged the school and the community to support. The assembly focus on the Ugandan school enabled pupils to gain good, first hand knowledge of ways in which the environment can be improved and how decisions about the environment affect the future quality of people's lives. They use a good range of sources of evidence, including computer programs, confidently. Fieldwork is developed well through the London visit and a local study, and the outdoor activity residential visits offer further opportunities for learning about the environment.
108. Pupils have very positive attitudes to the work and behave very well in class. They listen attentively to teachers' demonstrations and instructions and to the contributions of others. They are keen to answer questions and discuss their findings.
109. The quality of teaching is good. Lessons are planned well and the teachers place an appropriate emphasis on developing mapping and research skills. The pupils are very well managed. The teachers use good questioning techniques to challenge pupils' thinking. For example, in a Year 6 lesson, the teacher asked, "What effect would the weather have on a mountainous environment in terms of ski-schools, roads and farms?" This emphasised the way settlements differ and change and encouraged pupils to reason. There are good links

made between other subjects such as English, ICT and history. For example, the study of London in Year 5 includes a wealth of opportunities for pupils to learn not only about the city's site and features but also the ways in which it has changed over time. There is a sound development of geographical skills and lessons are supported well with a good range of reference books and study support material.

110. Assessment procedures are satisfactory. Teachers record pupils' progress and keep brief notes about their progress to inform parents at the end of the academic year. Homework contributes satisfactorily to pupils' learning. ICT is used well for locating information for topics.
111. The geography co-ordinator was appointed to the post last term and provides sound leadership and management. The co-ordinator is very enthusiastic and eager to develop the subject further. There is a satisfactory policy and also a scheme of work. There is a sound start to monitoring and evaluation of teaching and learning through observing displays and planning and sampling some of the Year 4 pupils' work. The co-ordinator appropriately studies teachers' plans and discusses these with them. He does not yet have an overview of the quality of teaching and learning as there have been no opportunities provided for him to observe lessons. This limits the extent to which he can provide effective support and guidance.

HISTORY

112. Pupils' attainment matches expectations for their age by the end of Year 6, as it did at the time of the last inspection. Pupils make satisfactory progress as they move through each year group. The pupils with special educational needs make good progress because work is adapted carefully and they receive good support from staff.
113. By the end of Year 6 pupils have a satisfactory understanding of the passing of time and the changes that have occurred over time. They have sound understanding of the characteristic features of the periods and societies they have studied throughout the school. For example, in the autumn term the pupils produced some interesting work on the Victorians, showing sound knowledge of for example, the clothes worn, transport and 'cures' for diseases. They select and link information from a variety of sources, showing that they have a sound knowledge of ways in which they can pursue historical enquiry and interpret the evidence. ICT is used well to research famous people. Pupils use appropriate historical vocabulary when describing their work and they present what they have done in different ways, such as in descriptions, tables and diagrams and in reporting their results to others in the class.
114. Pupils respond well and work sensibly and industriously in lessons. They display positive attitudes and are happy to work co-operatively as members of groups, demonstrating good social skills. The good links made between history and art and design enhance pupils' effective learning. For example, pupils look closely at portraits of famous people in the past and comment on their features, which not only reinforces their knowledge in history but also contributes well to pupils' observational and appreciative skills.
115. The quality of teaching is good. Lessons are planned well and staff provide a good range of resources, such as reference books, artefacts and computer programs, to maximise the learning opportunities. The teachers have secure subject knowledge and manage pupils very well. Pupils with special educational needs are supported well, ensuring that they contribute effectively to group work. Good quality questioning prompts enthusiastic responses from the pupils and helps teachers to maximise the opportunities for pupils to contribute their thoughts and research findings. For example, in a Year 3 lesson about Ancient Egypt, the teacher successfully taught pupils how to recognise historical evidence by asking astute questions and by reinforcing the information gained from watching a video. Teachers ensure that pupils develop a good vocabulary associated with history. For example, in another Year 3 lesson, pupils successfully learned terms such as 'archaeological finds' and words such as 'priceless'

and 'precious.' The close adherence to the scheme of work ensures that pupils develop increasingly secure understanding of different sources of evidence and the ways in which the past is represented. The Year 5 London topic has seen chronology developed well through a time line of major historical events such as the Fire of London, the reign of Queen Victoria and the 'Blitz' in World War II. Assessment procedures are not yet established.

116. There is a history policy but it is out of date and lacks a short statement on equal opportunities and special educational needs provision. The limited scheme of work is also in need of review and further development. Leadership and management of history are satisfactory. The subject leader is very new to the post and is at an early stage of developing the co-ordinator's role. In the co-ordinator's file there are satisfactory plans to ask colleagues about their subject knowledge and training requirements, to assess the resources available and to provide all medium term planning. There are no assessment details in this file, which restricts consistency of practice throughout the school. The co-ordinator recognises that there is a need to establish a monitoring and evaluation procedure and the school is well placed to support this through the co-ordinator development programme.

INFORMATION AND COMMUNICATION TECHNOLOGY

117. Standards are above average by the end of Year 6. Pupils achieve well in most aspects of the subject, including communicating and handling, modelling and control. The school has made good progress since the last inspection in developing the provision and raising standards in ICT. Good achievement is very evident across the age range and amongst different groups of pupils. The schools' excellent ICT facilities are used very well. ICT is a strength of the school.
118. A striking feature of the very good provision is the way the school uses ICT very effectively to help pupils to become independent learners. By the end of Year 6, the majority of pupils, with a high degree of confidence and competence, use the Internet as a research tool. They use a variety of programs creatively to enhance the presentation of their work, in a wide range of subjects. For example, in English, the pupils in Year 6 used their developing skills in combining text and graphics to produce a summary of a chapter from the story *Tom's Midnight Garden*. This resulted in clear, concise text with appropriate graphics, demonstrating good ICT and literacy skills. In a geography lesson, where pupils were involved in investigating mountain ranges, the pupils quickly accessed the appropriate websites. They modified the texts by copying and pasting from a number of sources. The pace and efficiency of their research skills contrasted markedly with pupils in the same class who were carrying out their investigation by making notes from reference books. Pupils help one another gain access to the Internet. They know how to start the program and log on to the site using a user name and password. Their ICT vocabulary is developing well and pupils use words such as 'scroll down, maximise' and 'import' with confidence. Higher attaining pupils enhance their texts by selecting elaborate fonts and by downloading suitable illustrations. The extra-curricular 'Website Club,' a popular lunchtime activity, provides opportunities for the pupils to visit the school's website, where their ICT skills are further developed. For example, some pupils presented a slide show using sound and animated pictures. Pupils requiring extra support in English and mathematics are provided with regular sessions on the computer to improve their skills. The work they produce is generally of a good quality.
119. Pupils respond well. They have access to and work in two computer suites, using up to date equipment. All classrooms have at least one computer and most are connected to the Internet via the school's network. Most pupils remember what they are told and are confident in trying things out. Their enthusiasm, good concentration and impressive social skills contribute much to the success of their learning. Throughout the school pupils are keen to demonstrate their skills and talk confidently about their work. Behaviour is very good. Pupils work unsupervised in the computer suites and share equipment sensibly. As at the time of the previous inspection, pupils are well motivated. Pupils help each other very well and those with special

educational needs benefit from the support of other pupils. Their social skills are very well developed.

120. The quality of teaching is good. The teachers are competent in teaching ICT and lesson planning is detailed, catering well for all pupils' needs. For example, in a Year 6 ICT lesson to develop the understanding of spreadsheets, the teacher instructed the pupils in well-organised, sequential steps. She used precise technical language and expected the pupils to respond accurately, using the correct ICT vocabulary. Throughout the lesson she carefully evaluated pupils' progress to provide clear information for future teaching. To compensate for gaps that were previously identified in the teachers' knowledge and skills, the school has used available funding to provide training in ICT. This has improved the quality of teaching since the last inspection, particularly the direct teaching of skills.
121. The subject is very well led and managed by two ICT specialists. The co-ordinators have worked very hard to improve the provision. They are highly skilled and have a clear awareness of what needs to be done to further improve the school's ICT very good provision. There is good planning, based on national guidelines, which cover all areas of the National Curriculum requirements. Assessment is of a very good quality. It includes the collection of samples of pupils' work in individual portfolios and 'process and progress' forms, which provide details of each pupil's achievement in the various strands of the subject. The co-ordinators have rightly identified the need to develop further the control and modelling aspects of the subject.

MUSIC

122. Standards are average and most pupils achieve satisfactorily by the end of Year 6. The standards are similar to those at the time of the last inspection. Music is taught in blocks of lessons at various times during the school year.
123. Most pupils listen attentively to pre-recorded music sequences played during lessons and at the start and end of assemblies. Popular works by composers such as Barber, Mendelssohn, Holst and Prokofiev are becoming well known to the pupils, particularly when used by teachers in music lessons as starting points for pupils' own compositions. Most pupils sing in tune the well-known hymns chosen for assembly such as 'Who put the colours in the rainbow?' Often in assemblies they listen to the school recorder group playing traditional tunes, such as 'The Skye Boat Song,' to guitar accompaniment. Most pupils follow their teacher's direction carefully when playing tuned and untuned instruments. They achieve satisfactory standards of control when playing percussion instruments to produce clean, crisp sounds. Year 5 pupils have learned to make more than one sound from the same percussion instrument by increasing the volume of a drumbeat or reducing vibrations to make a sound duller. Pupils with special educational needs make good progress because lessons are organised so that all pupils make an individual contribution to each other's learning.
124. The quality of teaching is satisfactory. Teachers use musical terminology such as 'pitch, texture' and 'duration' confidently, helping pupils to build up a satisfactory vocabulary of musical terms. Good links are made with work in English, as pupils are encouraged to compose music that will create the mood for stories and legends they are studying. For example, in a lesson based on the Greek legend 'Theseus and the Minotaur,' pupils learned to select music appropriate to the 'sail, search, fight' and 'celebration' elements of the story. The teacher used this appropriately to record pupils' ideas, using symbols for informal notation. In another Year 5 lesson the teacher promoted the concept of a 'movement' well, as pupils developed musical patterns to accompany poetry based on sounds of the sea. In this lesson the teacher confidently assessed the pupils' standard of performance before providing clear guidance on how they might improve. The term 'arpeggio' was introduced appropriately as the lesson developed.

125. Pupils respond to their teachers well and display good attitudes towards music. They enjoy using percussion instruments. For example, several were very keen to use professional beaters on a large orchestral drum to produce loud sounds. One enthusiastic Year 5 pupil, who has access to a drum at home, played a roll skilfully and precisely.
126. Although the time formally allocated to this subject is below national recommendations, in practice all aspects of music are taught, meeting the coverage that is recommended nationally and enabling pupils to attain satisfactory standards. Pupils' musical experiences are enhanced through opportunities to join the choir and recorder group and to take part in concerts in community settings. Pupils also have access to instrumental tuition in brass and the cello. There was no evidence of ICT being used to support musical experiences.
127. The co-ordinator, who provides satisfactory leadership and management, has attended training sessions and used the information appropriately to help improve staff confidence when teaching the lessons, which are based on national guidance. The co-ordinator secures evidence of pupils' attainment and progress by working with small groups and through the musical events provided at the school, but has not yet had the opportunity to formally observe music teaching in other classes. This limits the extent to which he can effectively support colleagues and gain a good overview of standards throughout the school.
128. Overall resources for learning are good. There are sufficient good quality percussion instruments for each pupil when class lessons are taught. There is a satisfactory collection of pre-recorded music to provide listening opportunities in classes or school assemblies.

PHYSICAL EDUCATION

129. At the time of the last inspection pupils' attainment was above national expectations. This has now improved further and is well above average by the end of Year 6. It is one of the main strengths of the school and benefits from the outstanding leadership from the co-ordinator.
130. There is a very broad curriculum that includes gymnastics, a wide range of games including football, netball, rounders, tag rugby, hockey, short tennis and cricket, dance, swimming, athletics, outdoor activities, co-ordination skills and fitness. This very good provision enables pupils to attain very good fitness and skills.
131. By the end of Year 6 pupils have learnt very good dance skills. They are agile and show poise. They are adept at refining and improving movements and as a result standards are very good. This part of the physical education curriculum is much improved since the time of the last inspection. It was noticeable that in Years 5 and 6 the pupils were making accelerated progress and as a result a considerable number of pupils' attainment was well above average. For example in two Year 5 and 6 dance lessons pupils linked a sequence of good movements, moving lightly and expressively to capture the mood of the music. Boys as well as girls performed well. There was very good inclusion of pupils with special educational needs and the lessons enhanced pupils' social skills and speaking and listening skills.
132. In games, by the end of Year 6, pupils show good awareness of the importance of warming up and down. A hockey practice demonstrated that the pupils had a clear idea of a game situation. They were aware of space and the need to practise to improve. Pupils showed good hand/eye co-ordination, which meant they had good control of the hockey stick. They were quick, agile and enthusiastic members of a team. The pupils appreciate the importance of rules in games and show a well-developed sense of fair play. Throughout the year groups pupils have a very good attitude to physical education, which contributes enormously to pupils' self esteem and all round personal development.
133. By the end of Year 6 most pupils attain above or well above National Curriculum requirements in swimming. In a Year 6 lesson, three quarters of the pupils were achieving well beyond the expected distance of 25 metres. The pupils demonstrated speed, stamina and an increasingly

sophisticated style. As part of the training for life saving skills, they successfully retrieved a brick from the deep end of the pool. Instructors showed good attention to safety.

134. Outdoor activities are taught throughout the school, providing an excellent range of opportunities. There is a day programme in Year 4 and there are two residential visits in Year 6. Activities include sailing, fell walking, canoeing, kayaking, rock climbing, caving, ghyll walking, orienteering, problem solving and first aid. The staff are suitably qualified and all health and safety issues are adhered to. The outdoor activity programme leads to high quality team building and communication. Pupils with special educational needs are included well in the programme, which is carefully modified, depending on individual pupils' physical ability.
135. There is an excellent range of extra curricular sporting activities across the physical education curriculum, which caters for all age ranges. There is equal provision for boys and girls. For example, there is a girls' football team. The school plays competitive matches successfully against other schools and takes part in district sports competitions. An example of their prowess was the achievement in 2002 at the Carlisle schools athletics championships, when the school were joint champions. A good initiative has been established to support pupils' interest and enthusiasm, where local sixth form students are involved with pupils in lunchtime sporting activities.
136. The teaching is very good, particularly when the co-ordinator, who has very good subject knowledge, is involved in leading many lessons. He demonstrates very well and makes effective and efficient use of time in lessons, enabling all pupils, including those with special educational needs, to make very good progress. He has particular expertise in the subject, which makes an extremely valuable contribution to pupils' learning and to the training requirements of the staff. There is a good policy for physical education, which pays particularly good attention to equality of opportunity and to the needs of the pupils with special educational needs and statements of specific need. The scheme of work is very good and provides very good detail from which teachers can plan their work.
137. The leadership and management of the subject are very good. The subject co-ordinator provides very good training for staff and also brings in specialist coaches to enhance their knowledge and understanding. The co-ordinator monitors the quality of teaching and learning effectively and gives feedback to teachers. Assessment is good and pupils' attainment is regularly recorded by the class teachers. The school operates a 'challenge but achievable targets' philosophy for pupils, which results in very good effort from the pupils.
138. In recognition of the high quality of the subject, the school was awarded the 'Sport England Activemark Gold' in March 2002. This is in recognition of the quality of the physical education curriculum, healthy lifestyle, extra curriculum activities, community links and 'Lifelong Learning'. The subject reaches out to many other curricular areas and has a very strong effect on the quality of learning at the school.

RELIGIOUS EDUCATION

139. By the end of Year 6, standards are below those expected for their age. Standards at the time of the previous inspection were satisfactory, but these have not been maintained. There was very little recorded evidence available and pupils, including those with special educational needs, have a limited knowledge of Christianity and other faiths by the end of Year 6. The school is justifiably including the improvement of the provision in its development plan.
140. The older pupils have produced a list of the main Christian festivals throughout the year and have written prayers linked to the Harvest Festival. Work on other faiths is limited to a piece of sequenced work on Hinduism and the importance of the Muslim festival of Ramadan. In the work mentioned above there was no evidence to show progress from what had been learned

in earlier years. Year 6 pupils are unsure about the links between religious education and its impact on their lives.

141. In contrast, in Year 3, pupils have made satisfactory progress in their knowledge and understanding of the life of Jesus and the Old Testament leader Moses. In the lesson observed, the teacher skilfully linked this work to the history topic about the Ancient Egyptians. In other classes links with other subjects are underdeveloped. The pupils visit the neighbourhood churches and the local vicar is a regular visitor to the school. His assemblies make a good contribution to developing the pupils' understanding of Christianity.
142. Only one lesson was observed during the inspection. It was a good lesson in a Year 3 class. Pupils were given the challenging task of thinking about the meaning of 'revenge'. The teacher used the account of Moses killing the Egyptian guard as a stimulus. The pupils enjoyed offering their opinions on the rights and wrongs of revenge. It was a valuable learning experience as the pupils increased their knowledge of the Old Testament leaders and their conflicts. It enhanced their moral awareness by encouraging pupils to think about the consequences of acts of revenge in their own lives. Opportunities for developing literacy skills were used well, in particular, pupils' speaking and listening skills. The good balance of instructional teaching and pupil participation resulted in all pupils being involved, behaving well and enjoying this stimulating lesson.
143. The leadership and management of the subject are unsatisfactory. Although the co-ordinator provides advice to staff to raise their confidence and skills in the teaching of religious education, the co-ordinator does not have a clear view of the quality of teaching and learning, or of standards throughout the school.
144. The school is suitably considering both national guidance and the local agreed syllabus with a view to drawing up a revised scheme of work and the policy needs updating. The school makes appropriate use of the area's loan service to provide resources for teaching and learning. The use of ICT in religious education is limited.

The provision for pupils with special educational needs

145. The provision for special educational needs is very good both throughout the school and in the unit for pupils who have more complex needs. The range of opportunities is maximised by the dedicated staff and professional people involved. These include the speech and language therapist, educational psychologist, the teacher for the hearing impaired, the specialist teacher, teaching assistants and additional teachers. A shared commitment by all teachers and assistants to plan and work together ensure individual education plans and work are suitable to maximise inclusion.
146. The quality of teaching ranges from satisfactory to good and, similarly, pupils make satisfactory to good progress in learning. They have all gained in confidence and aptitude to work. Not all classes in the school have a support assistant to help the many pupils who find it difficult to work independently and do not always understand what they have to do. However, the teachers include all pupils in the tasks and show by their planning that work is suitable to meet individual needs. In a few instances, tasks are not broken down enough into smaller steps in order for those pupils with perception difficulties to more fully understand how to complete the work.
147. In good lessons, pupils make good progress in their knowledge and understanding and in their social skills. For example, in a Year 3 numeracy lesson, pupils with special educational needs were asked to fit shapes into different patterns, using the interactive white board. One girl recognised and named a pentagon and one boy said he had made a 'T' shape. They answered the teacher's questions confidently, raising their hands to answer in the same way as their peers. The teaching assistant was careful to make sure pupils completed their work and fully understood the task. Most workbooks are neat, well marked with supportive

comments and illustrate the full range of work undertaken. Pupils are confident and describe their work and a few know how much improvement they have made. ICT is used well to complement the mathematical tasks, such as where pupils recognised when they had found all the shapes with right angles.

148. A few pupils with hearing impairment are supported extremely well with additional help to reinforce their understanding of class work. This was seen in a lesson, where, although pupils' comprehension of instructions was low, they knew that a Pharaoh is a person like a King, a pyramid is like a triangle, that farmers plant seeds and that the river Nile floods each year.
149. Additional literacy teaching encourages good listening skills. The teacher is careful to involve pupils in their own knowledge of their learning by working in very small steps. For example, through close support, a group of Year 3 pupils are beginning to understand the structure of a sentence and correctly remember and write words.
150. The special needs co-ordinator works with teaching staff and assistants to plan and monitor individual plans for pupils on the special educational needs register. Contact with parents, annual reviews, statements, reports and records are comprehensive and correct. Recording and assessment are meticulous and ensure that pupils' progress is closely monitored and that work builds well in small steps.
151. There is very good liaison between the school, the infant school, special schools and secondary school departments for special educational needs, which ensures the smooth transition and inclusion of pupils to the next stage of their education. Although a few pupils are disapplied from National Curriculum tests, most pupils achieve satisfactory grades in relation to their capabilities. Pupils make satisfactory progress towards their targets over time. Booster classes for the most able pupils were successful in raising attainment but not to as high a level as expected because these classes were not always well attended. Opportunities are beginning to be provided for talented pupils to take part in additional lessons in mathematics.
152. There are good opportunities to reflect and review behaviour, which is an invaluable support for pupils who sometimes find it difficult to cope. Parents are regularly informed, consulted and involved in all stages of education. Although space is very limited, the school has successfully endeavoured to provide areas where small supported groups can work. The budget is low and resources are just satisfactory. Opportunities for the co-ordinator to monitor work and teaching would ensure an overview and maximise learning opportunities.

The work of the unit for special educational needs

153. The unit is a welcoming area for pupils who have more complex and specific needs. It provides a secure environment where pupils gain confidence and skills in order to be included with their year groups, if and when ready. This is very flexible. There is also the good opportunity for pupils with special educational needs to be included in the unit for additional support for literacy. All pupils join their classes for physical education, which helps them to develop both their physical and their social skills.
154. The quality of teaching is good and pupils are supported well by the excellent team of two teaching assistants and the teacher, in order to make good progress during lessons and over time. Pupils make satisfactory and sometimes very good progress towards their individual targets, especially in gaining confidence and in speaking and listening. The relaxed, purposeful atmosphere in a well-planned literacy lesson encouraged pupils to join in a story. They enjoyed the rhythm and named all the animals. The very good attention to speech marks, full stops and capital letters informed pupils about the construction of a sentence, with the most able pupil able to recognise all of these. Assessment and recording are thorough and inform planning. 'Home school' books provide a good link between home and school.
155. All pupils are well behaved and co-operative and respond well to the routines and familiar staff. Daily reading in school is further encouraged at home. A few pupils describe the characters in

their book. There is a good range of reading, speaking, listening and writing throughout each lesson. All pupils name individual coins and most can recognise that some coins have a greater value than others. They are beginning to count in tens on their fingers and are making good progress to recognise the cost of an item and match this amount with the correct coin. However, pupils found coin games difficult and the use of too many coins confused them. The task was not broken down into small enough steps.

156. Pupils enjoy using the computer and some capably copy their news whilst others write a sentence for a story. Colourful pictures show pupils are learning the parts of a flower, with the purpose of naming the leaves and petals. In science they have sound understanding of life processes and living things, both animals and people. They have made a block graph to show the attributes, counting the number of legs, wings and whiskers. There is a good range of books and full use is made of the library facility. Pupils make letters with dough and have taken part in making skeletons to learn how their bodies move. In a lesson about 'our homes' they learned to say and write their addresses. They learn that there are different kinds of homes around the world such as a tepee, which they make with help out of card.
157. Weekly swimming and horse riding contribute well to pupils' confidence and physical ability. Three girls were observed in physical education lessons, practising for netball with their year group to develop skills of throwing and catching. During a music session pupils can stop and start by following the conductor and they enjoy taking a turn to conduct the class. They listen intently and anticipate the next sound by clapping, singing and imitating the teacher.
158. The Learning Support Facility is not yet formalised. Good plans are in place to provide a purpose built area with improved access and lift to the upper classrooms. Parents are supported well. They attend reviews and are involved in target setting. The leadership and management are very good. The co-ordinator organises and manages the provision very well and provides effective guidance to support staff.