

INSPECTION REPORT

BOOKWELL PRIMARY SCHOOL

Egremont

LEA area: Cumbria

Unique reference number: 112155

Headteacher: Gary Postlethwaite

Reporting inspector: Steve Bywater

18463

Dates of inspection: 3rd to 6th February 2003

Inspection number: 247190

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior

School category: Community

Age range of pupils: 4 to 11 years

Gender of pupils: Mixed

School address: Egremont

Cumbria

Postcode: CA22 2LT

Telephone number: 01946 820408

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Appropriate authority: Governing body

Name of chair of governors: Mr H Mossop

Date of previous inspection: March 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
18463	S Bywater	Registered inspector	Foundation Stage; geography; information and communication technology; music; English as an additional language.	What sort of school is it? The school's results and achievements. How well are the pupils taught? How well is the school led and managed? What should the school do to improve further?
9306	Colin Herbert	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?
20301	Peter Isherwood	Team inspector	Mathematics; science; history; physical education; special educational needs.	How good are curricular and other opportunities?
20326	Sue Twaits	Team inspector	English; art and design; design and technology; religious education; equal opportunities.	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Bookwell is a primary school with a total of 209 pupils (112 boys and 97 girls) on roll aged four to 11 years. The school is of average size when compared to other primary schools nationally. It is situated near to centre of Egremont in Cumbria. The children come from a mixture of households across the town and the surrounding area where at least one parent is in employment. The percentage of pupils entitled to free school meals is 11 per cent and below the national average which is 18.3 per cent. Almost all pupils are of white British heritage and all pupils speak English as their first language. Attainment on entry to the reception class at the age of four includes the full range of attainment from well below to well above average. However, whilst most children enter at the levels normally expected for children this age, a significant number this year are at low average levels. There are 36 pupils listed as having special educational needs. The majority of these pupils have learning difficulties but a number have emotional and behavioural difficulties. There are six pupils with statements of special educational need; this is above average for the size of school.

HOW GOOD THE SCHOOL IS

This is a good school with some very good features. For the past two years, standards achieved in the national tests for 11 year olds have been impressive. In English, mathematics and science pupils have achieved very well when compared to all schools nationally and those in similar circumstances. Good teaching ensures that pupils learn effectively the basic skills of literacy and numeracy. A rich and interesting curriculum motivates pupils well and promotes their personal, spiritual, moral, social and cultural development well. Pupils have very good attitudes to school and behave very well. Parents are justifiably very pleased with the education their children receive at Bookwell. They appreciate the high quality of education provided and recognise that the school benefits from high quality leadership and management. There are strengths in the clear vision of the headteacher, and in the support he receives from a dedicated team of teachers and an effective governing body. The school provides good value for money and has no key issues in this inspection.

What the school does well

- By the age of 11, standards are above average in English, mathematics and science
- Teaching and learning are good and pupils make good progress (very good in the junior classes)
- A rich and relevant curriculum motivates pupils well. The school has a very caring ethos and is held in high regard by parents
- The school provides very well for pupils' moral and social development and also provides well for pupils' spiritual and cultural development. As a result, pupils behave very well and have very positive attitudes to school
- The headteacher has a very clear vision which is shared by staff and governors. Overall leadership and management are good

What could be improved

- Developing the monitoring and evaluation roles of co-ordinators
- Make better use of the library and developing pupils' information finding skills
- Improve pupils' handwriting and presentation
- Develop spelling strategies so that pupils' spelling errors are reduced

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 good improvement since the last inspection in March 1998. The procedures for assessment have been embedded well to inform teachers' planning and help to raise standards. Curriculum planning has been improved so that there are clear lines of progress across the key stages. The school development plan has been improved substantially to include a careful analysis of assessment data and establishes a clear set of priorities both to raise standards and improve the quality

of education. The budget and school development plan are now closely linked and are formally monitored during governors meetings.

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	D	A*	B	A
mathematics	C	A	A*	A*
science	B	A	A	A

Key

Very high – top 5% of schools. A*

well above average A

above average B

average C

below average D

well below average E

In the 2002 national tests for eleven year olds, pupils' attainment was above average in English, well above average in science and very high (in the top five per cent of schools) nationally in mathematics. Taking account of the results in English, mathematics and science together, the school attains well above average in comparison with similar schools. Thus, by the time pupils leave the school they have made very good progress. There is a definite trend of improving standards in the junior classes. In the national tests for seven year olds in 2002, when compared with the national average and similar schools, pupils' standards were above in reading and below in mathematics. Standards in writing were well above the national average and very high when compared with similar schools. The full range of inspection evidence shows standards in Year 2 are lower this year because of a much larger number of pupils with special educational needs and a class which contains 70 per cent boys. Boys nationally achieve at a lower level than girls at this age. Throughout the school, standards in reading and speaking and listening are above expectations. By the age of seven, standards in English, mathematics, science, art, geography, history, information and communication technology and music are in line with expectations. Standards are above average in design and technology. Insufficient evidence was available to make an overall judgement in physical education in infant or junior stages. By the age of 11, standards are above average in all other subjects. In religious education, pupils achieve standards which meet the expectations of the locally agreed syllabus at the age of seven and pupils exceed these standards by the age of 11. Pupils with special educational needs make good progress towards targets in their individual education plans. By the end of the reception class, children make good progress and most attain the expected standards for their age. Teachers set targets for pupils that are sufficiently challenging and take good account of pupils' prior attainment. The targets for 2003 are very challenging. This is indicative of the high expectations of the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes. They enjoy coming to school and work enthusiastically.
Behaviour, in and out of classrooms	Pupils' behaviour is very good both in classrooms and outside.
Personal development and relationships	By the time they leave school, pupils are mature, polite and very courteous. They have very good relationships with adults and with one

	another. There are insufficient opportunities to develop pupils' initiative.
Attendance	Pupils' attendance is well above the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Satisfactory	Very 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 one of the reasons for the success of the school. High quality teaching enables pupils with a wide range of needs to learn effectively. Throughout the school, the teaching has many strengths and few weaknesses. The strengths include: the teaching of basic skills, including literacy and numeracy, the very good management of pupils' behaviour and very effective use of pupils' prior attainment in planning lessons. Teaching in the reception class ensures children get off to a good start at school through a good range of well-planned activities. Teaching is of very high quality in Years 4 and 5 and especially so in Year 6. A small number of talented support staff make a positive contribution to pupils' learning. The quality of teaching of pupils with special educational needs is good. The school meets effectively the needs of the higher attaining pupils. In a very small minority of lessons, time is not always used effectively and expectations of pupils' behaviour are not high enough. The quality of pupils' learning is good overall and very good in some classes. They are keen to learn and clear about what is expected of them. They understand what is good about their work and how it can be improved. They work very well co-operatively and collaboratively.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The school provides a good range of educational experiences which challenge and excite the pupils, especially in junior classes. These are significantly enhanced by visitors into school and visits to places of interest. There is a very good range of extra-curricular activities.
Provision for pupils with special educational needs	The school makes good provision for pupils with special educational needs. Their needs are identified early and individual learning targets are quickly established. Teachers and other adults support these pupils well so that they make good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The school makes very good provision for pupils' personal development. The provision for pupils' moral and social development is very good. Pupils' spiritual and cultural development is good.
How well the school cares for its pupils	All staff provide very high levels of care for the pupils. This ensures that all feel safe and secure within school. Procedures for promoting good behaviour and attendance are very effective. The school has also produced thorough but manageable assessment procedures so that pupils build on their previous learning.

Parents have very positive views of the school and there is an effective partnership between home and school. The information provided by the school is very good.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The head teacher is a very good leader and he has a very clear vision of what sort of school it should be. He leads by example and has, in the short time he has been at school, created a very good sense of team spirit among the staff. There is a shared commitment to succeed and the subject co-ordinators make a good contribution to the effective and efficient way the school is led and managed. Some co-ordinators need to develop their roles a little more.
How well the governors fulfil their responsibilities	Good. The governing body conducts its business efficiently. They help to shape the direction of the school through their full involvement in development planning. They support the school well and have a clear understanding of its strengths and weaknesses.
The school's evaluation of its performance	Monitoring and evaluation of performance is good. There is a rigorous analysis of standards, frequent checking of the progress towards targets in the school development plan and regular observations of teaching. Any weaknesses are identified early and the school responds immediately and efficiently in dealing with them.
The strategic use of resources	Good. There is a clear link between development planning and finance. Priorities are entirely relevant to the school. The headteacher and governors clearly understand the principles of best value and these are at the hub of the financial planning process.

The school has a satisfactory level of staffing and provides very good opportunities for staff development. The accommodation is satisfactory and is used efficiently. Resources are good.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Children like school and make good progress • The teaching is good and the school expects children to work hard and achieve their best • Parents are satisfied with the work pupils are expected to do at home • The school works closely with parents and they feel comfortable about approaching the school with questions or a problem • The school is well led and managed • The school is helping their children become mature and responsible 	There were no significant concerns raised by parents

Eleven parents attended a meeting held with the registered inspector prior to the inspection, and 125 parents and carers returned questionnaires. The inspection team agrees that parents are right to hold such positive views. Parents receive detailed information about the life and work of the school.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

- 1 Standards of work seen in the inspection are generally in line with national expectations by the age of seven and above average by the age of 11. Pupils achieve satisfactorily in the infants and they achieve very well in the juniors. Standards have improved since the last inspection.

- 2 Strengths in standards achieved:
 - Standards achieved in the national tests for 11 year olds were well above the national average and the average of similar schools in English, mathematics and science
 - Standards achieved by eleven year olds are above average overall in English, mathematics, science, information and communication technology, art, design and technology, geography, history and music. They also exceed the expectations of the local religious education guidelines
 - Children make good progress in the reception class and very good progress in the juniors
 - Pupils with special educational needs make good progress towards their individual learning targets

- 3 Areas for development are:
 - Make better use of the library to develop pupils' information finding skills
 - Improve pupils' handwriting and presentation
 - Develop spelling strategies so that pupils' spelling errors are reduced

- 4 Children join the school with average attainment overall. This year is an unusual group in comparison with the most recent years. There is the full range of attainment from well above to well below expectations for their age, but there are more pupils in the 'lower average' group than in recent years. The arrangements for children in the Foundation Stage of their education are good and children make good progress overall because of good quality teaching and learning. The curriculum is enriched by a wide range of activities along with visits and visitors and consequently children make good progress. Children are excited by their work and have positive attitudes and good relationships with adults and each other. If children maintain their current good rate of learning they should enter Year 1 at just below nationally expected levels.

- 5 In the 2002 national tests for seven year olds, pupils' results were above the national average in reading, well above the national average in writing and below the national average in mathematics. When compared with schools with similar numbers on free school meals, standards were above average in reading, very high (top five per cent of schools in writing) and below average in mathematics. Teacher assessments in science indicated that standards were below average. Evidence shows that improvements are in line with the national trend. Inspection evidence shows that the standards this year will not be as high as last year. It is likely that standards will be in line with national expectations in English overall, mathematics and science. However, standards are higher in reading and in speaking and listening. Lower overall standards are due to over 20 per cent of the class being identified as having special educational needs and almost 70 per cent of the class being boys. Boys nationally do not perform as well as girls at this age and this is true at Bookwell. Pupils make satisfactory progress in the infant classes.

- 6 In the 2002 national tests for 11 year olds, pupils' results were above the national average in English, well above the national average in science and very high (in the top five per cent of schools) in mathematics. When compared with schools with similar numbers on free school meals, standards were well above average in English and science and very high in mathematics. Evidence also showed that very good value had been added for pupils moving from Year 2 in 1998 to Year 6. These improvements have been recognised by a school achievement award from the Secretary of State for Education and Skills in 2002. The school analyses its results very carefully and has identified that girls have outperformed boys significantly over the past few years in English. Procedures have been put in place to deal with this issue and the school is monitoring the developments closely (see English paragraph in Section D). There has been a significant improvement in standards since the last inspection. Inspection evidence shows that the standards in English, mathematics and science are above average by the end of Year 6. These results differ from the higher standards seen in last year's national tests because there are many more pupils with special educational needs. Pupils continue to make very good progress in the junior classes.
- 7 Standards in English and literacy are in line with national expectations by the end of Year 2. Standards in speaking and listening are above expectations by the age of seven. Pupils listen well and their speaking skills are good as they benefit from regular opportunities to discuss their work with classmates. Standards in reading and writing are in line with national expectations by the end of Year 2. A new programme has recently been introduced in the infant classes to provide pupils with strategies to spell out words using sounds to enable them to read and spell new words. Pupils enjoy books and read them with expression. All pupils have quality guided reading time with their teacher and as a result pupils learn about authors and different types of literature. However, few pupils use the school library regularly and most do not know how to find information there. Throughout the school, pupils write for a range of audiences and purposes and they experience a rich and varied writing diet. Throughout the school, handwriting is often well presented in hand writing books and practice is regular, but these skills are not transferred to pupils' independent written work or in other subjects. The quality of their spelling and handwriting sometimes detracts from the generally good quality of work. Teachers need to correct errors more carefully and provide spelling guides for example, so that their finished written phrases are more accurate.
- 8 Inspection evidence shows that at the end of Year 6, standards in speaking and listening are above average. Pupils are confident speakers and share their ideas and contribute to each lesson. Reading is also above average at the end of Year 6. Able pupils can read complex text fluently and can confidently discuss their preferences with regard to types of book and authors. However, the school non fiction library is presently underused by all pupils and they cannot find information effectively from it as many of the books are in wrong sections. Standards in writing are above national expectations by the age of 11. By the time pupils reach Year 6 they are able to write instructions, compose poetry, write interesting descriptive story beginnings and endings with a clear understanding of characters and plots and can write persuasive letters. However, most pupils do not produce consistently joined handwriting in pen in their work. Presentation is not consistently of a high enough standard and work can sometimes be untidy and hurried.
- 9 Standards in mathematics are similar to those expected nationally by the end of Year 2 and are above average by the end of Year 6. Pupils make satisfactory progress

through the infants and very good progress in the juniors. Pupils of all ability levels, including those with special educational needs, make progress at the same rate. By the end of Year 2, pupils work with two digit numbers and a small number work with numbers over 100. A minority of pupils need support when adding up numbers to ten but few understand that subtraction is the inverse of addition. In shape, space and measures most pupils measure accurately. The majority identify common two and three-dimensional shapes but few higher attaining pupils understand reflective symmetry. Pupils in the juniors develop their mathematical skills very well. They have good number skills. The higher attaining pupils solve complex word problems. A number of pupils find this difficult because they do not always recognise the important words and phrases in mathematical word problems. In shape space and measures, most pupils calculate the perimeter and area of a rectangle using the correct formula and they have a good understanding of both imperial and metric measures.

- 10 Standards in science are similar to those expected nationally by the time the pupils leave the infants and are above average by the time they leave the juniors. By the end of the infants, pupils carry out simple investigations and record their findings using prepared recording sheets. Few pupils say whether what happened was what they thought would happen. Pupils recognise and classify living and non-living things and they know there are differences between people. In work on materials higher attaining pupils show good understanding of the difference between natural and man-made materials. In work on forces almost all pupils understand that air exerts a force and a significant minority understand that the heavier the object the greater the force required to move it. Pupils in the juniors build very well on the prior scientific knowledge and achieve very well. Investigations are carried out effectively but pupils do not always consider enough how they could improve their work in future. Pupils have a good understanding of microbes and their effect on their lives. In work on materials pupils distinguish between solids, liquids and gases and they use scientific vocabulary well.
- 11 By the age of seven, standards in art, geography, history, information and communication technology and music are in line with expectations. Standards are above average in design and technology. Insufficient evidence was available to make an overall judgement in physical education in infant or junior stages because only dance lessons were observed. By the age of 11, standards are above average in all other subjects. In religious education, pupils achieve standards which meet the expectations of the locally agreed syllabus at the age of seven and pupils exceed these standards by the age of 11.
- 12 Pupils with special educational needs make good progress towards their individual education plan targets because of the high quality of support they receive from teachers and support staff. Pupils with special educational needs have positive attitudes to their work. They concentrate well, for example in sessions working on spelling and reading programmes with the special educational needs co-ordinator.
- 13 Teachers set targets for pupils that are sufficiently challenging and take good account of pupils' prior attainment. The targets for 2003 are very challenging. This is indicative of the high expectations of the school.

Pupils' attitudes, values and personal development

- 14 Pupils have very positive attitudes to school and their learning and they are very well behaved in and around school. The relationships between pupils and each other and between pupils and adults are also very good. Pupils have maintained these very high standards since the last inspection. A very high proportion of those parents who responded to the questionnaire or who attended the meeting also had positive views on the behaviour of their children.
- 15 Strengths in this area include:
- pupils are enthusiastic about school, they really enjoy participating in lessons and their behaviour in lessons is very good overall and sometimes excellent
 - no oppressive behaviour, bullying, sexism or racism was observed during the inspection and pupils get on very well with each other and with adults in the school
 - pupils have a very good understanding on the impact of their actions on others and a similar respect for the feelings, values and beliefs of others; and
 - there are some good opportunities for pupils to take responsibility in school
- 16 An area for improvement is:
- to provide even more opportunities for pupils to show initiative in class and take responsibility around school
- 17 The children in the reception class have very good attitudes to school, to the teachers and adults and to one another. They are polite, courteous and helpful. In lessons they are very interested in what they are doing, they work hard and concentrate for significant lengths of time. They behave well. Children like the staff and respond well to the high levels of care and attention they receive from everyone they meet in school. Throughout school, from the moment that they arrive in the morning, pupils are enthusiastic about their activities. In the playground or on coming into school pupils of all ages are happy to talk to visitors and to wish them a cheery "good morning" or open doors for them quite naturally. This enthusiasm extends into the classroom. For example, in Year 6 geography lessons pupils were very keen to contribute their views on the Kenya project. Additionally, in a singing practice for the juniors the pupils expressed genuine disappointment when the lesson had finished.
- 18 The pupils' behaviour is very good and sometimes excellent. In the classroom the attitudes and behaviour of pupils were good or better in 94 per cent of lessons, very good or better in 63 per cent of lessons and excellent in 15 per cent of lessons. However, very occasionally the behaviour of pupils in Years 2 and 3 did not match up to the higher standards elsewhere in school. Standards of behaviour in the playground, in the dining hall at lunchtime or in assembly are very good and sometimes excellent. Pupils were very polite and well mannered towards visitors as they moved around school and they usually held doors open for all adults. These aspects of school life are closely linked into the very good provision of both moral and social development provided by the school. There was no indication of any racist behaviour whatsoever during the inspection. There have been no exclusions.
- 19 Relationships between all members of the school community are very good and have improved since the last inspection. Pupils have a very good understanding of right and wrong and always show respect towards each other and all members of the school community. For example, in a Year 6 religious education lesson on Buddhism pupils demonstrated excellent relationships as they listened carefully to each others'

views on animal rights issues arising out the story of Siddhartha and Devadatta. The teacher valued each of their contributions and this had a very positive impact on raising their self-esteem and confidence to speak in public. There was no evidence of graffiti or vandalism in or around school and pupils take very good care of the accommodation. The high quality of these relationships has a very positive impact on pupils' learning, and they are all included in all school activities.

- 20 The opportunities for pupils to take responsibility in school are good overall. Elected pupils enjoy taking responsibility in the School Council where they discuss items of importance such as the school rules and the playing of football in the playground. Year 6 pupils play an important role in helping younger children at lunchtimes and playtimes. Pupils are also aware of the needs of those less fortunate than themselves and make generous donations each year to a variety of charities such as Barnados, Red Nose Day and Poppy Day. However, it was interesting to hear from the pupils themselves that they would welcome the opportunity to take on more responsibility in school. Additionally, it was noticed that teachers often completed tasks that their pupils would have enjoyed doing such as handing out white boards in a lesson. The attitudes and enthusiasm of the pupils at Bookwell indicate that they could carry out these jobs well and take on even more responsibility. The impact of this would be to improve their personal development even further.
- 21 The high levels of attendance have been maintained since the last inspection and they continue to be well above national average. This high level is due to:
- the pupils themselves being keen to come to school; and
 - the responsible attitude of almost all parents who ensure that their children are not taken out of school for holidays during term time
- 22 Unauthorised absence is well below national average. Punctuality to school is good.

HOW WELL ARE PUPILS OR STUDENTS TAUGHT?

- 23 The overall quality of teaching is good and as a consequence the quality of learning is also good. The high proportion of very good and excellent teaching in Years 4, 5 and 6 represents a good improvement since the last inspection. Teaching is also consistently good in the reception class and although teaching in the infants is judged as satisfactory overall, there are many examples of good teaching and occasionally very good teaching in Year 1 and Year 2. Teaching in Year 3 is mostly satisfactory and occasionally good.
- 24 Strengths in teaching and learning are:
- the teachers have high expectations, both of what pupils can achieve and how they should behave and pupils rise to these challenges and achieve well
 - teachers' subject knowledge is secure and the use of very good resources result in very good learning in several subjects
 - the way that teachers' skilfully link subjects together and make use of pupils' skills in literacy, numeracy and information and communication technology
 - teachers plan very well and use adult support effectively so that all pupils in class benefit
 - Pupils with special educational needs are taught well because of the use of very good individual education plans and work set at the correct level
- 25 Areas for development are:

- Placing more emphasis on marking with clear explanations of how pupils' work could be improved, especially in spelling and the quality of presentation
- 26 More than 81 per cent of all lessons seen were good or better and with 64 per cent of those in Years 4, 5 and 6 being very good or better. Some lessons were outstanding. The very good diet of teaching is having a significant impact on the learning and progress of pupils in the junior classes in particular. One of the main reasons for the high proportion of very good teaching is the high expectation of what pupils can achieve and how they should behave. Teachers rightly expect high standards of discipline so that they do not have to waste time controlling their classes. Pupils respond very well to this and as a result most classrooms are happy working environments where pupils find it easy to learn and they consistently try their best. In most lessons the teachers' very good exposition and explanations and very good questioning promotes thinking. Pupils know that their contributions are valued and enjoy receiving praise and encouragement for their efforts. Pupils' self-esteem and confidence is high because even when answers are wrong, they know they will not be ridiculed by anyone. It is rare for pupils to misbehave in lessons and only occasionally in one or two classes was there any minor cause for concern.
- 27 Teaching in the reception class is good. The teacher is always well prepared and works very well with the support assistant. The classroom is very well organised and has stimulating resources and displays. The teacher and classroom assistant have very good relationships with the children and manage them well. They make timely interventions to speak with children and work hard to create and hold children's interest. They use a range of stimulating resources, for example well chosen stories and puppets which they know will appeal to, and enthuse, children. The provision for the development of children's language and literacy skills, particularly their speaking and listening is good. Staff place a strong emphasis on this area of learning. For example, they have organised the class so that each pupil has a partner to talk with and share their learning and ideas. This 'talk' partner approach is used extensively throughout the school. Children enjoy talking about their work. The staff are skilled in their questioning of children to take their learning forward and provide good opportunities for children to develop their use of language in role-play areas.
- 28 Teaching in the infants is satisfactory and teaching is very good in the junior classes. Throughout the school, teachers' subject knowledge is good. All teachers have benefited from training in subjects, which have included English, mathematics and information and communication technology. Some very good organisation includes a little specialist teaching where the gifted music co-ordinator can share his talent and expertise with the school.
- 29 The teaching of English and mathematics is good and the setting of pupils into groups by ability is having a positive impact by enabling teachers to plan work more efficiently to meet the needs of similarly talented pupils. Teachers have implemented the National Literacy and Numeracy Strategies very well. In English lessons, teachers use challenging, well-chosen whole class texts to interest and involve pupils. In well-structured numeracy lessons the teachers ensure that pupils are clearly focused and interactive as they concentrate on finding methods and strategies to solve problems. In brisk mental mathematics sessions pupils show high levels of interest and are keen to achieve at speed. Teachers use the final sessions of the lessons very effectively to reinforce the learning objectives and evaluate pupils' progress. A good feature of teachers' planning is the use of links between subjects. Pupils are given opportunities to apply their knowledge, skills and understanding, and to realise that learning is not an isolated experience. Literacy and numeracy skills are taught well

throughout the other subjects. The full range of writing styles is used for example when pupils in their history write accounts of working Victorian children, pupils write instructions in science, letters and note taking in religious education and planning sheets in design technology. The use of mathematics across the curriculum is very good. For example Year 6 pupils record climatic information and age of population in geography work. There are very good links with information and communication technology, for example in researching a variety of subjects using the internet and CD ROM, using the data logger to plot changes in sound and temperature in science and pupils producing spreadsheets and charts.

- 30 Teachers work hard to create an environment which excites, informs, educates and motivates. There are items for pupils to look at, answer questions about and things to touch, examine and observe. The display about life in Kenya in Year 6 is a particularly good example of pupils' work and resources attractively displayed which promotes a very good social and cultural understanding of another country.
- 31 All teachers share the learning objective for the lesson with their pupils and most, but not all, spend valuable time at the end of the lesson to ask how well they feel they have met the objective. As a result of this clear focus, most pupils have sufficient levels of understanding about what they are to learn and what they have learned.
- 32 All teachers know the pupils well and are well aware of their needs. They make good provision within their planning, setting appropriate tasks for the various ability groups, thus ensuring that all pupils are fully included in their lessons. There is early identification of special educational need. There are very good quality individual education plans. Almost all targets are clear and measurable, for example being able to read a certain number of words or work with particular numbers in mathematics. The individual education plans are linked particularly well to the English and mathematics aspects of the National Curriculum. In lessons, pupils with special educational needs are supported well both by teachers and support assistants. This support ensures that these pupils make good progress in their learning.
- 33 In considering how teachers can improve their teaching, an area to develop is the use of marking. In many subjects and in many year groups, teachers consistently praise pupils' work. However, there are too few occasions outside of the marking in English, when teachers consistently remind pupils of how they can improve their work. This is especially so when pupils sometimes do not take sufficient care with their presentation and spelling.
- 34 Homework is always appropriate and supports pupils' learning. Ninety two per cent of the parents who responded to the parents' questionnaire are satisfied with the homework given to pupils.

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

- 35 The quality and range of learning opportunities provided by the school are good with some very good features. The curriculum meets the requirements of the National Curriculum in all subjects. Religious education is taught according to the local syllabus. There has been good improvement since the last inspection when planning was not always closely linked to the National Curriculum levels. Well-structured plans based on guidelines from the Qualifications and Curriculum Authority and schemes from commercial companies are used effectively to develop learning. Teachers have implemented the National Literacy Strategy well and the National Numeracy Strategy

very well. In English there is good emphasis on developing speaking and listening, reading and writing skills and in mathematics there is very good emphasis on developing number skills. English, mathematics and information and communication technology are used effectively in other subject areas. All pupils are fully included in all aspects of the curriculum. Additional support ensures that pupils with special educational needs are fully included in all activities.

- 36 The strengths in the curriculum which aid learning are:
- the range and richness of the subjects offered to the pupils
 - the interesting range of visits and visitors to the school
 - the use of literacy, numeracy and information and communication technology skills in other subjects
 - the links between subjects which help to make the curriculum more relevant to pupils
 - the provision for personal, social and health education and development of citizenship skills
 - the part that the school plays in town life; and the partnership that the school has developed with its local secondary school, nursery schools and playgroup
 - a very good range of well planned extra-curricular activities which have a very positive effect on developing both knowledge and understanding and social skills
 - pupils with special educational needs are fully included in all aspects of school life
- 37 Areas for development
- There are no major areas for development. The school has recognised the need to continually monitor provision and modify it to suit the needs of the school as required
- 38 Staff create a good learning environment for children. Adults work very well together to create a secure and stimulating environment. There is a good range of learning activities. Children attend full time in the reception class in the academic year in which they are five and their first experiences in school are exciting, happy and constructive. The curriculum is based on national guidance where children have a mixture of adult directed and supported work. In some activities, children are given free choice to explore all the learning areas and to take responsibility for their own learning. Adults move around all groups, skilfully asking pertinent questions and helping children to consolidate and develop their learning. Children come together as a whole class or group at regular times during the day when the teacher leads more focused activities.
- 39 Teachers work hard to offer a rich curriculum to the pupils. In addition to the National Curriculum subjects and religious education, older pupils are given the opportunity to study a modern foreign language – French. The national strategies in literacy and numeracy are well established in the school and are having a positive effect on raising standards. Teachers use opportunities to develop literacy skills in other subjects, for example when writing in the character of Lord Shaftsbury in Year 5. Mathematical skills are developed in many subjects, for example when recording rainfall and age of population in Year 6 work on Kenya. Teachers link subjects together very well, for example using Tudor music and dance in Year 4 to support a history topic.
- 40 Teachers have developed their planning effectively since the last inspection. The yearly plans are effectively broken down in to half-termly and then weekly plans. The use of guidelines from the Qualifications and Curriculum Authority (QCA) and other schemes has ensured that planning matches the requirements of the National

Curriculum. Teachers have recognised the need to monitor and adapt schemes when necessary to meet the particular needs of the school.

- 41 The community continues to provide a good contribution to pupils' learning and the school has maintained this aspect of its life since the last inspection.
- 42 Visits to museums and local places of interest have a positive effect on developing learning. For example, pupils visit the animal park at Barrow, Hadrian's Wall and places of worship. Pupils in Year 6 have the opportunity to develop their physical and social skills in an annual residential session. Visitors to the school and use of the local area enhance the curriculum. A visiting musician brought work on Tudor times to life. By its good use of local town amenities the school ensures that it is not disadvantaged by its location within the County. In particular the school plays an important and effective part in the Medieval Pageant held in Egremont each year. Pupils also explore the town where they carry out surveys of the local shops or traffic movement. Community visitors include representatives from local firms, the drugs awareness caravan and an artist in residence who is working with pupils to complete a mural on the playground wall. The school links all these activities clearly into the curriculum and they have a positive impact on pupils' learning and development. Additionally, good links have been developed with the local secondary school, nurseries and a playgroup. These links allow a smooth and effective transition into Reception class and Year 7.
- 43 Teachers give very good emphasis to pupils' personal, social and health education. This underpins everything that goes on in the school. Pupils learn to respect each other's point of view in the circle time sessions which take place in all classes. Older pupils have specific lessons on citizenship, looking at topics including democracy. Sex education is included in the personal, social and health education programme and the science programme. There is very good emphasis on ensuring pupils understand the importance of a healthy lifestyle: this programme includes the use and misuse of drugs and other substances.
- 44 There is a very good range of well-organised extra-curricular activities. These include 'musical' opportunities to play instruments, including recorders and guitars, and sing in the choir. Physical skills are very well developed in games activities including football and netball and the gym and dancing clubs. English skills are very well developed in the drama club and scientific knowledge is very effectively developed in the gardening clubs. Activities are well supported by pupils and they have a very beneficial effect on developing learning and social skills.
- 45 Pupils with special educational needs have access to the full curriculum and are included in all aspects of school life. This has a very positive effect on the progress made both in academic and social development. There is an effective mix of within class support and withdrawal for small group and/or individual work. When pupils are withdrawn, it is part of a very well planned programme aimed at improving their skills, for example in reading, spelling and number work.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 46 The school takes very good care of the academic, emotional and physical needs of its pupils and this is an improvement since the last inspection. There are now very good procedures in place for the promotion and monitoring of academic performance, attendance and behaviour. At their meeting parents expressed the view that their children were well cared for by the school.
- 47 Strengths in this aspect are:
- That Bookwell is a very caring school with good and effective procedures for child protection and almost all the aspects of health and safety; this aspect of school life is underpinned by the very high quality relationships that exist
 - the very good and successful promotion and monitoring of attendance that has had a positive impact in maintaining the very high rates
 - the very good procedures for promoting good behaviour and ensuring the absence of oppressive behaviour, sexism or racism in school
 - that there is early identification of special educational needs and regular very good quality assessment procedures are used to ensure pupils make good progress towards their targets
 - that the school has very good procedures for monitoring and supporting the pupils' academic progress
- 48 An area for development is:
- That the governors should build on their current involvement in health and safety and develop a systematic programme for regular, formal inspections of the premises
- 49 The school maintains appropriate records for first aid, fire drills, accident recording and the emergency contact of family and friends in case of an emergency. The procedures for child protection are effective and the designated teacher ensures that all members of staff have an appropriate understanding of it. The school looks after pupils very well at dinnertime and in the playground and midday supervisors are an effective and important part of the school community. Many examples of tender loving care towards pupils were observed during the inspection when they were feeling unwell or had received a bump in the playground. For example, during a Year 3 history lesson a pupil was feeling unwell. She was looked after very well by the teacher and then taken to the office hand in hand with another pupil.
- 50 The governing body currently ensures that risk assessments are carried out for visits but they now need to develop their existing skills to ensure that they carry out regular formalised health and safety inspections of the school premises.
- 51 The school identifies special educational needs at an early stage. Teachers consult the special educational needs co-ordinator and set targets for the pupil. If the action taken is not successful, an individual education plan is put in place. The procedures for assessing pupils with special educational needs are very good. The school uses a wide range of different tests and assessments to determine how they can best help pupils. Pupils are encouraged to take responsibility for their learning by being given their own learning targets. The special educational needs co-ordinator, class teachers and support assistants regularly review the individual education plans to ensure that pupils are making good progress towards their targets. The school has good contacts with outside learning support services and uses their advice effectively.

- 52 The school promotes and monitors attendance very well. The impact of this is that the school has worked hard with its parents to maintain levels that are well above national average. Additionally, the school promotes and monitors behaviour very well through the very good provision of moral development and the way that it is implemented. The procedures for monitoring and eliminating oppressive behaviour are also very good.
- 53 There has been substantial improvement in the development and use of assessment since the previous inspection. The school has very good procedures for monitoring and supporting the pupils' academic progress. In the Foundation Stage, assessment procedures are very good, children's achievements are recorded on a daily basis and are used to plan learning. All assessment information is collated half termly to provide a useful profile of the child's school experiences. Assessment through the infant and junior classes is manageable and effective, informing teachers how to change their planning to suit the needs of all pupils. Effective systems for assessing pupils have been put in place for all subjects. The tracking and monitoring of pupils' progress is especially good in English and Mathematics. The teachers know their pupils very well and have very good relationships with them. The pupils' views and concerns are regularly sought through circle time and discussions and 'I can do' booklets are compiled after dialogue with pupils about their achievements. Effective targets are set in English and mathematics and pupils are fully aware of what they need to do next to improve their work. The annual report to parents provides very good information about their child's progress in all subjects including written comments from pupils and highlights targets for improvement.
- 54 The able and conscientious assessment co-ordinator has set up manageable assessment systems. He has completed rigorous and searching analyses of pupils' performance in optional and statutory tests in junior classes and has pinpointed clear action plans to address the issues identified.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 55 The school promotes itself very well to its parents and almost everyone who responded to the questionnaire or who attended the meeting had very positive views about aspects of school life. These parents hold the school in very high esteem. There has been an improvement in this aspect of school life since the last inspection. The quality of information provided for parents is also very good and this has improved. The positive views below match the judgements of the inspection team.
- 56 Parents particularly like:
- that their children like school
 - the quality of leadership and management
 - the good quality of the teaching
 - the way that the school helps their children to be mature and responsible
 - the high expectation that the school has of their children
 - the progress that their children make in school
 - the good behaviour of their children
 - the good links with parents of pupils with special educational needs
- 57 Area for development:
- There are too few opportunities for parents of children with special educational need to be involved in setting targets on their child's individual education plan

- 58 A small number of parents do not think that there is an adequate enough range of activities outside lessons. The inspectors do not agree with these parents. They judge that there is very good provision for extra-curricular activities, enhanced by the good use that the school makes of the community.
- 59 Parents and school work closely together in the reception class and there is a good programme to inform new parents about the school and work undertaken in it.
- 60 The information produced by the school for its parents is very good. Regular, informative newsletters and the very good class newsletters provide parents with high quality information about visits, school activities and topics being studied. Additionally, the annual reports on progress contain clear and informative details of what pupils can do. Appropriate goals are set out and pupils have the opportunity to comment on their own progress.
- 61 The contribution of parents to school life is good overall. Although only a few parents help out in school on a regular basis they do provide effective support for visits and in preparation for activities such as the Medieval Pageant. It was particularly noticed how many parents of children in Key Stage 1 came into school each morning and helped them settle in class. Additionally, the Parent Teacher Association is having a very positive impact on school life in that it raises approximately £2000 each year for extra resources such as the materials for the playground mural.
- 62 Teachers inform parents at an early stage if there are problems with a child's learning. They are kept very well informed about their child's progress. Individual education plans include a note on what parents can do to help their child. Parents are not involved in reviewing individual education plans. They are informed about any changes made to the plans.
- 63 The school values all the support given by its parents and it has a good impact on pupils' learning.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 64 The quality of leadership and management is good overall. There have been many improvements since the previous inspection and the previous headteacher deserves praise for her role which has been consolidated by the current head teacher. The headteacher provides very clear educational direction and leads by example. Monitoring and evaluation is good. Governors have a good grasp of their responsibilities and provide good support for the school. The school has an ethos of striving for high standards which began under the previous headteacher and continues under the present one. Standards have improved significantly since the last inspection.
- 65 Strengths in this aspect are:
- very good leadership by the headteacher and a shared commitment to improve
 - good support by some key staff with management responsibilities
 - good support by the governing body
 - good monitoring and evaluation
 - effective management of special educational needs throughout the school
 - the induction of new staff is good
 - educational priorities are supported well through financial planning
 - the school uses new technology well
 - school office is well organised

- specific grants received by the school are used effectively; and
 - the school continues to provide good value for money
- 66 Area to develop:
- Improve the strategic role of coordinators in development planning, monitoring and evaluation
- 67 The headteacher provides very clear leadership to the school and is ably supported by key staff including the co-ordinators for mathematics, science, information and communication technology (ICT) and special educational needs. The leadership of the Foundation Stage is also good and staff share a sense of common purpose. Other co-ordinators play an increasingly important part but it is early days for some in their monitoring, evaluating and strategic management role. Some have only been in their role for a few months, others need to know a little more about what goes on throughout the school. Their roles and that of the deputy head teacher are currently being discussed and re-organised as the head teacher continues to settle into the post and creates a new management structure. All co-ordinators should follow the example of the co-ordinators for ICT, mathematics and the Foundation Stage for example, and produce action plans for their subject's development.
- 68 The special educational needs co-ordinator performs the role very effectively, meeting the recommendations of the Code of Practice for special educational needs. She has reviewed and revised procedures, putting in place a very good system of identification and reviewing. Good progress has been made since the previous inspection.
- 69 Governors provide good support and a good range of expertise which is used well. Their role has developed well since the last inspection and they are well-informed about the school. They work effectively with the headteacher and staff and play an effective part in the future direction and development of the school. Many of them spend a reasonable amount of time in school and this ensures that they have a clear understanding of its strengths and weaknesses.
- 70 The school monitors and evaluates its performance well. The headteacher and subject co-ordinators monitor learning effectively following the priorities described in the school development plan and this is well planned and clearly aimed at raising standards. Because there is such good teamwork and faith in each other, teachers readily accept 'critical' comments made by colleagues in order to improve their work. As a result, teaching and learning has improved since the last inspection. Some very good analysis has been carried out of results in national tests in order to plan for improvements. For example, the school's analysis correctly identified some gender imbalance in the Year 6 English results and this has already been addressed.
- 71 The school development plan (SDP) is a useful document in planning future developments. It very clearly sets out the areas established by analysis within school and produced with the full co-operation of staff and governors. It effectively balances national and local priorities with those identified by the school. Objectives within the plan are precise; action planning is suitably detailed; individual responsibilities and timescales are clear and resource implications have been evaluated. There is thorough planning for the current year and an entirely suitable consideration of targets for the following two years. An effective overview is kept on the whole process of forming and monitoring the SDP.
- 72 The school uses its specific grants well. For example, the monies received through the National Grid for Learning initiative have allowed the school to purchase hardware

and software. The school makes good use of new technology in the office with access to the budget through appropriate software. The office is well organised and the school secretary makes a valuable contribution to the day to day life of the school.

- 73 Good procedures exist to match the allocation of finance to various planning projects. Governors have a good understanding of school finances and are aware of the impact of pupil numbers on the budget. The annual carry forward figure between years is within Audit Commission recommendations. The school also has a good understanding of the extent to which the principles of best value are applied. This extends to the purchasing procedures where appropriate use is made of different suppliers to get best value.
- 74 There is a sufficient number of qualified teaching and support staff overall. The provision and match of staff is good for the teaching of science, design technology, history, art and music. Arrangements for the induction of new staff are good and the teacher who is currently at this early stage of her career feels that she has been well supported through mentoring and lesson observation.
- 75 The adequacy of accommodation is satisfactory overall and better for the teaching of English, art, religious education and special needs. It is very good for the teaching of design technology and the availability of the technology area has a very positive impact on the subject. The cleaner in charge and her team are effective members of the school family and they ensure that that the school is maintained to a high level of cleanliness.
- 76 Learning resources are good overall. However, the teaching of information and communication technology could be enhanced by the use of a large screen or interactive whiteboard.
- 77 Taking into account the effectiveness of the education provided, Bookwell Primary School continues to provide good value for money.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 78 There are no key issues but the school should address these minor points (of which they were already aware prior to the inspection):
- Develop the monitoring and evaluation roles of co-ordinators in line with school development planning (*paragraphs 66, 67, 124, 129, 132, 137, 139, 145, 148, 152, 171, 174, 180*)
 - Make better use of the library and develop pupils' skills so that they can find information effectively from it (*paragraphs 7, 93, 98*)
 - Improve the quality of marking so that pupils' handwriting and presentation is joined and consistently tidy by the end of Year 6 (*paragraphs 7, 8, 25, 33, 99, 100, 107, 110, 116, 119, 143, 178*)
 - Develop spelling strategies consistently throughout the school so that pupils' spelling errors are reduced. (*paragraphs 7, 33, 25, 100*) This should include:
 - drawing attention to the spelling errors
 - providing correct models and
 - making better use of dictionaries and spelling prompts

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	48
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	4	14	21	8	1	0	0
Percentage	8	29	44	17	2	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	209
Number of full-time pupils known to be eligible for free school meals	23

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	6
Number of pupils on the school's special educational needs register	36

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

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	10
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	3.9

Unauthorised absence

	%
School data	0.0

National comparative data	5.4
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National comparative data	0.5
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Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

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

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2002	11	17	28

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	16	16	15
	Total	27	27	26
Percentage of pupils at NC level 2 or above	School	96 (83)	96 (90)	93 (90)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	11	11	11
	Girls	15	15	16
	Total	26	26	27
Percentage of pupils at NC level 2 or above	School	93 (79)	93 (93)	96 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest 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	11	19	30

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	10	11
	Girls	16	18	19
	Total	23	28	30
Percentage of pupils at NC level 4 or above	School	77 (97)	93 (88)	100 (97)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	9	10
	Girls	17	16	17
	Total	24	25	27
Percentage of pupils at NC level 4 or above	School	80 (88)	83 (88)	90 (94)
	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	207	-	-
White – Irish	-	-	-
White – any other White background	-	-	-
Mixed – White and Black Caribbean	-	-	-
Mixed – White and Black African	-	-	-
Mixed – White and Asian	-	-	-
Mixed – any other mixed background	-	-	-
Asian or Asian British - Indian	-	-	-
Asian or Asian British - Pakistani	-	-	-
Asian or Asian British – Bangladeshi	-	-	-
Asian or Asian British – any other Asian background	-	-	-
Black or Black British – Caribbean	-	-	-
Black or Black British – African	-	-	-
Black or Black British – any other Black background	-	-	-
Chinese	2	-	-
Any other ethnic group	-	-	-
No ethnic group recorded	-	-	-

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	75

Qualified teachers and support staff: nursery

Financial information

Financial year	2001-2002
	£
Total income	443,362
Total expenditure	443,693
Expenditure per pupil	2,113
Balance brought forward from previous year	17,948
Balance carried forward to next year	17,617

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	4
Number of teachers appointed to the school during the last two years	4
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	1
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	209
Number of questionnaires returned	125

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	61	37	2	0	0
My child is making good progress in school.	59	37	4	0	0
Behaviour in the school is good.	61	33	2	1	3
My child gets the right amount of work to do at home.	34	57	5	2	2
The teaching is good.	63	35	0	0	2
I am kept well informed about how my child is getting on.	56	34	6	2	2
I would feel comfortable about approaching the school with questions or a problem.	70	26	2	1	1
The school expects my child to work hard and achieve his or her best.	77	20	1	0	2
The school works closely with parents.	50	41	5	2	2
The school is well led and managed.	72	26	0	2	0
The school is helping my child become mature and responsible.	63	34	1	0	2
The school provides an interesting range of activities outside lessons.	35	46	5	2	12

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 79 The school has maintained the good standards described in the previous inspection. Teaching is good and the staff provide a rich and interesting curriculum which is firmly based on all the areas of learning and religious education.
- 80 Strengths in the reception class are:
- effective teaching, which leads to good learning
 - very good assessment procedures which ensure that activities are appropriate for each child and provision of a wide range of learning opportunities and resources
 - very effective planning which addresses all learning areas and children's individual needs
 - good quality leadership and very good relationships between adults and children, and between children themselves
- 81 On entering the reception class, children's standards of achievement are average overall. This year is slightly unusual because whilst there is the full range of attainment from well below to well above average, there is a larger than normal group at lower average levels. Children, including those with special educational needs make good progress in the reception class and on leaving to join Year 1, the majority of pupils are successful in achieving all the early learning goals.
- 82 Since the last inspection there have been a number of changes to the school's provision for the Foundation Stage and the quality has remained good. Staff are sensitive to children's needs and organise challenging tasks appropriate to their abilities. The praise and encouragement given by staff and the high expectations they have for children result in high levels of success and achievement. Staff have a secure knowledge of the Foundation Stage curriculum and of individual pupils' needs; this forms the basis of their very effective planning which addresses all of the areas of learning.

Personal, social and emotional development

- 83 The quality of teaching, learning and progress made by the children is good. By the end of reception, children's attainment is in line with that normally expected for children of this age. Staff are caring, supporting and encouraging, this is seen in praising children's efforts and achievements. Children show courtesy and consideration to each other, following the good example set by staff. The teacher and classroom assistant reinforce these positive attitudes and show that their thoughtfulness is valued. They use positive comments such as *'I liked the way you used your big voices'* as seen when the pupils performed a puppet show. Staff carefully plan opportunities for pupils to play and work together. The classroom has a welcoming role-play area of *Postman Pat's Post Office*. When dressing up, children happily take turns as *Postman Pat*, *Mrs Goggins* or even *Jess the cat*! Staff provide well-established routines and this aids the development of their independence skills and promotes good behaviour. For example, as children finish their physical development lessons they know they have five minutes to change back into their uniforms. Many children help others to change and delight in receiving their 'helping hand' rewards. When asked, children immediately stop what they are doing and tidy their work and equipment away. Their level of independence is good. In both teacher-led, and free choice activities, the children concentrate well and many are productively

involved for quite long periods on particular tasks. The children are polite and responsive to staff, to helpers and to visitors. They confidently approach visitors and excitedly share their names and achievements.

Communication, language and literacy

- 84 The quality of teaching in this area of the curriculum is very good. As a result, the children learn very well and they make very good progress. Most children achieve the early learning goals by the beginning of Year 1. Staff place a strong emphasis on developing children's speaking and listening skills and they provide many opportunities for children to discuss their work individually to 'talk' partners and in larger groups. The teacher and classroom assistant develop vocabulary effectively through focused sessions. For example, when children hear the stories of 'The Tiger Who Came to Tea,' and 'Don't eat the teacher', the adults effectively use questioning to develop children's vocabulary and comprehension skills. They ask questions such as "*What do you think is going to happen next?*" Children listened carefully to the questions and replied with confidence, making thoughtful comments about the story and pictures. In other lessons they develop pupils understanding of 'sh' sounds in words like 'she, ship' and 'shut'.
- 85 All classrooms provide a very good range of fiction and non-fiction books. Children's attitudes to reading are positive and all children enjoy looking at books, both on their own, or sharing with an adult. Staff encourage children to think of themselves as readers by listening to and discussing stories, and to be writers by encouraging them to 'write' postcards to each other. When they are ready, the teacher provides homework in the form of words from the new 'phonics' scheme. Children in reception enjoy making their own books and have a clear understanding that print carries meaning and is read from left to right and top to bottom. They illustrate and 'write' their own stories. For example, a higher attainer wrote '*postman pat is digging in the snow*' whilst an average attainer wrote '*pmpt (Postman Pat) is cling (cleaning) his van*'. In their handwriting, children develop appropriate pencil control. Their work shows good progress, developing from simple mark making at the start to writing their own name and simple sentences in well-formed letters by the end of the reception class.

Mathematical development

- 86 The quality of teaching, attainment and learning in this area is good. By the end of reception, most children are expected to meet the early learning goals for mathematics but a few are struggling. The more able children can count accurately to 20 and back. The teacher makes good use of opportunities to teach and reinforce counting. Most children learn to use mathematical language with confidence. When playing with the plastic animals they confidently use words such as *tallest* and *shortest*, and in the sand they use words like *over* and *under* when playing with a bridge. Children have good opportunities to engage in practical and investigative work and the teacher and classroom assistant provide a wide range of activities to extend their skills and understanding of number. They particularly enjoyed a 'buying and selling' activity with items from the *pretend* post office. The use of praise and encouragement and effective use of questioning are significant factors in the development of the children's mathematical knowledge, skills and understanding. Children are keen to *buy* goods but some children have difficulty understanding the differences in the value of coins other than *1 pence*. Children can recognise and name a triangle, circle and rectangle; they can count the number of corners and sides. Children are becoming aware of how to measure using non standard units and

some children are becoming aware of the concept of area as they cover a shape with plastic bricks.

Knowledge and understanding of the world

- 87 The quality of teaching, learning and progress is good. A well-planned curriculum offers children experiences that provide them with good opportunities to learn about their world and the environment in which they live. Children have an understanding of how sounds are formed and also recognise how prisms and kaleidoscopes can create patterns with light. They enjoy a range of educational visits to enhance their understanding. For example, during a visit to the local church they carefully discussed and recorded what they saw and produced wax rubbings. As part of learning about healthy eating, children eat healthy snacks. Computers are accessible in the class and children confidently use the mouse to dress a teddy and use a program to paint pictures. A number of simple games featuring Spot the Dog are linked well to literacy and numeracy work. Evidence also shows that children can make a floor robot follow directions. Children develop very good designing and making skills using construction toys and junk materials. They confidently select appropriate materials and develop techniques and skills to build, construct and join materials together, for example when making a post box.

Physical Development

- 88 The quality of teaching, learning and children's progress is good. Most children are on track to achieve the early learning goals in this aspect. Staff successfully teach the skills to help children gain safe control of finer movements, such as using glue spatulas, paintbrushes and cutting with scissors. In their physical development lessons, children are motivated to learn and follow instructions promptly. They move with increasing co-ordination, awareness of space and each other. There is a good range of large and small outdoor equipment which is used effectively to promote children's physical development. Children use trolleys and bikes with confidence and follow cones on the road layout on the playground. Children have a good level of awareness of the safety when using any equipment and the limited space available; they are further reminded by staff on a daily basis. They know they need to warm-up their bodies and follow the teacher's instructions well. Children showed good balance and body control as they altering the speed and direction of their movements. In dance, they enjoy moving like 'scissors' and 'falling hair' as they imagine that they are in a hairdresser's shop. Children improve their throwing and catching skills with beanbags. Staff ensure that all children are fully included and able to show their skills. This was seen to very good effect when a child with special educational needs was chosen to show her movements. The thrill on the face of the child will stay with this inspector for some time!

Creative Development

- 89 In this area of learning, the quality of teaching and learning is good. By the end of reception the attainment of most children is in line with the expectations of the early learning goals. Children have many experiences to display their creative skills for example through opportunities for table top printing, puppet making and computer pictures. Most children mix primary colours to make a colour of their choice. They are able to say, for example, that *'red and yellow make orange'* and they discuss lighter and darker shades. Children independently choose materials to make models, for example of post boxes. The children enjoy singing; they are tuneful and learn many songs and rhymes by heart, remembering words well. They listen carefully and

their concentration is very good. The children particularly enjoy role-play. They use props and other resources with good imaginative skills. Children creatively use outdoor construction materials and props as part of their role-play and sustain aspects of different characters for a considerable time.

ENGLISH

- 90 Pupils enter Reception with average standards in literacy and make good progress throughout the foundation stage. By the end of Year 2, standards in reading and writing are above average and pupils continue to make good progress. However, the standard of work from pupils in the present Year 2 does not reflect the high standards achieved in this year's statutory tests due to the fact that there is a higher number of pupils with special needs and a high proportion of boys (70 per cent) in the class. Inspection evidence indicates that in the present Year 2 the standard of writing is broadly average.
- 91 By the end of Year 6, standards in reading and writing are above average and pupils continue to make good progress. Boys did better than girls in the national tests at the age of seven but the performance of boys at the age of eleven has fallen behind that of girls over the past three years. The school is aware of this fact and has purchased reading books that would appeal particularly to boys; non-fictional texts are used more often. The school continues to track and monitor this issue. Pupils with special educational needs make good progress. Their success is largely related to targeted, well matched work set by the teachers and the positive impact from their group work from the good support staff. Overall there has been good improvement since the last inspection.
- 92 Strengths in the subject are:
- The overall good quality of teaching particularly in Years 4, 5 and 6
 - The use of 'talk' partners across the curriculum, which promotes good quality speaking and listening
 - Good links established with other subjects of the curriculum
 - The effectiveness of target setting to inform pupils how they may improve their work
- 93 Areas for development are:
- To improve the quality of presentation of pupils' writing in all subjects
 - To make better use of the library to support pupils' research skills
 - To improve the accuracy of spelling in pupils' written work by implementing effective strategies throughout the school
 - To increase the opportunities for redrafting pupils' own work
 - To further develop the monitoring and evaluation role of the co-ordinator
- 94 Pupils make good progress by the end of Year 6, because of the opportunities to write in other subjects across the curriculum. This allows for the full range of writing styles to be used. For example in Year 5 history, pupils write accounts of working Victorian children. Good links with other subjects are a strong feature of the literacy curriculum and pupils write instructions in science, letters and note taking in religious education and planning sheets in design technology. The national literacy strategy has been fully embraced by the school and has had a positive impact on raising standards. Opportunities to enrich pupils' cultural and spiritual awareness are well planned; for example; Year 5 pupils write about 'How night came to the world' and consider different creation stories. In Year 1, links with other subjects are strong and a range of writing opportunities is available to pupils. As a result pupils make lists, write

instructions and begin to write descriptive phrases with good vocabulary. Pupils begin to use capital letters and full stops appropriately. By the time they are in Year 6, pupils appreciate and appraise a range of poetry; for example pupils understand how poets manipulate words and evoke moods by using descriptive vocabulary. They enjoy the richness of the English language, enthusiastically promoted by the teacher. Higher attaining pupils make satisfactory rather than good progress because they are not always given enough opportunity to edit and correct their errors and improve the content or presentation of their work.

- 95 Inspection evidence shows that at the end of Year 2 and Year 6, standards in speaking and listening are above average. The pupils listen very carefully to their teachers and each other. 'Talk' partners provide very effective opportunities for speaking and listening and as a result pupils gain in confidence, share their ideas and contribute to each lesson. As they move through the school, the teachers develop the pupils' range of vocabulary very well by introducing vocabulary in a range of subjects.
- 96 In Year 1 pupils listen carefully to taped recordings of sounds, identifying what the sounds are and what things might make them. In Year 2 pupils listen to a story from 'A necklace of raindrops' and good questioning from the teacher focuses pupils' attention about what is happening in the story. Pupils are keen to answer questions and with 'talk' partners can relate back to the teacher two key events that happen in the story.
- 97 By the end of Year 6, pupils can express their opinions thoughtfully and are able to read a poetry excerpt from 'The Listeners' with appropriate pace and expression in front of their peers. Speaking and listening is a strength in the school.
- 98 Inspection evidence shows that standards in reading are average at the end of Year 2 and above average at the end of Year 6. This is an improvement since the last inspection. Pupils enjoy books and handle them with care and respect. In Year 1 and Year 2, pupils become increasingly familiar with a range of books. By the end of Year 2 however, few pupils have regularly used the school library and do not know how to find information there. Most pupils do know how to look for information in a non-fiction book using the contents page. A new phonics programme has recently been introduced in the infant classes and this provides pupils with strategies to attempt to read and spell new words. All pupils have quality guided reading time with their teacher and as a result pupils learn about authors and different types of literature. Pupils practice reading texts and in good lessons teachers model reading with expression and their pupils follow their lead. Pupils choose their own reading material and reading at home is actively promoted; reading diaries forming a useful communication link between home and school. Able pupils can read complex text fluently and can confidently discuss their preferences with regard to types of book and authors. The school non fiction library is presently underused by all pupils and they cannot find information effectively from it as many of the books are in wrong sections. It was particularly inaccessible for younger pupils, many of whom did not know where the library was.
- 99 Since the last inspection standards in writing have improved. Pupils write for a range of audiences and purposes and they experience a rich and varied writing diet. By the time pupils reach Year 6 they are able to write instructions, compose poetry, write interesting descriptive story beginnings and endings with a clear understanding of characters and plots and can write persuasive letters. Throughout the school, handwriting is often well presented in hand writing books and practice is regular, but these skills are not transferred to pupils' independent written work or in other subjects.

In Year 1, pupils write in their journals regularly but the quality of their spellings and handwriting detract from their entries and their errors are not corrected. In Year 2, pupils listen to 'The Snow Lambs' and in pairs are asked to write descriptive phrases in the style of the story. No spelling guides were available for pupils and consequently, although their ideas for using descriptive vocabulary were good, their finished written phrases were incorrectly spelt and were difficult to read. In Year 4, pupils learn how to use an apostrophe correctly to show possession and work is carefully matched to pupils' needs. Many pupils can use evocative vocabulary, for example 'The Land of Widge ... skeletons of bushes lay lonely on the ground...' and 'Roman candles fizz like sherbets brightly on the ground.' In a good lesson in Year 5, pupils could plan in note form ideas relating to solving a mystery. They know how to use words to good effect to create a picture, for example: 'Toothie's tangled bird's nest of a beard'. They work well together and meet the teacher's high expectations. In Year 6, pupils write descriptive poems after reading the classic works of Walter de la Mare and John Masefield.

- 100 By the end of the juniors, most pupils do not produce consistently joined handwriting in pen in their work. Presentation is not consistently of a high enough standard throughout the school and work can sometimes be untidy and hurried, ultimately this detracts from the quality of the content of their work. The teaching of spelling strategies is inconsistent throughout the school and by the time pupils are aged seven and eleven their written work often contains a number of spelling errors. In good lessons, spelling errors are identified by teachers' marking, but this has very little effect on pupils improving their work and errors are reinforced by not drawing attention to them and providing correct models. Dictionaries are not widely used, nor spelling prompts available for all pupils. Spelling lists are part of regular homework but they are often not transferred into pupils' writing. In very good lessons in Years 5 and 6, pupils are taught to redraft sections of their work in order to improve sentences, spelling and vocabulary but this approach is not used consistently throughout the school.
- 101 The use of assessment has improved significantly since the last inspection. The introduction of group and individual writing targets is improving the use of assessment to help match work to pupils' needs. In Years 4, 5 and 6 pupils are familiar with their targets and teachers plan for pupils to take responsibility for their own learning. For example, pupils are expected to refer regularly to their targets to improve their own writing. Information and communication technology is used well to support and enhance pupils' learning. Pupils use various computer software to practise their spellings and they use word processors to write and edit their work. Pupils learn to use writing frames very effectively to structure their own independent work.
- 102 The quality of teaching is good overall with strong features in Years 4, 5 and 6. The teaching of basic skills is good. The teachers have responded well to the demands of the National Literacy Strategy and use commercially produced schemes as a good resource. Planning is very thorough, tasks are firmly built on previous understanding and teachers record assessment information which informs future planning and track pupil's progress. Teachers use 'talk partners' successfully to promote speaking and listening across the curriculum. Teachers have very good relationships with pupils and manage pupils' behaviour very well. In the best lessons, teachers have high expectations, set appropriate time targets to keep lessons crisp and fast moving and this motivates pupils. In some lessons in Year 2, able pupils are not challenged enough in their writing and are not encouraged to develop or improve their work. The use of teachers marking is generally of high quality and helps pupils know how they can improve their work further whilst giving praise for their efforts.

- 103 Pupils are attentive and contribute appropriate comments in discussion with peers or contribute fully to whole class discussions. They behave very well and show a keen interest in their work. They concentrate well and understand that they are in school to learn and that their teachers are there to teach them. Some pupils in Year 2 and 3 find difficulty in settling down to the task in hand, listening to others and taking turns. There is a good climate for learning particularly in Years 4, 5 and 6.
- 104 The leadership and management of English are satisfactory but the monitoring and evaluation of the subject is very much in the early stages. A strategic plan for development of the subject is not yet in place and the co-ordinator does not have an overview of literacy throughout the school. However, the introduction of the literacy strategy, a phonics scheme in Key Stage 1 and an improvement in assessment and target setting are good examples of the action the school is taking to raise standards further.

MATHEMATICS

- 105 Standards in mathematics are similar to those expected nationally by the end of Year 2 and are above average by the end of Year 6. The most recent National Tests show that standards at the end of Year 6 were high. The present Year 6 includes a larger number of pupils with special educational needs than the previous year and as a result attainment levels are lower. Pupils make satisfactory progress through the infants and very good progress in the juniors. Pupils of all ability levels, including those with special educational needs, make progress at the same rate. No significant difference was seen between the performance of boys and girls. Improvement since the last inspection has been good.
- 106 Strengths in the subject are:
- The above average standards achieved by the end of Year 6
 - The very good quality of teaching in Years 4 to 6
 - Pupils' very good attitudes and behaviour
 - Management of the subject and the use of assessment to develop learning and improve standards
- 107 Areas for development
- To ensure all pupils move on when they have mastered a skill
 - Use of teachers' marking to develop learning
 - Continue to develop problem solving skills
- 108 By the end of Year 2, pupils use the correct symbols when carrying out addition and subtraction sums. Pupils work with two digit numbers and a small number work with numbers over 100. A minority of pupils needs support when adding up numbers to ten. Most pupils understand odd and even numbers. Few understand that subtraction is the inverse of addition. Pupils recognise and name fractions of shapes including a half and a quarter. In shape, space and measures pupils show good measuring skills, most measure accurately, this was identified as an area of weakness and teachers have worked hard to develop measuring skills. Most pupils identify common two- and three-dimensional shapes. Few higher attaining pupils understand reflective symmetry.
- 109 Pupils in the juniors develop their mathematical skills very well. The higher attaining pupils solve complex word problems. A number of pupils find this difficult: their mathematical skills are very good but they do not always immediately recognise the

important words and phrases in mathematical word problems. This has been recognised by the school and is being effectively addressed. Pupils have good number skills, they round numbers to the nearest 10, 100 and 1000. They work with negative numbers and round two and three decimal places to the nearest whole number. The majority of pupils have very good understanding of equivalent fractions and reducing fractions to the lowest form. Average attaining pupils use brackets in their work and plot co-ordinates in all four quadrants. In shape, space and measures, most pupils show very good understanding of the angles of triangles and rectangles and measure accurately. They calculate the perimeter and area of a rectangle using the correct formula. Most pupils have a good understanding of both imperial and metric measures and how to convert from one to the other.

- 110 The quality of teaching is good overall and this has a very positive effect on ensuring that there is good learning. It is very good and at times excellent in Years 4 to 6. All teachers plan lessons effectively using the three-part lesson format. The basic skill of number is taught very effectively throughout the school. The introductory or mental mathematics sessions are made interesting and are carried out with a brisk pace that keeps the pupils interested. Pupils were kept interested in a Year 4 introductory session when the teacher used a board game to develop doubling skills. All pupils understand what they are going to learn because teachers explain the purpose of the lesson and what pupils are expected to have achieved by the end of the session. In the very good and excellent lessons, teachers use a very wide range of activities. Support staff are used very effectively to ensure pupils with special educational needs and lower attaining pupils make progress in line with the rest of the class. Computers are used very effectively to develop learning. In a Year 5 lesson pupils developed their doubling skills very well by working on a computer program. Teachers have very good relationships with their pupils and moral development is enhanced by the high expectations of good standards of behaviour. There are a small number of occasions when extension work is not available for pupils and a little time is lost. Analysis of pupils' work shows that there are a small number of times when pupils carry on working on a skill when they have mastered it and could move on to more difficult work. Teachers mark work and make positive comments but there is a lack of consistency in the way work is corrected and marking is rarely used to develop learning, for example by asking 'Is there another way to do this?'
- 111 Pupils respond very well to the high quality teaching. There are very good attitudes to the subject. When working with 'talk partners' or in groups, pupils from Year 1 upwards do so very sensibly. They concentrate and apply themselves very well. Standards of behaviour are very good and have a positive impact on improving standards.
- 112 The use of mathematics across the curriculum is very good. Teachers use many opportunities to develop numeracy skills. Year 2 pupils count their dance steps in physical education and Year 6 record climatic information and age of population in geography work. Literacy skills are effectively developed when pupils learn mathematical vocabulary and solve word problems. There are very good links with information and communication technology, for example in classroom lessons and when pupils produce spreadsheets and charts.
- 113 There is very good management of the subject and a strong commitment to ensure standards continue to rise. Assessment systems are very good and are used very effectively to identify and address areas for development. Pupils have their own targets and this enables them to measure their own progress. The good range of resources is used effectively to develop learning.

SCIENCE

- 114 Standards in science are similar to those expected nationally by the time the pupils leave the infants and are above average by the time they leave the juniors. The most recent tests showed attainment as being high at the age of 11. The present Year 6 has a greater number of pupils with special educational needs and as a result attainment is lower this year. Pupils achieve well in the infants and very well in the juniors. Pupils with special educational needs make good progress throughout the school. No significant difference was seen in the performance of boys and girls. There has been good improvement since the last inspection, particularly in planning and the quality of teaching and learning.
- 115 Strengths in the subject are:
- The above average standards achieved by pupils at the end of the juniors
 - The very good quality of teaching and learning in Years 4 to 6
 - Pupils' very good attitudes and behaviour
 - Opportunities to carry out investigations
- 116 Areas for development
- Use of marking to develop learning
 - More emphasis placed on older pupils explaining how their work could be improved
- 117 By the end of the infants, pupils carry out simple investigations, for example how different objects travel down a ramp. They record using prepared recording sheets. Few pupils say whether what happened was what they thought would happen. Higher attaining pupils are starting to understand why a test is fair. All pupils identify and name external parts of the body. They recognise and classify living and non-living things. They know there are differences between people. Average attaining pupils recognise different food groups such as dairy, vegetables and meat. In work on materials higher attaining pupils show good understanding of the difference between natural and man-made materials. Average attaining pupils understand that certain materials are used for particular purposes, for example glass in windows. Most pupils understand that some materials change shape when they bent or stretched. Following an investigation pupils show sound knowledge of what happens to ice when it is left to melt. In work on forces almost all pupils understand that air exerts a force and a significant minority understand that the heavier the object the greater the force required to move it.
- 118 Pupils in the juniors build very well on the scientific knowledge they have acquired earlier and achieve very well. Investigations are carried out effectively but opportunities for pupils to record how they could improve their work in future are not always taken. Pupils predict what will happen and the higher attaining pupils use scientific knowledge to make generalisations, for example when working on light. Pupils show a good understanding of the position and function of the heart. They understand the importance of exercise on the body and classify foods including, carbohydrates and proteins. Pupils have a good understanding of microbes and their effect on their lives. In work on materials pupils distinguish between solids, liquids and gases. They use scientific terms including soluble and insoluble. Average attaining pupils show good understanding of gravity as a force. They record using Newtons as a measure. Pupils explain how you increase the brightness of a bulb in an electric circuit.

- 119 The quality of teaching is good overall and this has a very positive effect on raising standards. Teaching is very good in Years 4 to 6. All lessons are effectively planned with learning objectives linked to the National Curriculum. Pupils know what they are going to learn because all teachers explain the purpose of the lesson. In the lessons seen work was set at different levels to meet the needs of all pupils. Analysis of work shows that this does not happen and difference is sometimes by outcome. Pupils are kept interested in most lessons because of the brisk pace. Occasionally there is a slight time loss because teachers do not ensure pupils move quickly from one activity to the next. Where teaching is very good teachers review the previous lesson very well to assess prior knowledge and understanding. They give pupils opportunities to develop social skills by working with their 'talk or science partner'. Subject knowledge is very secure and there is a very good emphasis placed on developing vocabulary. Pupils are challenged by the work, for example when asked to generalise in an investigative lesson on light in Year 6. Teachers ensure that all pupils are fully included in the lessons by giving extra support when necessary. Work effectively meets the needs of pupils with special educational needs. Teachers relate very well to their pupils and encourage moral development very well by their expectations of good behaviour. Analysis of work shows that all work is marked but there are few examples of teachers using marking to develop learning by asking questions and setting challenges.
- 120 Teachers develop literacy and numeracy strategies effectively in science. There are opportunities to read and record. Measurements are taken and graphs used to record investigations. There is satisfactory use of information and communication technology in the subject through the use of recording.
- 121 There is good management of the subject with a commitment to continue to raise standards. The good quality assessments and individual targets are used effectively to improve standards. There is a good curriculum which is enhanced by use of the school garden and by visitors including the 'Zoo Lab'. The good resources are used effectively to develop learning and raise standards.

ART AND DESIGN

- 122 Standards in art and design are in line with national expectations by the end of Year 2 and above expectations at the end of Year 6. All pupils, including those with special educational needs make satisfactory progress throughout the school. Overall, judgements at the time of the inspection show a decline in standards since the previous inspection.
- 123 Strengths in the subject include:
- Good links are made with other subjects in the curriculum
 - Pupils' work is effectively displayed around the school and is valued
- 124 Areas for improvement are:
- Greater focus on the development of skills throughout the school
 - Higher expectations for all pupils
 - Development of the role of co-ordinator
- 125 Pupils in Year 2 looked at a variety of pictures of trees and through careful observation and good teacher questioning identified detail about tree trunks, branches and leaves. They used pencil, pastel, tissue and paint to represent what they saw. Pupils confidently used a paint program on the computer and manipulated the mouse to

draw and colour pictures of trees. Pupils finished pictures were satisfactory however, their skills in using a brush or colour mixing were not being sufficiently developed. A number of pupils held the brush wrongly and pupils had little opportunity to choose and mix appropriate colours because the colour range available was restricted. Those pupils making tissue collages produced finished pictures that did not represent their ability.

- 126 In Year 4, pupils made collage portraits of Tudor kings and Queens, which showed a growing awareness of the proportion of facial features. In Year 5, pupils drew good quality, detailed pencil observation sketches after looking at William Morris designs. They used pastels to good effect after being inspired by the work of Hokusai and a good standard of work was achieved. In Year 6, pupils composed good collage pictures and pastel work linked with their African art studies. The care with which work is presented, the confidence with which they use colour and the delicacy and the concentration with which they work gives evidence of their good skills development and understanding of the techniques that have been taught to them. However, throughout the school higher attainers are insufficiently challenged and there is no clear progression year-on-year in skills such as sketching, painting or printing. Sketchbooks are not used consistently for the same purpose, some using it to record their final work and other to trial techniques. Insufficient pupils use them to try out and practise techniques and their ideas are not developed or refined. Work in these books is often rushed and unfinished.
- 127 In the few lessons observed, the quality of teaching was good, however expectations of pupils vary considerably. Teaching was stronger in Key Stage 2 because teachers focus on the teaching of skills and they had higher expectations with regard to the quality and quantity of pupils' work at the end of each lesson. Teachers are supported by a scheme of work that provides clear guidance and there are good resources to support the subject. Pupils experience a range of activities such as weaving, sculpture, needlework, collage, printing and painting. Good links are made with subjects such as history, design technology and religious education throughout the school. Similarly, literacy skills are being well developed, for example pupils are encouraged to appraise their drawings and those of others. Speaking and listening skills and a range of vocabulary is introduced to good effect. Good use is made of local artists; for example an infant wall project is presently taking place and all pupils have designed animals and seasonal representations that are being painted in bright colours on the wall. The pupils are justly proud of their accomplishment.
- 128 Pupils genuinely enjoy their lessons and they behave sensibly, using equipment safely.
- 129 The leadership of the subject is satisfactory but there are weaknesses. This is because the co-ordinator does not monitor or evaluate what happens in art lessons. Because of this, she does not fully recognise the strengths and weaknesses in the subject. Some sampling of work has begun but it is frequently undated and no reference is made to levels of attainment. Assessment in art is satisfactory but is in the early stages of development.

DESIGN AND TECHNOLOGY

- 130 Standards in design technology are above national expectations by the end of Year 2 and Year 6. All pupils, including those with special educational needs make good

progress throughout the school. These judgements are an improvement on those made at the time of the previous inspection.

- 131 Strengths in the subject include:
- Good teaching throughout the school. This is an improvement on the findings of the last inspection
 - High focus on evaluating the final product
- 132 Areas for improvement are:
- Consistent high expectations of pupils' recording of their work
 - Further development of the role of the co-ordinator
- 133 Pupils in Year 2 can make a paper pattern of a coat to fit a teddy. They can follow a sequence of activities and evaluate their design, identifying what they need to do to next to improve it. In a good lesson, the activities planned for pupils were challenging and the teacher had high expectations of all of them. Pupils practised their cutting skills and estimated how much paper they would need. Good questioning skills from the teacher prompted their thinking and they were encouraged to evaluate and plan how to address any problems. Good contribution to speaking and listening skills are evident throughout the school. Pupils confidently worked both in pairs and independently on this project and they were supportive of one another. Some groups designed a repeating pattern for the coat and took care in colouring their final design. Some pupils used the computer to generate repeat patterns. Pupils needed some help from teaching assistants in sewing their felt pattern that they had cut from their templates but managed to sew using blanket stitch, securing the sides together.
- 134 Year 4 pupils made very good illustrated moving books 'The Three Little Pigs' using card levers. Pupils in Year 4 learned different joining techniques in making a fabric purse of their own design. The teacher demonstrated a range of stitches and used good questioning to prompt pupils to consider problems they may encounter. Pupils were given the responsibility of setting out resources and choosing colours of thread etc. Good links were made with literacy by focusing on key words such as 'secure' and 'technique'. Higher attaining pupils were appropriately challenged, however in the planning and recording of their work pupils' presentation does not always reflect fully their ability.
- 135 In Year 6, pupils build well on their previous learning and make a range of sweet biscuits. Initially they had evaluated a range of commercially produced biscuits, gathered other peoples' views, represented them on a database and proceeded to plan a recipe and make their own biscuits with their own added 'special ingredient'. Their work was of very good quality and reflected their teacher's high expectations of the recording of their work. Pupils have plenty of opportunities to plan and work together and they do so sensibly and enthusiastically. They enjoy the subject and have very good attitudes towards it.
- 136 The quality of teaching seen was good throughout the school. Teachers are supported by a useful scheme of work that focuses on the full range of planning, making and evaluating skills. Lessons are well structured and clear objectives are shared with the pupils. Time is used well and very good links are made with other subjects such as English, mathematics, science and art. Pupils experience a range of activities that are interesting and challenging.
- 137 The leadership of the subject is good and the co-ordinator is beginning to gain an overview of the subject throughout the school. This is an improvement since the last

inspection. Resources are good and a separate technology room allows more room for group work aided by teaching assistants. Flexibility in timetabling has aided the subject's development and good links are made with other subjects, teachers being confident to adapt the schemes of work accordingly. The co-ordinator has developed assessment procedures so that teachers assess pupils' work at the end of each unit. Her role is in need of further development as monitoring of teaching and learning has not yet taken place.

GEOGRAPHY

- 138 There was only a limited amount of evidence available to judge standards and the quality of education in geography because the subject is 'blocked' and taught at specific time of the year, not necessarily during the inspection week. Standards are judged to be in line with expectations by the end of Year 2 and above expectations at the end of Year 6. Pupils make satisfactory progress in the infant classes and good progress in the juniors. This is an improvement since the last inspection which described standards in the juniors as in line with expectations. Pupils with special educational needs make similar progress to their classmates.
- 139 Strengths in the subject are:
- Above average knowledge, skills and understanding by the end of Year 6
 - A curriculum which promotes cultural understanding and development
 - Pupils are very interested and enthusiastic about the subject in the juniors
 - There is high quality teaching in some junior classes and good use of ICT
- 140 Areas to develop are:
- The development of geographical skills in the infant classes
 - A more sensitive approach to people of other cultures in some infant classes
 - The leadership of the subject to include a longer term overview including monitoring and evaluation
 - Develop further the role of the co-ordinator
- 141 Pupils in Year 1 and 2 focus on the travels of 'Barnaby Bear' and his 'family' and this helps them to understand the wider world, and gain a satisfactory knowledge of places both in the United Kingdom and around the world. In Year 1, pupils learn about the weather and relate this to times in their lives. For example, they use their literacy skills well when writing about sunny days and when 'wheels were stuck in the snow'. Pupils in Year 2 expand their knowledge of other places and cultures by studying life in Mexico. However, some of this work shows a little insensitivity and generalisation about the people and care should be taken to correct any inadvertent misconceptions. Much of this work is teacher directed and does not allow for pupils to develop their geographical skills sufficiently. There is little evidence of pupils using maps, atlases and globes or doing individual research to support their work and these skills could usefully be extended.
- 142 Progress is good overall in the junior classes, and very good in Year 6. In Year 4, pupils know that the world is divided into continents and they accurately name them. They know that Asia is the biggest continent and Australasia is the smallest. They also know the names of the oceans and link their knowledge of the world to places they have visited. They understand that the world is made up of different climatic regions. However, the use of worksheets, some of which are not matched to pupils' prior levels sometimes inhibits their understanding and restricts their skills in 'finding out'. In Year 5 pupils develop their understanding of the water cycle and enhance this understanding by visiting water treatment works. There is a good link in this class to

the environment and the need to take care of our water. Some of the best work is found in Year 6 which effectively promotes pupils' knowledge, skills and understanding of a contrasting country, Kenya. Work and artefacts are displayed beautifully and children have things to look at, touch, question and admire. This encourages them to find out more. The teacher is very sensitive in ensuring that pupils have a balanced view of life in a developing country and they are aware of the need to be sensitive in their studies. They develop well their understanding of physical and human processes, and, as an improvement on the last inspection, pupils also offer explanations for geographical patterns such as a massively increasing population and the impact on society.

- 143 Teaching is satisfactory in the infant classes but good in the juniors. The teaching in Year 6 was outstanding in the way that the teacher used resources and encouraged pupils to research using books, photographs and the Internet. Pupils discussed very sensibly and maturely their findings and their co-operation and collaboration in coming to preliminary judgements was impressive. A particularly positive aspect of this work was the range of recording from graphs and charts to sustained writing and notetaking using bullet points. Pupils are confident in using their literacy and numeracy skills in this class but could benefit from more opportunities to write sustained pieces in some other classes. The quality of marking and use of praise was a positive feature in the Year 5 work but not as impressive in other classes where it often consisted of only a tick.
- 144 Only one geography lesson was observed during the inspection and the attitude and response of the pupils was excellent. Pupils were productive, courteous and polite and they knew that work was being valued by their teacher. The relationships were excellent.
- 145 The curriculum is generally well planned and follows national guidance so that pupils gradually build on their skills throughout the years. Teachers are making good use of ICT in a many classes but this could be further developed in others. Assessment procedures are in place and are manageable so that a teacher identifies if any pupil is struggling or doing well. At present, some teachers do not make the best use of this information but the process is developing well. Geography is satisfactorily led. The co-ordinator is relatively new to the role and has not yet had the opportunity to monitor and evaluate how well teaching and learning is progressing. This is being planned and would benefit from a subject action plan to clearly identify what developments are needed, when, and how.

HISTORY

- 146 Standards are at the expected level at the end of the infants and above by the end of the juniors. Pupils in the infants achieve satisfactorily and those in the juniors achieve very well. There is no significant difference in achievement between boys and girls. Support from teachers and support staff ensures that pupils with special educational needs make progress in line with other pupils.
- 147 Strengths in the subject are:
- Above expected levels of attainment by the end of the juniors
 - The very good quality of teaching and learning in the juniors
 - Use of literacy to develop pupils' understanding of history
 - The very good attitudes and behaviour of pupils
 - Quality of historical displays in classrooms

- 148 Areas for development
- More opportunities for younger pupils to discover why people acted as they did in the past
 - Give older pupils more opportunities to discuss moral and social issues in the periods being studied
 - Develop further the role of the coordinator
- 149 By the end of the infants, pupils have developed an understanding of past and present. They understand that people grow older. They have sound knowledge of historic events including 'The Plague' and the 'Great Fire of London'. Pupils recall famous people from the past including Guy Fawkes and Florence Nightingale. Many are not confident in their understanding of why people acted as they did. Pupils in the juniors build very effectively on the skills they have acquired earlier. There is good understanding of the periods studied. Pupils in Year 5 show particularly good knowledge and understanding of the Victorian period. In Year 4, pupils recall the life of Henry VIII and the reasons for him having six wives. Pupils do not yet express a view on whether they thought what Henry did was right or wrong. In Year 6 pupils show good enquiry skills when they research the effects of historical events on an individual. Opportunities to write about wider social issues are limited.
- 150 The quality of teaching is good overall; it is very good in Years 4 to 6. Teachers plan their lessons effectively. In the inspection period work was set at different levels to meet the needs of the pupils. Resources are usually used very effectively to develop historical enquiry skills and knowledge and understanding of the period being studied. Pupils in Year 5 used computers, books, illustrations and artefacts to research a given topic on Victorian times. Teachers explain clearly what the pupils are going to learn and this allows pupils to measure their progress. Occasionally resources are not used to their best advantage, for example when using television programmes. All teachers have high expectations of behaviour and the pupils respond very well to this. Teachers use literacy skills effectively to develop learning, for example when Year 5 pupils write as though they were Victorian child working in a factory, mine or as a maid. Information and communication technology is used very effectively to develop learning when pupils access the Internet to find information. Teachers use links with other subjects very effectively to develop historical understanding. In Year 4 there are very good links with art and the use of Tudor music in dance sessions develops understanding and brings the subject to life. History makes a very good contribution to pupils' moral, social and cultural development. Pupils have opportunities to learn about their own culture and the great cultures of the past. They learn about social conditions and how people were treated.
- 151 Pupils have very good attitudes to the subject; they work very well in 'talk pairs' and in groups when researching topics. In introductory sessions pupils pay attention, listening well to the teacher.
- 152 The subject is satisfactorily managed by the recently appointed co-ordinator. She has not yet had an opportunity to monitor teaching and learning in the classroom to highlight areas of good practice. There are satisfactory procedures to assess what pupils know, understand and can do. The curriculum is enhanced by use of the local area and by visitors into school, for example a musician who led a session on Tudors.

INFORMATION AND COMMUNICATION TECHNOLOGY

- 153 Standards are in line with national expectations at the end of Year 2 and above expectations at the end of Year 6. All pupils, including those with special educational

needs make similar progress. Through the infant classes pupils' progress is satisfactory and pupils make good progress in the juniors as a consequence of better teaching and making more use of computers. Improvement since the last inspection has been good.

154 Strengths in the subject are:

- There is a good number of computers in each class for pupils to use
- There are some good examples of information and communication technology (ICT) being used to support learning in most subjects
- The subject is well led and managed

155 Areas for development include:

- There is not enough equipment for demonstrating or lesson introductions for whole classes
- The technology is inconsistently used to support teaching and learning in some subjects and in the infants

156 The quality of teaching is judged as satisfactory in the infant classes and good in the juniors. Teachers plan lessons with clear purposes and based on the limited evidence available they use appropriate methods to reach these objectives. Teachers' knowledge of how to use ICT to enhance teaching and learning is sound overall and, in some cases, for example in Years 4, 5 and Year 6 is good. In Year 1, pupils made good progress in learning to use a program to create pictures and write on screen. They are becoming aware of the uses of ICT in the home and elsewhere and recognise the benefits of using computers. They showed this to good effect when using a microscope attached to the computer to view fabrics whilst studying materials in their science work. Pupils develop their understanding further in Year 2 where they learn how to give instructions to a floor robot to make it turn and travel specific distances. However, there is little evidence that pupils in the infants use ICT regularly in other subjects.

157 Although only one lesson was observed, evidence from work scrutiny and through discussions with pupils show that teaching is good for pupils in Years 4 to 6, but there is little evidence from Year 3. Sometimes lesson introductions are hampered by the lack of suitable equipment for demonstrations to the whole class. For example, it is difficult for all pupils to view graphs when these are created on a normal screen. However, the teachers do ensure that they give very clear directions and lower attaining pupils are supported well by their classmates. In a lesson for pupils in Year 5, the teacher reminded them of the work they had been doing using a device and program which enabled them to control and sense events and provide instructions to make things happen. Pupils in Year 4 also use this equipment to sense changes in sound. The good use of such suitable equipment enhances pupils' understanding of how ICT can be used in everyday life. Pupils make good progress and are interested and enthused by the lesson content.

158 Discussion with pupils and an examination of their work shows that they are covering what is expected. There are some good examples of how its use in other subjects supports learning in ICT. Pupils have created spreadsheets and used formulae, for example, when calculating the price of a party. In good work in Year 6 pupils are combine text and pictures to create multimedia presentations about space. This supports their work in science. They incorporate sound and clip art effects into their work. Discussion with pupils and scrutiny of pupils' work in different subjects across the age range shows that the technology is used satisfactorily overall to support

learning. There is good use of the CD ROM and Internet for research in some subjects but the use of ICT could be extended to cover all subjects.

- 159 The subject is well led and managed. The co-ordinator has drawn up an effective action plan for the subject's development and has identified the strengths and areas for development. Recently, the school has purchased a good number of computers for use in both infant and junior classrooms. There are enough computers for teaching the subject and for learning in other subjects. Judgements made during this inspection are an improvement on the previous one. For example, manageable assessment procedures have been implemented and give the teachers helpful information about how well individuals and groups are learning. There is therefore sufficient information which is useful for planning work for pupils and setting targets for improvement. The use of government recommended guidelines for teaching has helped to make sure that pupils develop their skills, knowledge and understanding in a progressive way so that pupils' work builds on what they already know.

MUSIC

- 160 Standards in music are in line with national expectations by the end of Year 2 and above expectations at the end of Year 6. All pupils, including those with special educational needs make satisfactory progress in the infant classes and good progress in junior classes. Throughout the school pupils enjoy their music lessons. These judgements match those made at the time of the previous inspection.
- 161 Strengths in the subject include:
- Music is secure within the curriculum and there is a good interlinking with other subjects which help to develop pupils' joy of music
 - Teaching by the music co-ordinator is very good
 - Many pupils in the juniors have good opportunities to learn and play instruments and join a choir
 - Making a very good contribution pupils' spiritual, social and cultural development
- 162 Pupils in Year 2 have secure listening and appraisal skills, as they showed in a good lesson when they discussed how instruments played in a certain way can represent animals. For example, they listened to the '*Elephant*' music for Saint-Saëns *Carnival of the Animals* and used words such as 'like a thud' to describe the plodding sounds. Pupils went on to use a range of classroom instruments to create a sound of another animal thinking of the tempo to suggest its type.
- 163 Pupils in Year 6 build well on their previous learning as they discuss their knowledge of American music, describing the Blues, and elaborating on traditional and contemporary features of American Music. They sang tunefully and expressively the song 'Simple Gifts' before listening attentively to a Native American chant. The way in which pupils listened to what might be regarded as an unusual sound was very good. It showed maturity and respect for other cultures as they closed their eyes and reflected on the music. This enhances pupils' spiritual and cultural development very well as pupils speak of the images of wildlife, waterfalls and nature. Pupils then begin to create their own music in this style and are genuinely disappointed when the lesson runs out of time.
- 164 All pupils enjoy singing in the class lessons, boys and girls of all ages, and they transfer these skills very well to singing in the whole school assemblies and key stage singing practices. The music co-ordinator teaches singing throughout the school and pays due regard to breathing and diction when singing; these are very positive

features. Another positive feature of the school's music making is the provision made for musicians who play flute, keyboard, recorder and guitar. Whilst flute and keyboard players pay for their good quality teaching from the local education authority staff, recorder and guitar players receive their input from the head teacher who leads by example in providing lessons to ensure all children are fully included. These pupils develop their performing skills and skills of reading conventional music notation well. A significant number of children enjoy singing in a choir and perform shows and productions of a high quality at various times of the year. This supports their social development as they listen and work well together.

- 165 Three class lessons were observed and there was also evidence from singing practices. The quality of teaching seen was good throughout the school. Teachers are supported by a scheme of work that provides clear guidance, so that work becomes progressively more demanding as pupils move throughout the school. Lessons are generally well structured but the pace of the lesson is very much linked to the confidence and security that a teacher feels about music. The scheme provides a good range of recorded music which teachers generally use well. Most pupils genuinely enjoy the subject.
- 166 The leadership of the subject is good and this is demonstrated by the quality of music in school. The co-ordinator is enthusiastic and has a clear vision for the subject. He now monitors and evaluates what happens in music and has implemented a sensible and helpful assessment procedure in line with the music scheme.

PHYSICAL EDUCATION

- 167 Only a very small number of lessons were observed during the inspection period and these were all dance lessons. There is insufficient evidence to make an overall judgement on standards of attainment. In the aspect seen, standards in each class were above those expected and all pupils achieved well. Analysis of planning shows that all aspects of the curriculum are covered. There has been good improvement since the last inspection.
- 168 Areas of strength
- Achievement in the dance aspect of the subject
 - Opportunities for all pupils to take part in the whole curriculum
 - Wide range of extra curricular activities
- 169 Areas for development
- Swimming records to ensure school knows who has achieved the targetted distance
- 170 Pupils in Year 2 show good co-ordination when they are dancing. They learn steps very quickly because of the good quality of teaching. The vocabulary of dance is used effectively, for example 'promenade'. Pupils show good improvement in their performance when they practise a country dance. Pupils in Years 4 and 5 build on earlier acquired skills. In Year 4 pupils make good progress in performing a Tudor dance. Year 5 pupils make good progress in learning the steps to a 'rock and roll' dance. The quality of teaching is good and at times very good. Teachers demonstrate dance steps very effectively and highlight good performance by asking pupils to perform individually or in pairs. Opportunities for pupils to comment on their own or others performance are missed. Additional support is given to pupils who are having difficulty and this ensures they make progress with rest of the class. There is very good social and cultural development as pupils dance in pairs and groups and

learn dances from the past. Pupils enjoy the dance sessions and show good and at times very good standards of behaviour. They co-operate very well with each other.

- 171 There is satisfactory management of the subject. The co-ordinator has not had an opportunity to monitor teaching and learning throughout school to identify areas of good practice and for development. The policy and planning ensures that all pupils regardless of ability are included in all activities. A change in the last school sports day meant that all pupils were completely involved and achieved well. There are good resources and planning shows these are used effectively. The lack of an up-to-date swimming register makes it difficult to say how many pupils have reached the 25-metre target. A very good range of extra-curricular activities including team games such as football and netball, dance and gym clubs have a very positive effect on developing both social and physical skills. Older pupils have opportunities to develop adventurous outdoor activities on the annual residential session.

RELIGIOUS EDUCATION

- 172 Standards in religious education are broadly in line with the Cumbrian Agreed Syllabus by the end of Year 2 and Year 6. All pupils, including those with special educational needs make satisfactory progress throughout the school. These judgements match those made at the time of the previous inspection.
- 173 Strengths in the subject include:
- Good opportunities for speaking and listening
 - Strong contribution to pupils' personal, social, moral and spiritual development
- 174 Areas for improvement are:
- Higher expectations for the presentation of pupils' work
 - Development of the role of co-ordinator
- 175 Pupils in Year 1 consider the feelings of others and are beginning to understand their emotions and how to deal with them. They can draw representations of why they are feeling sad or happy and can discuss their feelings, for example 'when I feel angry I could count to 10...'. Pupils confidently share their views and make good progress throughout the key stage.
- 176 Year 4 pupils visited a local church and identify specific items in the church such as a font, altar etc and record their work on pictures and words. In Year 5, pupils learned about Dr Barnardo and how as a Christian he put his beliefs into action. Good links were established with previous work the pupils had done on Victorian England. Pupils could explain how individuals might feel in a range of situations and good use was made of 'talk partners'. Pupils were given challenging activities; planning an interview with Dr Barnardo and considering what responses he might give. Higher attaining pupils were suitably challenged. Some pupils accessed the Internet to find out more details about the charity.
- 177 In Year 6, pupils build on their previous learning and circle time is used effectively to consider a range of issues and to set the tone of the lesson. In a very good lesson in Year 6 pupils discussed animal rights and related this to the story of Buddha and the swan. The teacher's knowledge was very good and very good discussion followed with pupils showing good speaking and listening skills.
- 178 The quality of teaching seen was good throughout the school. This is an improvement since the last inspection. Lessons are well structured and make a good

contribution to literacy skills and personal and social development. In a number of classes however, worksheets or copying directly from the whiteboard is used frequently and the recording of pupils' work is variable in quality and quantity.

- 179 Teachers are supported by a scheme of work that provides clear guidance, so that work becomes progressively more demanding as pupils move throughout the school. They learn about caring for people and their environment, creation stories, the power of Jesus to change people's lives and visit a church to find out about special places of worship. Pupils have the opportunity to visit a Buddhist temple in Ulverston and gain an understanding of what being a Buddhist in the modern day means. Pupils learn about Christianity, Judaism, Sikhism and Buddhism. Pupils enjoy the subject and show a positive attitude to their studies. They behave very well in lessons, are attentive and listen well.
- 180 The leadership of the subject is good. This is because the co-ordinator has a good understanding of the subject and has audited the needs of teaching staff and planned development of her subject with this in mind. Her role in monitoring the subject is presently underdeveloped however and this has been identified by the school so that she gains an overview of teaching and learning.