

INSPECTION REPORT

ROSLEY CE (VA) PRIMARY SCHOOL

Wigton, Cumbria

LEA area: Cumbria

Unique reference number: 112306

Headteacher: Mrs Pat Jackson

Reporting inspector: Mrs Margaret Britton
17678

Dates of inspection: 30 June – 2 July 2003

Inspection number: 247211

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
School category:	Voluntary Aided
Age range of pupils:	4 -11
Gender of pupils:	Mixed
School address:	Rosley Church of England School Rosley Wigton Cumbria
Postcode:	CA7 8AU
Telephone number:	016973 42776
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs L. Huntington
Date of previous inspection:	January 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17678	Margaret Britton	Registered inspector	Foundation Stage Mathematics Art and design Information and communication technology Music	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
19343	Marion Howel	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?
21893	Vivienne Brittain	Team inspector	English Science Design and technology Geography History Physical education Special educational needs Educational inclusion	How good are the curricular and other opportunities offered to pupils?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

This small Voluntary Aided Church of England primary school is situated in the village of Rosley some five miles to the south east of Wigton in Cumbria. Pupils come mainly from the parishes of Westward and Rosley and a few travel from Thursby and Wigton. They are drawn from a mixture of social backgrounds. There are 62 pupils aged between four and 11 years old on roll. The pupils are taught in three classes arranged by age. Almost all the children attend the private Nursery in the school grounds before they start school in the September of the school year in which they have their fifth birthday. Attainment on entry to the Reception class is average but includes the whole range of ability. The percentage of pupils eligible for free school meals (1.6 per cent) is well below the national average. Eleven pupils (18 per cent) are on the school's register of special educational needs. This is close to the national average. Of these, seven pupils (11 per cent) are identified as having specific learning needs and two pupils (3.2 per cent) have a statement. This is above the national average. There are no pupils from minority ethnic or Traveller backgrounds and none for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. The headteacher provides excellent leadership that is evident in the very good sense of teamwork and the shared commitment to school improvement of all staff and members of the governing body.

The quality of teaching is good throughout the school and this contributes to the good progress pupils make and the standards they achieve. The school provides good value for money.

What the school does well

- Pupils' attitudes to learning are very good.
- The provision for pupils with special educational needs is very good.
- The provision for pupils' spiritual, moral, social and cultural development is very good.
- The contribution to the curriculum made by the school's links with the community and partner institutions is very good.
- The quality of teaching is good throughout the school.
- The quality of marking and feedback to pupils is very good.
- There are very good procedures for supporting pupils' personal development.
- There are very good links with parents; parents provide very good support for the school.

What could be improved

- The balance of the curriculum.
- Assessment procedures in subjects other than English, mathematics and science.
- The school's approach to keeping a check on how well it is doing.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in January 1998. When the present headteacher was appointed in January 2002, there was no evidence that steps had been taken to bring about improvements in the areas identified by the last inspection. There has been good improvement towards tackling these issues in the last five terms. Policies and schemes of work have been developed for all the subjects of the National Curriculum and for the Foundation Stage. These provide a good framework for teaching and the

lessons now meet the needs of pupils of differing ages and levels of prior attainment in all three classes. Assessment of English, mathematics and science is now good and the outcomes are used well to identify targets for improvement. Assessment arrangements for the other subjects have yet to be formalised. In addition, the headteacher and staff have improved many important areas of the school's work. For example, they have successfully implemented the national strategies for literacy and numeracy and the Foundation Stage curriculum, improved the provision for pupils with special educational needs, created and resourced a third class and enhanced the learning resources, especially in information and communication technology. Because of their carefully targeted efforts, standards in mental mathematics and in writing are improving. Relationships with staff from the 'Busy Bees' Nursery, neighbouring schools and with other professionals have been developed and are now very good.

STANDARDS

Because fewer than eleven pupils were assessed in the national tests and assessments for pupils in Year 2 and Year 6 in 2002, no detailed comparisons with the national results or with those achieved by pupils in similar schools are published. Because of the small number of pupils in each year group, it is not possible to identify trends in standards.

The majority of children in the Foundation Stage reach at least the nationally agreed levels for their age in all six areas of their development by the end of the Reception year. Pupils make good progress in English, mathematics and science throughout the school. The attainment of the majority of pupils currently in Year 2 is above the nationally expected levels in speaking and listening and in reading. In mathematics and in writing, attainment is in line with the national expectation. In science, standards are above the national expectation.

Standards of attainment in Year 6 are currently above those expected nationally for the age group in English, mathematics and science. Standards in information and communication technology, mental mathematics and writing are improving throughout the school and pupils now attain at least the nationally expected levels for their age. Standards are above average in geography and history by the end of Year 2. There are no significant differences between the attainment of boys and girls.

The school sets appropriately challenging targets for improvement in English and mathematics for pupils at the end of Year 6. Early indications are that the results of the national tests for 2003 show that these targets have been achieved. Pupils throughout the school, including those with special educational needs and those identified as gifted and talented, achieve well in relation to their prior attainment.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have very good attitudes to their work and play. They clearly enjoy coming to school and show great enthusiasm for all the activities offered to them. They are keen to take a full part in lessons and were eager to offer their opinions.
Behaviour, in and out of classrooms	The behaviour of the pupils is very good, both during lessons and breaks. They know and understand the school rules, and they live up to the high expectations their teachers have of them.
Personal development and relationships	Pupils are polite and courteous and are very welcoming to visitors to their school.
Attendance	The attendance rates are well above the national average, and there were no unauthorised absences during the last year. Pupils arrive at school in good time for lessons.

These aspects make a valuable contribution to the education the pupils receive, and are a strength of the school.

TEACHING AND LEARNING

Teaching of pupils in:	Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Good	Good	Good

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

The quality of teaching throughout the school is good. This is a good improvement since the last inspection when the quality of teaching was satisfactory overall. The quality of teaching in English is consistently good or better and in mathematics, it is very good.

A key strength of the teaching throughout the school is the way in which the teachers manage pupils' learning. They use a good range of teaching and learning strategies including question and answer, discussion in pairs and in small groups and practical problem solving. They make very good use of the time and achieve an effective balance between the time allocated to explanations and instructions and the time available for pupils to take an active part in the learning.

The quality of learning is good throughout the school. Because the direct teaching for the whole class is interspersed with activities that make intellectual demands of the pupils, they concentrate, achieve success and are motivated to greater efforts. As a result, pupils are eager to learn and contribute very good levels of intellectual and creative effort.

The skills of literacy and numeracy are taught well throughout the school and are well planned for in other subjects. The quality of teaching for pupils with special educational needs is good throughout the school and they make good progress. The teachers make good provision for the learning needs of all pupils.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is well planned to meet the needs of all pupils and meets statutory requirements. In order to raise standards the school has rightly allocated more time to English and mathematics. However, this has resulted in too little time being allocated to the other subjects to allow them to be taught in sufficient depth, particularly for pupils in Years 3 to 6.
Provision for pupils with special educational needs	Provision for all pupils with special educational needs is very good and has improved significantly since the last inspection. Their needs are very well met both in class and in withdrawal groups.
Provision for pupils' personal, including spiritual, moral, social and cultural development	The provision for pupils' spiritual, moral, social and cultural development is very good. It is included in curricular planning. The provision in each of these areas of development complements the whole, thus giving the pupils the opportunity to leave the school as well rounded and mature individuals.
How well the school cares for its pupils	The school cares well for its pupils. There is a friendly and calm atmosphere within the school. The pupils are known as individuals and feel secure and safe. There are good systems in place for assessing pupils' attainment in mathematics and in English. The use of assessment to aid planning, though not yet fully in place, is developing

	well in all subjects.
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The school has very effective links with parents. They in turn are very supportive of the school and the education it provides for their children. The school's links with the local community make an excellent contribution to pupil's learning and personal development. The curriculum for children in the Reception year of the Foundation Stage is of good quality and successfully promotes children's development in all six areas of learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides excellent leadership. She has clear vision for the development of the school and has been particularly successful in building a strong sense of teamwork amongst all the staff and governors in the five terms since her appointment. The teachers take significant levels of responsibility for major areas of the school's work. They provide good leadership for their colleagues and support for the headteacher.
How well the governors fulfil their responsibilities	The governing body fulfils all its statutory duties satisfactorily. The governors work effectively in committees and are developing a clear understanding of their role in holding the school to account for its work and the standards the pupils reach.
The school's evaluation of its performance	The school has identified the right issues for improvement and has a clear picture of the strengths of the school and the areas for improvement. However, the targets for improvement are too broad and the approach to evaluating the effect of change on standards and quality of education is not sufficiently well developed.
The strategic use of resources	Financial, staffing and learning resources are used well to support educational developments. The governors, headteacher and administrative assistant have a good understanding of the principles of best value and make satisfactory use of them.

There are sufficient well qualified and experienced teachers whose skills and expertise are well matched to the needs of the curriculum. They are supported by a good number of support staff whose skills are well matched to the work they do with pupils. Learning resources of good quality are used well to support pupils' learning. The staff make best use of the space available in the classrooms and shared areas. The size of the classroom for children in Reception and Years 1 and 2, and the lack of an outdoor classroom with continuous access, limits the variety of practical learning activities that can be provided for children in the Foundation Stage. Garden and pond areas are well maintained but, because of safety aspects, are little used for enriching the curriculum.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Behaviour in the school is good. • The teaching is good. • They feel comfortable about approaching the school with suggestions or concerns. • The school expects their children to work hard. • The school is well led and managed. • The school is helping their children to become mature. 	<ul style="list-style-type: none"> • The work their child is asked to do at home. • The information they receive about how their child is getting on. • The range of activities that the school provides for children outside lessons.

The inspection team agrees with the parents' positive views of the school and that the school could provide them with more information about what their children will be learning. However, the inspection team are of the opinion that the teachers give the parents a good number of opportunities to receive detailed information about their child's progress. Teachers and other staff in the school are available every day to speak to parents and there are regular opportunities to meet the teachers more formally to discuss pupils' progress. The inspection team looked at the amount and frequency of the homework pupils are given and are of the opinion that it is appropriate for their age. The school provides a very good range of educational activities during the school day, on residential visits and in after-school and lunchtime clubs.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. When children start school in the Reception year, most children are at the levels typical for their age in all six areas of learning. The children make good progress and, inspection evidence shows that almost all the children are on course to reach the national ¹early learning goals for children at the end of the Foundation Stage. A significant minority reach higher levels in communication, language and literacy and in mathematics and are already working at Level 1 of the National Curriculum.
2. Because fewer than eleven pupils were assessed in the national end of key stage tests and assessments in 2002, no detailed comparisons with the national results or with those achieved by pupils in similar schools are published. The number of pupils in each year group is small and this means that there is considerable variation in the percentages from year to year and an individual pupil's performance can have a major impact on the school's overall results. Consequently, it is not possible to identify trends in standards since the last inspection.
3. In the end of Year 2 tests and assessments in 2002, all pupils achieved the nationally expected level for the age group (Level 2) and a high proportion reached the higher level (Level 3) in reading and mathematics. However, standards in writing were just in line with the levels expected and no pupils reached Level 3. Boys have outperformed girls in reading and mathematics over the three years from 2000 to 2002.
4. The attainment of the majority of pupils currently in Year 2 is above the nationally expected levels in speaking and listening and in reading. In mathematics and in writing, attainment is in line with the national expectation. In science, standards are above the national expectation.
5. In last year's national tests and assessments for pupils in Year 6, the majority of pupils reached the levels expected for their age in English, mathematics and science but few reached the higher level, Level 5. The attainment of the pupils currently in Year 6 is better. For the majority, standards are in line with the national expectation for their age in writing, but above the expected levels in speaking and listening, reading, mathematics and science.
6. The school makes very good use of the national test results and the results of other tests and assessments to monitor the performances of all pupils. Each pupil's progress is valued against his or her prior attainment, and achievement is measured against individual pupil targets. The analysis of all data is used to target support for small groups and individual pupils. This provides a very well focused approach to raising standards. For example, in the last five terms, the school has placed a particular emphasis on raising standards in mental mathematics and in writing and its effect is showing in the improvements in standards. Higher attaining pupils are suitably extended by the work that they do in lessons, and by additional support in mathematics. The school has set challenging targets for improvement in the core subjects of English,

¹ The early learning goals set out what most children are expected to achieve by the end of the Reception year. The Foundation Stage includes children aged from three to five years old. The last year of the Foundation Stage is the Reception year.

mathematics and science and has made good progress towards achieving these in the last year. This has had a positive effect on pupils' attitudes and on the progress they make in these aspects of their learning. During the inspection, the team did not find any significant differences in the achievements of boys and girls.

7. Pupils with special educational needs (SEN) make good progress because of the high quality of support that they receive in class and in withdrawal groups, and also because their work is planned to meet their needs. By the time they leave the school at the end of Year 6, some of these pupils attain the standards expected nationally in English, mathematics and science.
8. Pupils make good progress in English throughout the school. Standards of attainment are above nationally expected levels in Year 2 and in Year 6. Most pupils speak clearly and use a wide and interesting vocabulary for their age. They listen attentively to each other and to the adults. In discussions and in question and answer sessions they are confident to speak at length, expressing their views clearly. Standards in reading are above the national average in both age groups. Pupils achieve well in reading because the school is very effective in encouraging the children to become enthusiastic readers. Pupils' reading skills are developed systematically through the effective use of the direct teaching of phonics and in guided reading sessions. Most pupils enjoy reading and like to share their enjoyment with others. They read a variety of texts and choose books appropriate for their level of competence. Standards in writing are more variable but are broadly in line with those expected nationally for pupils in Year 2 and Year 6. Pupils write for a good range of purposes and in a variety of styles. They usually write in well structured and interesting sentences and spelling, grammar and punctuation are mostly accurate. However, standards of handwriting and presentation in Years 1 to 4 are inconsistent.
9. In mathematics, pupils currently in Year 2 attain the nationally expected levels. Attainment is above the national expectation in Year 6. All pupils, including those with special educational needs, achieve well and make good progress in all aspects of the mathematics curriculum. They use and apply their developing skills well in solving increasingly complex problems. They decide which strategies they will use and older pupils are beginning to organise and check their work accurately. For example, pupils in Year 6 use calculators competently to check the answers to problems involving percentages. Year 2 pupils remember addition and subtraction facts to 10. They complete number squares so that the vertical, horizontal and diagonal lines each total 12 and find multiples of two, five and ten on a 100 square. The majority of Year 6 pupils accurately multiply decimals to two places; create and solve problems involving addition, subtraction, multiplication and division and have a suitably developed understanding of ratio, proportion and probability. Year 2 pupils use the correct mathematical names for geometrical shapes and identify those with right angles. Pupils in Year 6 investigate special quadrilaterals and understand the difference between intersecting and bisecting diagonals. Year 2 pupils sort and classify objects and create block graphs to record their results. By Year 6, pupils collect data and represent and interpret the information in accurately drawn conversion graphs.
10. In science, pupils achieve well and gain a good knowledge and understanding in all areas of science. Throughout the school, pupils develop good skills of scientific enquiry. For example, Year 2 pupils have planned and carried out investigations to predict what might happen when some seeds are given water and some are not. Year 6 pupils showed a good understanding of carrying out a fair test when they investigated the effect of size and mass on the movement of balls down a ramp. They know that tests have to be repeated several times in order to check the reliability of the results.

Year 2 pupils have a good understanding of materials. They use correct scientific terms such as 'flexible' and 'transparent' to describe the materials and explain changes that are reversible and irreversible. By Year 6, pupils explain scientifically the differences between solids, liquids and gases. They show a good understanding of forces and explain clearly the forces acting on a moving object.

11. In the foundation subjects², standards of attainment by the end of Year 2 and the end of Year 6 match the national expectation for the age group in art and design, information and communication technology and music. In history and geography, pupils in Year 2 reach levels above those expected nationally and Year 6 pupils attain the levels expected for eleven-year-olds. There was not enough evidence to judge attainment in design and technology, and physical education by the end of Year 2 or by the end of Year 6. This is a broadly similar picture to that at the time of the last inspection.

Pupils' attitudes, values and personal development

12. Pupils have very good attitudes to school. Their behaviour is very good and this contributes to the calm and welcoming ethos of the school. Relationships throughout the school are also very good. These aspects, and the very good attendance rate make a valuable contribution to the education the pupils receive, and have a positive impact on their attainment and achievement and are a strength of the school.
13. Pupils clearly enjoy coming to school and show great enthusiasm for their work and play. In the overwhelming majority of the lessons, the pupils had very good attitudes to their work. They were keen to take a full part in the lessons and were eager to offer their opinions. They have very good powers of concentration and all the pupils join in class discussions. They are polite and courteous and are very welcoming to visitors to their school. They are very enthusiastic about the many extra curricular activities available to them, and all the clubs are well attended.
14. The behaviour of the pupils is very good in and around the school. They know and understand the school rules, and they live up to the high expectations their teachers have of them. During a dinner break, they reacted very well to a minor, but amusing, accident that occurred. The pupils are encouraged to resolve any difficulties themselves, but are confident that the teachers will intervene if necessary. There were no exclusions during the past year.
15. Pupils with special educational needs have very good attitudes to school and to learning because their work is well matched to meet their individual needs. This enables them to achieve success. The school is an inclusive community and special needs pupils are well accepted and integrated. They have very good relationships with staff and with other pupils.
16. There are very good relationships throughout the school, and this results in a relaxed and comfortable atmosphere. The pupils work very well together in pairs or small groups, and respect the views and feelings of their fellow pupils. There are very good opportunities for pupils to take responsibilities and show initiative. The older pupils are particularly supportive of the younger ones. For example, they take them into the assembly and sit with them. This gives the older pupils the opportunity to act as role models, and helps the younger ones to feel secure and comfortable. Pupils are very

² *The foundation subjects are: art and design; design and technology; geography; history; information and communication technology; music and physical education.*

aware of the needs of others, and do not need to be asked to help. They do so spontaneously.

17. The attendance figures are very high in comparison with other schools. There were no incidents of unauthorised absence. Very few pupils arrive late to school and lessons start and finish on time.

HOW WELL ARE PUPILS TAUGHT?

18. The quality of teaching is good throughout the school. In 18 of the 20 lessons observed, the quality of teaching was good or better. The quality of teaching for children in the Reception year and in Years 1 and 2 is consistently good or better. In Year 3 to 6, the quality of teaching is good or better in all but a small proportion of lessons, where it is satisfactory. This is a good improvement since the last inspection when the quality of teaching was satisfactory overall.
19. There were examples of very good teaching in all three classes. A key strength of the teaching throughout the school is the way in which the teachers manage pupils' learning. The lessons begin promptly and teachers involve all pupils so that they are engaged in learning from the beginning and no time is wasted. Teachers make very good use of the time and achieve an effective balance between the time allocated to explanations and instructions and the time available for pupils to take an active part in the learning. They do this by using a range of learning strategies including question and answer, discussion in pairs and in small groups, problem solving activities and whole class discussion. Questions are used well to challenge pupils' thinking, and activities are stimulating and well resourced to promote the learning intention of the lesson. The last few minutes of lessons are used very well to check for misconceptions, reinforce or extend pupils' learning. The lively pace of lessons helps pupils to work at a good rate, and to sustain their intellectual or creative efforts.
20. The quality of teaching for children in the Foundation Stage was good in all the lessons observed. A particular strength is the teacher's knowledge of the way in which young children learn through well-planned play activities for each area of learning. Relevant activities successfully promote the basic skills of speaking, listening, reading, writing and number. This helps the children to make good progress over their time in the Reception Year and provides a firm foundation for the other areas of learning and for Year 1. The teaching provided by the teacher and the teaching assistants takes good account of the individual needs of the children and their stage of development. The staff intervene well in the children's learning to support, guide and challenge them. This helps the children to extend their concentration span and to use their developing language skills. For example, children working with the teaching assistant using dough to create three-dimensional mathematical shapes, made good progress because her careful questioning was well matched to each child's needs. The questions challenged them to think about the properties of the shapes and to use the correct mathematical terms. She used praise and encouragement well to increase their confidence and to spur them on to even greater efforts.
21. The quality of teaching for pupils in Years 1 and 2 is good. The teacher explains the tasks well and manages and organises the pupils' learning skilfully. For example, in a science lesson where the pupils were learning about how materials change when they are mixed together and heated, the teacher managed the different practical group activities well. As a result, all the pupils made gains in understanding that not all changes are reversible. The teacher values the pupils' ideas and answers to questions and they respond by behaving very well and concentrating on the learning activity.

Occasionally, when the teacher allows the discussion to go on a little too long, the focus of the learning is lost. The teacher and teaching assistants work together very well, with consistently high expectations of what the pupils can do. Because the plans for the lessons are shared with the teaching assistants, they take initiative and contribute very well to the pace of pupils' learning.

22. In Years 3 to 6, the quality of teaching is good. The lessons are very well planned to meet the needs of the two age groups and the wide range of pupils' prior attainment. The teachers have high expectations of their pupils' achievement, work rate and behaviour.
23. Shortcomings occasionally occur in the quality of teaching when the pace of the lesson slows because the teacher talks for too long or because there are not sufficient resources to enable the pupils to be actively involved. In these lessons, the pupils lose interest and become restless. For example, in a geography lesson where pupils compared how people trade and sell goods in this country and in India, too few picture resources were available to enable the pupils to make useful comparisons.
24. The quality of learning is good throughout the school. The pupils learn best when they are given a variety of interesting activities within a lesson and the pace of learning is brisk. Because the direct teaching for the whole class is interspersed with activities that make intellectual demands of the pupils, they concentrate, achieve success and are motivated to greater efforts. Pupils are eager to learn and contribute very good levels of intellectual and creative effort. Throughout the school, the pupils show interest in their work, are willing to try new challenges, and have sufficient confidence to make independent choices about the approach to some of their learning. For example, in a Year 5/6 mathematics lesson, pupils quickly acquired an understanding of bisecting and intersecting diagonals because of the intellectual effort they made, and their willingness to concentrate. Throughout the school, pupils collaborate well in small group and paired work. They readily share resources and ideas, and focus on the tasks they are given. For example, in a Year 3/4 science lesson, the pupils worked very well together to test the wind resistance of objects of different sizes and shapes. Pupils confidently offered their ideas, predicted the outcome, tried things out, discussed and modified their test, while one pupil took responsibility for recording their findings.
25. Teaching assistants play an invaluable role throughout the school. They are well deployed by the teachers, who include them effectively in the plans for teaching and in evaluating pupils' progress. This enables them to make good use of their time in lessons and to take the initiative when they work with groups and individuals. Occasionally, the teaching assistants could be more actively involved in the whole class teaching sessions. The partnership between the teachers, the teaching assistants and learning support staff is strong. This has a positive impact on the rate of pupils' learning.
26. The quality of teaching in English was good throughout Years 1 to 6. In mathematics, the quality of teaching was very good. The teachers have worked hard to implement the National Strategies for Literacy and Numeracy over the last five terms, and the strategies are having a positive effect on pupils' progress. Particularly good use is made of the group guided reading sessions in all three classes and pupils' mental mathematics is developing well. The basic skills of literacy and numeracy are taught well across the curriculum. There are some well planned opportunities for pupils to practise the basic skills of speaking, listening, reading, writing and numeracy in other subjects but there are some missed opportunities. For example, teachers sometimes rely too heavily on pupils completing photocopied worksheets rather than allowing them

to choose an appropriate style of writing to record their understanding in their own words. Similarly, teachers are often anxious to have the pupils record the learning in writing, rather than assess the pupils' oral contributions in discussion sessions or through encouraging them to explain their ideas at length. This is an area for further development.

27. In Years 1 to 6, the quality of teaching was good in science, art and design, and music. There was insufficient evidence to support an overall judgement on the quality of teaching in design and technology, geography, history, information and communication technology and physical education. However, an examination of lesson plans and a scrutiny of pupils' work indicate that the quality of teaching is likely to be at least satisfactory in these subjects.
28. The quality of teaching for pupils with special educational needs is good. All the learning support assistants make a significant contribution to this. Work is well matched to meet pupils' needs, basic skills are well taught and there are appropriately high expectations of what pupils are capable of achieving. Good use is made of individual learning plans to produce short-term targets, which are challenging but achievable, and these are reviewed regularly. Occasionally, more use could be made of support staff during whole class introductory sessions to encourage special needs pupils to join in discussions. However, teachers are usually skilful at modifying questions well to enable them to succeed.
29. In all lessons, on-going assessment and feedback to pupils is good. Teachers give frequent verbal guidance and support, and praise is used well to encourage pupils to try even harder. There are examples of good, detailed, helpful marking, which help the pupils to be involved in and gain good self-knowledge of their learning. For example, some older pupils evaluate their progress by writing comments such as 'I think I really understand this now', or 'I would like to do some more to make sure that I understand.' The teachers often add written comments and questions for the pupils and this is helping the pupils to develop independent learning skills.
30. Homework is used effectively to enrich pupils' learning in the classroom. The range and frequency of homework are well matched to the ages and stages of development of the pupils, and helps them to practise or extend their learning in lessons.

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

31. At the time of the last inspection the school's curriculum and planning was satisfactory overall with some weaknesses. These have been partially addressed and the school now provides a good curriculum that includes a rich and varied range of learning opportunities. The curriculum meets the national requirements. There are now schemes of work for all subjects which provide good support and guidance for staff.
32. The curriculum for children in the Foundation Stage is of good quality. It is securely based on national guidance for the age group and successfully promotes children's development in all six areas of learning. The children are taught in a class with Year 1 and 2 pupils, and the teacher manages the curriculum very well to ensure that the Reception children have relevant opportunities to learn through well planned structured play and practical activities. The size of the classroom and the lack of a dedicated outdoor classroom limit the range and variety of activities that can be offered for the children at any one time. This creates difficulties for the teacher in ensuring that the curriculum is well balanced but the teacher manages the learning well.

33. The curriculum for pupils in Years 1 to 6 rightly gives priority to English and mathematics in order to raise standards further and to enable pupils to transfer their skills to other subjects. The National Literacy and Numeracy Strategies are fully in place and are being used effectively. Other strategies have been introduced in both subjects to give extra support for lower attaining pupils. In mathematics, gifted pupils have been identified and have received extra teaching, which has provided them with greater challenges. There are some examples of extended writing in other subjects but this is underdeveloped. There is a good emphasis on the development of key vocabulary in all subjects. The mathematical skills of measuring and data handling are consolidated across the curriculum, particularly in science.
34. The school has recently adopted national guidelines for all other National Curriculum subjects. These have been adapted well to produce schemes of work that provide a suitable curriculum for pupils in mixed age classes. The curriculum is planned well to meet the needs of all pupils. However there is an imbalance between the time allocated to English and mathematics and the time devoted to the other subjects. This has resulted in too little time being spent on the other subjects particularly for pupils in Years 3 to 6. Standards in these year groups, whilst satisfactory, could be higher if staff were to further develop the start they have made in combining the teaching of literacy with these subjects. This was done to good effect in the infant class where Year 2 pupils produced a poster encouraging the public to visit Silloth, the focus of their geography studies. Planning in all subjects identifies opportunities for the use of information and communication technology and these are beginning to enrich provision. Year 5 and 6 pupils made good use of their word processing skills to edit letters they had written.
35. Provision for all pupils with special educational needs is very good and has improved significantly since the last inspection. Their needs are very well met both in class and in withdrawal groups by appropriate work and support. Additional teaching support strategies have been introduced to improve performance in literacy and mathematics and these are being used by trained staff to good effect. A 'Reading Intervention Programme', in which individual, intensive tuition is given daily for short periods, is proving successful in improving pupils' reading performance. All pupils have equal access to the whole curriculum, including extra-curricular activities. Where relevant, pupils have detailed individual educational plans that are used by class teachers and support staff when planning work. The targets set for pupils are short-term and achievable, and regularly checked to ensure they are challenging enough.
36. There is good provision for personal, social and health education (PSHE). The school's positive and inclusive atmosphere reflects the good provision in this area. A detailed scheme of work, which includes Citizenship, enables lessons to be planned that allow pupils, for example, to explore feelings, relationships and responsibilities. In a well planned lesson for older pupils, good strategies were used to enable pupils to consider how they would deal responsibly with emergencies. Pupils are taught from an early age about healthy eating and care of the body, including drug awareness, and Rosley is a 'Healthy School.' Playtime equipment has been introduced to keep pupils fit and active during the lunch break. The governors' decision that the school would not to teach sex education is currently under review.

37. A very good range of activities is provided outside of lessons that enhance the curriculum. At present, there are clubs for a variety of sports, computers, singing and dance. Older pupils organise chess and draughts competitions. All extra-curricular activities are well supported. Although most provision is for pupils in Years 3 and above, there are plans to extend activities for younger pupils. All available activities are open to all pupils in the relevant age groups, regardless of gender or ability. Regular visits out of school consolidate learning in different subjects. For example, this year, pupils in Years 5 and 6 attended a 'Shakespeare for Kids' production in Carlisle, and infant pupils visited Tullie House museum for science and history days. Recently, pupils visited Silloth to investigate a seaside settlement and coastal landscape.
38. Excellent links have been maintained with the local community that make a significant contribution to pupils' learning and to their personal development. There are strong links with the church and pupils worship in Rosley church each week. They participate in numerous community activities such as the Book Fair and flower festival. Adults from the locality, including a local artist, visit school to share their expertise. Good use is made of the area around school, particularly in the teaching of geography.
39. Very good links are maintained with local schools and other educational institutions. This ensures that pupils' education is continuous as they progress to adulthood. Strong links between the Nursery and the school mean that staff know the children well before they start in the Reception Year. The school is part of a cluster of small schools which feed the local high school. Staff from all the schools have worked closely together as a self-help group and joined together to participate in in-service training. Pupils compete against other schools in sporting competitions. Staff from secondary schools have become involved in the school's curriculum and have run science days, French classes and advised staff on the teaching of physical education. The importance of links with further and higher education is fully recognised. The school supports students on work experience, and those training to be teachers.
40. The provision for pupils' spiritual, moral, social and cultural development is very good. It is included in curricular planning, and the provision in each of these areas of development complements the whole thus giving the pupils the opportunity to leave the school as well rounded and mature individuals. This provision is a strength of the school.
41. Provision for spiritual development is very good. The close links with the church provide a strong base for the pupils' understanding of spiritual matters. Well chosen stories help pupils to relate to the experiences of others, and to make comparisons with their own reactions and feelings. During a science lesson related to 'force', the pupils clearly enjoyed and were excited by their experiments with the effect of wind on large sheets of card. There was equal enthusiasm and wonder as pupils waited for the results of their experiments to create 'mini climates'. In an art lesson, Year 5 and 6 pupils were fascinated by the intricacies of the work of Escher and marvelled at his skill in producing such clever drawings. They examined the drawings carefully and were keen to point out to others some of the fine detail. In music, Year 1 and 2 pupils were delighted by the link between their work on the seaside and their music making; they were thrilled with the 'shingle shakers' that the teacher had made for them to use to accompany their singing.
42. There is very good provision for pupils' moral development, and excellent provision for their social development. The clear moral code provided by the school rules is a very effective structure for helping pupils to become responsible members of the school community. All members of the staff show respect for the pupils, and in return expect

and are given similar respect. This exemplary practice has a positive effect on the pupils' awareness of the part they play within the school community. Older pupils act as very good role models for the younger pupils through their attitudes and behaviour. Pupils are encouraged to take responsibility for their own actions and they show a very good understanding of the effect of their actions on others. The annual residential visit provides a good opportunity for pupils to develop their independence and maturity further. The school actively and successfully encourages pupils to celebrate their own achievements and those of others, including activities outside their school life. Pupils are given many opportunities to undertake independent research. They assess their own learning and are involved in agreeing the targets set for them. The current programmes for personal, social and health education and citizenship, all support this area of development very well.

43. There is good provision for the pupils' cultural development. The school understands well the importance of visits, visitors and events to provide opportunities for pupils to explore their own culture and that of others. Good use is made of art and music to widen the pupils' knowledge of other cultures. Pupils study the major world faiths and are helped to identify the similarities and the differences. They show respect for the beliefs and feelings of others. Through their history and geography lessons, pupils understand events that have shaped their own culture. However, the steps taken to prepare pupils in an all-white school to live in a multicultural British society are not well developed and are identified by the teachers as an area needing greater emphasis. The school has a positive approach to promoting race equality and takes steps to ensure that pupils are sensitive to these issues particularly through the teaching in religious education, geography and in collective worship.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

44. The school cares well for its pupils. There is a friendly and calm atmosphere within the school. The pupils are known as individuals and feel secure and safe. This good level of care has been sustained since the last inspection.
45. There are effective procedures in place relating to child protection matters and health and safety. The staff know the school's policies very well and have received appropriate training. Minor health and safety matters were brought to the attention of the headteacher during the inspection. There are useful policies in place relating to behaviour, anti-bullying and attendance. All staff know and implement the policies very well. The effectiveness of the policies is evident in the very good behaviour and attendance of the pupils, and the very small amount of time that teachers need to spend checking inappropriate behaviour.
46. The teachers play a very important part in the personal development of the pupils. The size of the school helps all the staff to know the pupils very well as individuals. The teachers work closely together and share relevant information. The pupils are confident that they can turn to their teachers for help, secure in the knowledge that their concerns and worries will be taken seriously. The very good relationships between teachers and pupils demonstrate the effectiveness of the support the school provides for its pupils.
47. The close links with the Nursery help new children to feel safe and secure when they first join the school. The arrangements for new pupils are designed to integrate them gradually into the school community, and are adapted to suit each child's needs. The close links with the secondary school help pupils to make an easy transition to the next stage of their education.

48. The procedures for monitoring and supporting pupils' academic attainment and progress are satisfactory overall. There are now good systems in place for assessing pupils' attainment in mathematics and in English. These are being used well by all staff but they have not yet been in place long enough to evaluate their long-term effect on standards. This year, short-term, individual targets have been set for mathematics and for writing. Each time a pupil achieves these targets, new and more challenging goals are set. This is helping to raise standards. Teachers keep good records of pupils' progress against learning objectives and this helps to identify pupils who need extra support or challenge. Each term, samples of graded mathematics, science and written work are added to pupils' individual files. There are progress sheets which track each child's progress through the school and these are used to set challenging but realistic annual targets.
49. Although there are no formal systems yet in place to show what pupils know and can do in other subjects, learning objectives are clearly identified in teachers' lesson plans and are usually shared with pupils. Teachers evaluate pupils' progress related to these objectives and good use is made of this information when planning further learning. For example, planning for a Year 5/6 science class was changed because the teacher had judged that pupils needed further practical work to help them clarify their understanding of evaporation and condensation. Assessment procedures in science are at present being changed to match the objectives of the new scheme of work. This has the potential to promote the systematic development of pupils' scientific skills. The introduction of a formal recording system is identified by the school as an area for development. The good marking of work seen in all classes is helpful in identifying achievement and enables teachers to make accurate assessments of pupils' learning at the end of the year. Teachers make useful comments in their marking, which help pupils to improve their work. This is a good improvement since the last inspection.
50. National tests are completed in accordance with statutory requirements at the end of Years 2 and 6 in English, mathematics and science. Use is also made of the optional Years 3, 4 and 5 national tests for mathematics and English. Information collected from these is rigorously analysed and used very well to identify areas of relative weakness in curricular planning. The performance of different groups of pupils is also monitored through these test results. For example, the school checks on the progress made by boys and girls and takes action when necessary to ensure that all pupils are given support to enable them to achieve as well as they are able.
51. Pupils with special educational needs are very well integrated into the caring environment of the school. The school has good procedures in place to make an early identification of learning, physical and behavioural problems. Their needs are often identified in the Nursery, and pupils are monitored before being placed on the school's special needs register. Those on the register have their needs rigorously addressed and pupils are very well supported in class and in withdrawal groups by well-trained support staff. Teachers and learning support staff work in close liaison to monitor the progress of these pupils continuously. Up-to-date records of pupils' progress are used well to track their progress over time.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

52. The parents are very supportive of the school and the education it provides for their children. There was a good response to the questionnaire, and the parents' meeting was well attended. The parents said that their children like the school and are expected to work hard. They are comfortable to approach the teachers and feel the school expects their children to behave well. The inspection team supports the parents' very positive views. There were a few concerns raised about the range of extra curricular activities provided by the school. The inspection team found that the school provides a wide range of activities outside lessons. Some parents said they would like more information about the work being done during each term. The inspectors agree with these parents. They found that the school is aware of the need to provide more information on the topics to be taught, and has firm plans to supply this to parents in the next school year. A few parents felt that their children did not receive the right amount of homework; some thought that there was too much homework and some that there was not enough. The inspection team judge that the homework set is appropriate for the age of the children.
53. The quality of the information provided for parents is good. Parents are given many good opportunities to meet the teachers and to find out about their children's progress. Two formal parents evenings are held each year and the teachers are available after school on any day if parents have any concerns or worries. In addition, after parents receive the annual report on their child's work, an appointment may be made to discuss the report with a teacher. The quality of written reports is very good. From this term, the style of reporting has changed and now provides a very clear and personal record of both the progress made and the targets for the coming year. The reports clearly relate to the individual child, and are written in a style that the parents should find helpful. This is an improvement since the last inspection. Frequent newsletters of very good quality keep parents up to date with staff news and forthcoming events.
54. The school has close links with the parents and carers of pupils with special educational needs, and their views are taken into consideration at all times. They are kept fully informed about the progress and needs of their children. Pupils are not placed on the special needs register until discussions have taken place with parents. Parents are fully involved in the regular reviews of the targets in the pupils' individual education plans, and they receive copies of all documentation.
55. Parents are pleased with the close links the school has with the nearby Nursery and with the secondary school. The arrangements help their children to make an easy transition from one stage of education to the next.
56. There is a parents' support group that organises both social and fundraising events for the pupils, parents and community. The monies raised are significant, and are used to provide a variety of learning resources and equipment and support for school visits and events. A good number of parents regularly provide valuable help in classrooms and in after-school clubs and there are always willing helpers available for sports events and educational visits. The links between home and school are very strong. The co-operation and support that parents provide make a significant contribution to the learning and development of the pupils.

HOW WELL IS THE SCHOOL LED AND MANAGED?

57. The headteacher provides excellent leadership for the school. She provides a clear vision for the development of the school and has been particularly successful in building a strong sense of teamwork amongst all the staff and governors in the five terms since her appointment. The teachers take significant levels of responsibility for major areas of the school's work, and provide good leadership for their colleagues. The teaching and support staff work very well together and this has contributed to the improvement in some important areas of the school's work over the last five terms. The staff team provide a consistent and coherent approach that is reflected in the caring ethos of the school. There is a very strong commitment to improve the school further and a very good capacity to succeed. There has been a marked improvement in the quality of leadership since the last inspection when it was judged to be good.
58. The headteacher and staff have the support of the governing body and parents who recognise the amount of work done and the changes achieved. The school's agreed aims and values are very well promoted and the school has a welcoming and caring atmosphere in which it is clear that the needs of the pupils are central. The creation of a third class has improved the provision for pupils in Years 3 to 6 but this involves the headteacher in class teaching for all but one half day each week. This leaves her little time to carry out her role as headteacher and it is to her credit that so much has been achieved in the current school year.
59. Responsibilities are well delegated to take account of individual skills and expertise. The headteacher and teachers each take responsibility for coordinating several subjects and aspects of the school's work. They have a good understanding of the relative strengths and weaknesses in the provision for their subjects and aspects. They have implemented useful schemes of work effectively adapted from national schemes and have checked that the plans for teaching ensure that the requirements of the National Curriculum are met. They provide good subject expertise to support their colleagues and manage the subject resources well. However, their role in evaluating standards and the quality of teaching and learning in their subjects is under-developed.
60. All the staff are fully involved in school improvement strategies and in the decision making process. The day-to-day management of the school is very effective and the school runs smoothly because procedures and routines are well established and understood. A very useful school management plan sets out clearly the roles and responsibilities of all staff.
61. The systems to ensure educational inclusion are good and help the school to identify individual pupils' strengths and areas where they need support. Pupils who are gifted and talented have been identified and the school is beginning to offer them support and challenge through their own resources and through events in the local area. Pupils with special educational needs are identified early and support is provided for them very soon after their admission to the school. The provision for special educational needs is very well led and managed by the headteacher. She has a very strong commitment to ensuring quality provision for pupils with special needs and the staff and the governors share this. There have been very good improvements since the last inspection. A detailed policy has been written to ensure that the national code of practice is fully implemented. Class teachers and support staff have received recent, relevant training. The progress of all pupils with special educational needs is regularly monitored and tracked and detailed, up-to-date records are kept. Pupils are taken off the register when their needs have been met. Very good use is made of the educational psychology service and other outside agencies to enhance pupils' progress and to

ensure that they receive the support they need. The accommodation has recently been adapted to improve access and facilities for pupils with physical impairment, although there are none in school at present.

62. The governing body fulfils its statutory duties satisfactorily. The governors are a relatively new team of people, and are eager to improve their skills and effectiveness. Governors are developing a clear understanding of the division of responsibilities between the headteacher and the governing body. They are well led by the chair of governors, and they provide strong support for the headteacher and staff. All governors visit the school regularly and are kept very well informed of its work by the headteacher and staff. As a result, they are aware of the strengths and relative weaknesses of the school and use their knowledge of the school well when they make decisions. They are consulted on the full range of issues and play a satisfactory part in shaping the direction of the school. The governors work effectively in committees the members of which take responsibility for a range of aspects including finance, curriculum and personnel. They have delegated powers that enable them to make decisions and recommend a course of action to the full governing body. This is efficient and makes good use of meeting time.
63. The governors monitor the school's progress towards the priorities in the school development plan. They also check the national test and assessment results and set appropriately challenging targets for improvements in standards. Some have observed lessons in school but generally, their role in monitoring and evaluating the work of the school as the 'critical friend' is underdeveloped.
64. When the headteacher and new teaching team were appointed in January 2002, they made good use of an audit of the curriculum and standards to identify areas for improvement and have worked very hard to bring about significant changes. The priorities included in the school development plan are well focused on raising standards. The plan provides a broad agenda for school improvement over a three-year period and responsibilities for monitoring progress towards the agreed targets are set out clearly. Although financial resources are used well, the allocation of funds is not clearly identified in the school development plan. The time scale does not take sufficient account of the tasks to be carried out to bring about the planned improvements, and the success criteria are not consistently measurable. Consequently, evaluation of the impact of the planned change on quality and standards is less effective than it might be.
65. The governing body fulfils its financial planning role well. Educational developments are well supported and the governors have a good understanding of the current budget and of the issues facing it in the future. They make good use of information from the school's administrative assistant and from the headteacher. They base their priorities for spending decisions on their knowledge of the school. They have a satisfactory understanding of the principles of best value and make satisfactory use of them. Expenditure is carefully monitored but measures for evaluating the impact of spending on provision and standards are not clearly established.
66. The administrative assistant operates secure, efficient and effective systems for financial control. An audit is due to be carried out in the next term. Administrative tasks are carried out very efficiently and the day-to-day organisation of the school runs smoothly. Good use is made of information and communication technology to support the management of finances and administrative tasks. The staff make good use of information and communication technology, for example, to create their plans for teaching, record assessment information and access information and resources. The

administrative assistant provides very efficient support for the headteacher and staff, enabling them to focus on their work with the children. She provides friendly support for parents, pupils and visitors to the school.

67. There are sufficient well qualified and experienced teachers whose skills and expertise are matched satisfactorily to the needs of the curriculum. However, the high level of teaching commitment for the headteacher is a shortcoming especially if it is to be a long-term arrangement. The teachers are supported by a good number of support staff whose skills are well matched to the work they do with pupils. The school has good arrangements for the appraisal of the work of teachers. Good arrangements for performance management are in place and targets have been set and agreed with all teachers. The school provides very good support for newly qualified teachers, teachers new to the school and for teachers in training. The good arrangements for the professional development of all staff are well linked to the school's priorities for improvement.
68. There is sufficient accommodation to enable the National Curriculum and the Foundation Stage curriculum to be taught. The size of the classroom for children in Reception and Years 1 and 2, and the lack of an outdoor classroom with continuous access, limits the variety of practical learning activities that can be provided for children in the Foundation Stage. The staff make best use of the space available in the classrooms and shared areas. They ensure that the classrooms, corridors and shared areas provide a pleasant, bright and purposeful learning environment that supports the school's aims for pupils' learning. Pupils' work is carefully mounted and displayed and celebrates their achievements. The playground for pupils in Years 1 to 6 is of an adequate size and there is a small grassed area. However, this is not large enough to accommodate games lessons. An adventure play area, playground markings and seating help to make the area interesting for the pupils. The school makes good use of the village hall for physical education lessons and of the Church for collective worship and performances for parents. Garden and pond areas are well maintained but, because of safety aspects, are little used for enriching the curriculum.
69. Much has been done to update and enhance the resources for learning over the last year. There is now an adequate range of learning resources of good quality to support the teaching of the National Curriculum. There are still some shortages in resources to support the teaching of geography and in science and this is identified by the school as an area for improvement. The range and quality of resources for information and communication technology has recently been enhanced and is good. Resources are carefully stored to give staff and pupils easy access. The pupils respond well to the good quality resources provided in lessons by handling them carefully. The library provides a satisfactory range of books to support the curriculum.
70. When the headteacher was appointed in January 2001, there was no evidence that steps had been taken to bring about improvements in the areas identified by the last inspection. There has been good improvement towards the issues in the last five terms. Policies and schemes of work have been developed for all the subjects of the National Curriculum and for the Foundation Stage. These provide a good framework for teaching and the lessons now meet the needs of pupils of differing ages and levels of prior attainment in all three classes. Assessment of English, mathematics and science is now good and the results are used well to identify targets for improvement. Assessment arrangements for the other subjects have yet to be formalised. In addition, the headteacher and staff have improved many important areas of the school's work. For example, they have successfully implemented the national strategies for literacy and numeracy and the Foundation Stage curriculum, improved

the provision for pupils with special educational needs, created and resourced a third class and enhanced the learning resources, especially in information and communication technology. Relationships with staff from the 'Busy Bees' Nursery, neighbouring schools and with other professionals have been developed and are now very good.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

71. In order to raise standards further, and improve the quality of education, the headteacher, staff and governors should work together to:

- (1) Adjust the balance of the curriculum by ensuring that there is enough time to teach the ³foundation subjects in sufficient depth.
(Paragraphs: 33, 34, 98, 120, 129 and 133)

- (2) Extend the good practice in assessment in English, mathematics and science to include the other subjects of the National Curriculum.
(Paragraphs: 48, 49, 120, 123, 129, 134 and 147)

- (3) Develop the school's approach to self-evaluation by:
 - ensuring that the targets for improvement and the success criteria in the school development plan are sharply focused and measurable;
 - including strategies for evaluating the effect of change on standards and quality in the school development plan;
 - developing the role of teachers with responsibilities for subject and aspect leadership in evaluating standards and the quality of provision;
 - developing the role of governors in evaluating the impact of resources on standards and quality;
 - developing the role of governors as 'the critical friend'.
(Paragraphs: 59, 63–65, 99, 109, 115, 120, 129, 134 and 141)

Minor issue:

- As funds allow, improve the indoor and outdoor learning accommodation for children in the Foundation Stage.
(Paragraphs: 32, 68 and 88)

³ *The foundation subjects are: art and design; design and technology; geography; history; information and communication technology; music; physical education.*

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	20
Number of discussions with staff, governors, other adults and pupils	16

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	6	12	2	0	0	0
Percentage	0	30	60	10	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	62
Number of full-time pupils known to be eligible for free school meals	0	1

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	2
Number of pupils on the school's special educational needs register	0	11

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	2
Pupils who left the school other than at the usual time of leaving	1

Attendance

Authorised absence

	%
School data	2.9
National comparative data	5.4

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

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	62	0	0
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	3.2
Number of pupils per qualified teacher	19
Average class size	21

Education support staff: YR – Y6

Total number of education support staff	4
Total aggregate hours worked per week	34

FTE means full-time equivalent.

Financial information

Financial year	2002-2003
	£
Total income	198,381
Total expenditure	190,882
Expenditure per pupil	3,030
Balance brought forward from previous year	12,381
Balance carried forward to next year	7,499

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	3
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

FTE means full-time equivalent.

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	62
Number of questionnaires returned	48

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	35	2	2	0
My child is making good progress in school.	41	48	6	2	2
Behaviour in the school is good.	41	54	2	0	2
My child gets the right amount of work to do at home.	25	54	10	2	6
The teaching is good.	48	44	2	0	6
I am kept well informed about how my child is getting on.	33	50	16	2	0
I would feel comfortable about approaching the school with questions or a problem.	73	23	4	0	0
The school expects my child to work hard and achieve his or her best.	48	40	0	0	2
The school works closely with parents.	27	62	6	4	0
The school is well led and managed.	52	40	4	0	4
The school is helping my child become mature and responsible.	56	38	4	0	2
The school provides an interesting range of activities outside lessons.	25	46	16	2	10

NB: Please note the percentages are rounded to the nearest integer.

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

72. Children start school in the September of the school year in which they have their fifth birthday. Most children benefit from pre-school provision in the private Nursery in the school grounds. The children in the Nursery visit school regularly in the term before they start school. The very good links with the Nursery and with parents help the children to settle quickly into school. At the time of the inspection, there were eight children in the Reception year group. They are taught in the same class as pupils in Year 1 and Year 2. A classroom assistant supports the teacher every morning and on three afternoons each week.
73. On entry to the Reception class, the children display a wide range of skills but overall they demonstrate standards that are typical for children of their age. The teacher uses her knowledge of the children well to set tasks that match and challenge children's learning needs in all six areas of learning. There are shortcomings in the range of opportunities for children to learn through play because of the size of the classroom and the lack of an outdoor classroom. Nevertheless, children make good progress in all six areas of learning. The staff work well together to enable children with special educational needs to settle well. They, too, make good progress in all the areas of learning. Most children attain at least the nationally expected levels for their age in all six areas of learning by the time they move into Year 1. Some attain Level 1 of the National Curriculum in speaking, listening, reading and mathematics. Parents are encouraged to be involved in their children's learning by, for example, sharing books and games with them at home. Overall, the quality of the provision for children in the Foundation Stage is good.
74. The teacher provides very good leadership and management on the Foundation Stage. She has worked hard to implement the curriculum for the age group and has been particularly successful in developing strong and effective links with the Nursery providers. She manages the curriculum for the age group very well within a mixed-age class. There have been good improvements in the provision for the children in the Foundation Stage since the previous inspection. The use of teacher assessment to match the learning to the needs of the children, which was unsatisfactory at the time of the last inspection, is now good. The quality of teaching was satisfactory and is now good.

Personal, social and emotional development

75. Nearly all the children start in the Reception class with typical skills in personal, social and emotional development. By the time they leave the Foundation Stage, the majority attain the national early learning goals for children of this age in this area of learning. The positive relationships of the staff with parents and the children, and the well established routines and interesting activities, help the children to settle quickly and make good progress. The children quickly gain the confidence to work and play alongside others. They are interested in the activities and are confident to try something new. They concentrate for significant periods and persevere to complete their tasks. The children are friendly. They relate well to adults and enjoy playing with the older children in the school as well as with those of their own age. They cooperate very well as part of a group to share resources. For example, children using dough to make geometrical shapes willingly shared the materials and tools with others in the

group. They understand the rules and routines in the classroom very well. All the children dress and undress independently and manage their own personal hygiene.

76. The quality of teaching in this area of learning is very good. Staff provide very good role models for the children, always treating each other and the children with respect. As a result, the children respond by relating well to the adults and to others. Resources that the children use are easily accessible so that they have good opportunities to become independent. The children respond well to the adults' encouragement to take responsibility for getting out and putting away their own resources. The adults make clear their expectations for children's behaviour and attitudes to work. As a result, the children concentrate for increasingly long periods and behave very well. The adults make very good use of their knowledge of the children's learning needs to plan relevant and stimulating activities that give them opportunities to work alone and in small and large groups. Good use is made of whole class sessions to help the children to develop an awareness of the needs and ideas of others. For example, after listening to the story of 'The Big, Wide-Mouthed Toad-Frog', the children joined in a discussion about times when they have said something that they have later regretted. One child said, "I knew a secret and I told everyone and I wished I hadn't."

Communication, language and literacy

77. Almost all the children have reached the early learning goals for speaking, listening, reading and writing and some are achieving levels within the Year 1 programmes of study of the National Curriculum.
78. The children use language well to communicate with adults and their friends. They generally speak clearly and use conventions such as 'please' and 'thank you'. They are confident to start a conversation and then take turns in listening and responding to their partner's comments. The children are absorbed by stories and listen intently. They enjoy rhymes and songs and join in enthusiastically with those they know. When they used the role play area, 'Mr Grinling's Lighthouse', the children imagined and recreated the roles of the characters in the story. They took an active part in group work with the older pupils to practise and perform a play based on the elements of the Punch and Judy story. Most were confident to perform their part for the whole class group.
79. Children show an enthusiasm for books and show a good understanding of the elements of stories. They retell stories in the right sequence and predict what might happen next, showing a good understanding of story structures. They know that some books are used for finding information. Almost all the children read a range of familiar words and sentences confidently and make good use of their knowledge of phonics, clues within the sentence and within the illustrations to read unfamiliar words.
80. Children make good attempts at writing for a wide range of purposes. For example, they have described in writing what they can see through the window, written a message on a postcard, and composed their own version of the story of Goldilocks. They use their phonic knowledge well and make sensible attempts to spell words. For example, individual children write 'pakin' (parking), 'drikn' (drinking) and 'hossis' (horses). The clarity and size of children's writing has improved over the year but some letters are still formed incorrectly.
81. The quality of teaching in this area of learning is good and the children, including those with special educational needs, make good progress. The adults provide a very good model of spoken language for the children and encourage them to talk about their ideas and communicate with others in a wide range of situations. The teacher chooses a

good range of stories and texts to interest the children and this builds up their enthusiasm for books. Phonics skills are taught systematically and very good use is made of regular guided reading sessions to provide direct teaching for small groups of children. The children are provided with an interesting range of opportunities to write for a variety of purposes, often as part of their play and, as a result, the content of their writing develops well. For example, children made labels for the three-dimensional shapes they made from dough in a mathematics lesson using their knowledge of phonics well to spell the words. However, the way in which letter formation is taught allows children to practise making the letters incorrectly.

Mathematical development

82. Children make good progress in this area of learning and almost all reach the early learning goals by the end of the Reception Year. They say the number names in the correct order and count to at least ten objects accurately. Some children count reliably to 30, using objects and order numbers from smallest to largest. Most children recognise numerals to twenty and some know numerals up to 100. When they write the numerals, they are usually correctly oriented. They add numbers together and find different ways of totalling numbers to ten. The children record number 'stories' such as $2+12+4=18$ and relate subtraction to 'taking away'. They correctly identify coins of different denominations and select appropriate coins to pay for an object costing, for example, eight pence. They count in twos when they total two pence pieces.
83. When they work with dough to make geometrical shapes, the children make and name correctly spheres, cubes, cuboids, cylinders and cones in addition to circles, squares, rectangles and hexagons. The children use mathematical language such as 'bigger', 'smaller' and 'smallest' to accurately describe the starfish shapes they have made from clay.
84. The quality of teaching in this area of learning is good. The activities are carefully planned to give the children plenty of practical activities in which they practise counting, sorting and using mathematical language as part of their play. For example, when they use the construction toys, they are encouraged to use mathematical language such as 'tall', 'tallest' and 'shortest' and to order objects by size. The teacher shares the plans with the teaching assistant and this enables her to focus well on the learning objectives for the activity, which in turn ensures that the children make good progress. The adults model the mathematical language well. This helps the children to use the correct terms when they talk about, for example, shapes.

Knowledge and understanding of the world

85. The quality of teaching in this area of learning is good. The children's curiosity is aroused through well chosen and relevant practical activities. They are encouraged to observe and talk about what they see and hear. They have used all their senses to investigate the world around them. For example, the children have been on a listening walk and used symbols and words to keep a record of the sounds they heard. They have recorded, in pictures, some of the landmarks that they see on the way to school. They have looked closely at shells, starfish and coral, talked about the similarities and differences and used their sense of touch to feel the textures. A visit to the park allowed the children to use the swings and slides to experience the effect of forces on their bodies. They have made good use of their sense of touch to examine a range of paper and described them using words such as 'rough', 'smooth', 'soft' and 'bumpy'. These interesting and relevant practical activities have enabled the children to make

good progress in observing closely and learning to record their experiences in a logical way.

86. The children's knowledge is developing well. For example, they know that the sun, the moon and the stars are sources of light and that electricity is used to light our homes and streets. They have observed the stages in the growth of a plant and know that plants need sun, water and light to make them grow well. They find out about past events by asking their parents and families about the toys they played with as children. A visit to a Victorian house gave the children an opportunity to dress in Victorian costume and use artefacts such as a washtub, posser and mangle as part of a washday experience. The children use the computer with confidence and achieve at least the levels expected nationally for their age. They use the mouse and the keyboard with increasing control and understand how to use icons to select another function within the program they are using. The rich variety of activities enables the children to investigate the world around them and they make good progress in this area of learning. The majority of children reach at least the early learning goals by the end of the Reception year.

Physical development

87. All the children are on course to achieve at least the early learning goals in this area of learning by the end of the Foundation Stage. The quality of teaching in this area of learning is good. Children's physical development is promoted equally well in the classrooms and in physical education lessons. The planned activities give children a good range of experiences in which to develop physical control.
88. It was not possible to observe a physical education lesson and there is no outdoor classroom in which children can develop their physical skills. Therefore, judgements on standards are based on observations in the classroom and at playtimes. The children move around the playground with confidence, showing an awareness of space and controlling their speed and direction well. They are confident when using the climbing frame and when travelling under and through the equipment. The children have good control over pencils and other mark makers. Their writing is of an appropriate size and is legible. The children use small implements such as paintbrushes and scissors with increasing control and confidence. For example, when they use dough or clay, they pull and pinch the materials and use tools to add details with good control. The children handle books and resources carefully.

Creative development

89. Children make good progress and most are on course to attain the early learning goals for this area of learning by the end of the Foundation Stage. The children make competent use of a range of materials to communicate their ideas. For example, they create pictures using paint, chalks and collage; draw and cut out hand-shapes that they assemble into colourful flowers and use sand and paint to create tactile name cards. The children play imaginatively in the role-play area. At the time of the inspection, this was 'Mr Grinling's Lighthouse' and they were able to use their knowledge of the story 'The Lighthouse Keeper's Lunch' to inspire their play. Photographic evidence shows how the children enjoyed playing imaginatively in the snow to print designs and draw monsters. The children enjoy singing and know a good range of songs. When they play the percussion instruments, they sustain a steady beat and copy, with increasing accuracy, rhythmic patterns clapped by the teacher.

90. The quality of teaching in this area of learning is good. The plans ensure that the children experience a good variety of creative opportunities to develop imaginative ideas in role-play and when using paints and other materials. The teacher makes good use of stories to fire their imaginations. When the adults interact with the children in the role-play area, the children sustain and develop imaginative ideas well after the adults have withdrawn.

ENGLISH

91. Standards attained by pupils currently in Year 2 and in Year 6 are above those expected nationally for their age. This is the same as at the time of the last inspection. All pupils make good progress in lessons, and achieve well throughout the school. Last year, pupils' attainment in writing in the statutory tests taken at age seven and eleven was below national expectations. Since then, the school has worked hard to raise standards in writing for all pupils.
92. Attainment in speaking and listening is above average in Year 2 and Year 6. Most pupils speak clearly in Standard English, and use a wide vocabulary for their age. In all lessons, they listen attentively to each other and to the adults. Teachers provide many opportunities for pupils to develop their spoken language in all subjects. In the literacy hour, they use questions well, enabling the pupils to develop an understanding of the text, and prompting them to respond at length. Questions are well targeted to challenge pupils of different levels of prior attainment. Pupils in Years 5 and 6 demonstrated a good ability to express their views clearly and to argue their case persuasively when discussing whether the Cumbria County Council was right to sell off a local tarn. Pupils have opportunities to develop their skills further in drama. For example, pupils in Years 1 and 2 acted out a Punch and Judy show that they had written. In the same lesson, pupils evaluated each other's work with sensible comments, sensitively suggesting ways to improve it.
93. Standards in reading are above the nationally expected levels in Year 2 and Year 6. Pupils achieve well because the school is very effective in encouraging them to become enthusiastic readers, and is systematically developing their skills over time. Resources used in the literacy hour, such as 'Big Books', give pupils access to a wide range of quality texts, which are used well to develop competence. Graded reading books give the structure and support that enable the pupils to make progress. Staff use a broad range of strategies to improve pupils' reading skills whilst listening to them read. These are well chosen to match pupils' learning needs. Group reading and the structured teaching of phonics have been introduced this year and are being used effectively to raise standards further. Pupils who are experiencing difficulties with reading are diagnosed early and given extra support. Pupils in Year 1 build well on their knowledge of letter sounds and, by the end of the year, use their knowledge well to read unfamiliar words. In Year 2, all pupils are reading with confidence and enjoyment, and they show a good understanding of what they read. Most read with very good expression, using punctuation well to establish meaning. They understand terms such as 'behind bars' and use the text well to explain 'purred with pride'.
94. About half the pupils in Year 6 reach levels in reading that are above those expected for their age, and of the remainder, the majority attain the national expectations. Most enjoy reading and like to share their enjoyment with others. They read a variety of texts and choose books appropriate for their level of competence. Higher and average attaining pupils read beyond the text well to find meaning. For example, a pupil explained clearly the author's use of figurative language, such as 'he swallowed terror' and 'my head was exploding in sharp, yellow red jags'. Lower attaining pupils read

competently and confidently using a good range of strategies to read unfamiliar words. Most pupils very confidently express preferences for different styles of writing and explain why they enjoy particular books. All pupils find information in non-fiction books and further develop their research skills well through regular use of the Internet.

95. An analysis of pupils' work shows a good balance between lessons that develop basic skills such as handwriting, spelling and grammar, and those that give pupils opportunities to write at length in a range of contexts and styles. However, the National Literacy Strategy was only introduced this year, and not all systems are fully embedded. For example, insufficient emphasis is placed on the development of handwriting from an early age. In Years 1 to 4, insufficient emphasis is placed on the presentation of pupils' work. In Year 2, all pupils' attainment is at the nationally expected levels. They usually write in well-structured, simple sentences. Their use of capital letters and full stops is most often correct and they are beginning to use punctuation including commas, speech and question marks correctly. Pupils are learning to write in a variety of styles and are becoming more adventurous with vocabulary. For example, one pupil wrote 'I was so cross I wanted to explode.' when writing from the point of view of an Ugly Sister seeing Cinderella going to the ball. Examples of writing show that pupils make good use of phonic strategies for spelling. For example, they make justifiable attempts at spelling when they write 'exsyted' and 'dipt', for 'excited' and 'dipped'.
96. Pupils in Years 3 to 6 extend their range of writing styles. By Year 6, pupils write well for many different audiences and in a range of styles. For example, they write poetry, reports, narrative, instructional and persuasive texts. They know how to plan, redraft and refine their own work and make good use of these skills. The work of higher and average attainers shows the development of more complex sentence structures and the correct spelling of complex words. In poetry and narrative work, pupils experiment with the use of similes and metaphors to enhance description. For example, in a poem, a pupil described a shoal of small fish as 'jets of silver light'. Pupils use their understanding of literacy texts well to influence their style. After reading Danny's description of his father in 'Danny, Champion of the World' by Roald Dahl, one pupil wrote, "My father, without doubt, is the most moody dad that ever set foot on earth. That's on a bad day." Standards are broadly in line with those expected nationally for pupils in Year 6.
97. The quality of teaching is good overall and is consistently good or better. This is an improvement since the last inspection. Teachers have good subject knowledge and basic skills are well taught. Lesson objectives are shared with pupils so that they are involved in their learning. The very positive relationships established by teachers enable pupils to develop good attitudes to their learning. This results in good concentration and behaviour in lessons. Pupils show an eagerness to learn and they are keen to respond to teachers' questioning. Teachers are encouraging a good degree of independence in reading and writing. For example, they expect pupils to use phonic knowledge for reading, and word cards and dictionaries to aid spelling. The good use of support staff helps those with special educational needs to achieve as well as others. Occasionally, more use could be made of support staff during whole class introductory sessions to encourage special needs pupils to join in discussions. Teaching methods are well chosen. In a very good lesson in a Year 5/6 class, the use of a local issue in a newspaper report about the sale of a local tarn, with an accompanying letter of protest from a resident, gave the opportunity to engage in a lively discussion about the perceived folly of this action. After this, all pupils wrote well-argued letters of protest, pointing out the 'consequences which I doubt you have considered.' Good use was made of information and communication technology when pupils word-processed and the edited their work. All teachers mark pupils' work

regularly and teachers make very useful comments to show the pupils how to make improvements. The marking is particularly strong in the Year 5/6 class and reflects the very high expectations of the teacher.

98. The National Literacy Strategy is being used effectively and is having a positive effect on standards achieved. Additional literacy interventions have been introduced and these are used well for groups of pupils who are identified as needing extra support. However, there are insufficient opportunities for pupils to write at length in other subjects.
99. The subject is very well led and managed by the co-ordinator. She has used the evidence from an evaluation of provision and test results very effectively to identify, and then put in place initiatives to raise standards, particularly in writing. The assessment and recording of attainment and progress are good, and there are effective systems to monitor the progress of pupils as they move through the school. Pupils have recently been set individual targets for improvement in English and these are changed when they have been achieved. This extends the good practice that is already in place for pupils with special educational needs, whose progress is closely monitored. The co-ordinator monitors teaching and learning. Classroom observations are followed by feedback and discussions, with targets for teachers set and reviewed, in order to share good practice and raise standards. Learning resources are generally good. They have been enhanced to enrich provision and support recent initiatives. A substantial sum has been spent on new reading books and these include a wide range of genres, including literature from other cultures. The library has yet to be reorganised and it still includes a number of inappropriate and out-dated books. Overall, English makes a very good contribution to pupils' spiritual, moral, social and cultural development.

MATHEMATICS

100. The attainment of pupils currently in Year 2 is as expected nationally for their age. Attainment in Year 6 is above the national expectation. All pupils, including those with special educational needs, make good progress in lessons, and achieve well throughout the school. There are no significant differences between the attainment of boys and girls. Standards and the rate of pupils' progress have been maintained since the last inspection.
101. When pupils start in Year 1, they build well on the good start they have had and by the end of Year 2, almost all pupils reach at least the levels expected nationally for their age and many reach higher levels. In Years 1 and 2, pupils develop their skills in using and applying their mathematical knowledge well. They make decisions about the methods and strategies they use to solve number problems. For example, a Year 2 pupil totalling 256 and 172 explained clearly the strategies used to reach the correct answer. The pupils use mathematical language appropriately when they explain their work. For example, pupils sorting shapes and creating block graphs to compare the sets they have found talk about which set has 'most' or 'least' and say, for example, that the number of objects in one set is 'more than' or 'less than' the number in another set.
102. In their number work, the pupils count sets of objects and are confident in recalling addition and subtraction facts to ten. They complete number squares accurately so that the vertical, horizontal and diagonal lines each total 12. Pupils competently use calculations such as 69 minus 12 to work out, for example, how many more blue cars there were than white. The pupils find multiples of five and of ten and recognise patterns of two, five and ten on a 100 square. They are developing an understanding of fractions and know, for example, that two is a quarter of eight and that five is half of ten.

Pupils use their understanding of addition and subtraction well when they solve problems involving money. For example, they work out that if a bar of chocolate is 32 pence and costs 12 pence more than a newspaper, then the newspaper must be 20 pence. Their understanding of measurement is developing well. For example, pupils relate analogue and digital times and measure length in centimetres and metres.

103. Pupils in Years 3 and 4 continue to make good progress. Most pupils use correctly mathematical terms such as 'factor', 'quotient' and 'product', and make statements such as '20 is the product of the factors two and ten', '14 is a multiple of seven' and 'The product of 73×10 is 730'. Pupils accurately use the multiplication and division facts that they know to multiply larger numbers. For example, when asked to work out 7×8 mentally, pupils partition the numbers so that they can use their knowledge of two and five times tables. For example, pupils suggested strategies such as: *'I know that $7 = 5 + 2$ so I need to work out five times eight and two times eight and add the answers together.'*
104. Pupils also use their knowledge of doubling and halving competently to add and subtract mentally and to solve problems. They make satisfactory use of diagrams to work out equivalent fractions such as one third and two sixths and higher attaining pupils add whole numbers and fractions, for example, $5 \frac{1}{2} + 8 \frac{1}{2} = 14$. They identify right angles; measure degrees of turn and calculate the perimeter of rectangles.
105. Pupils build on this knowledge in Years 5 and 6 and by the end of Year 6, most pupils attain standards higher than those expected nationally for their age. Higher attaining pupils set out long and short division and multiplication calculations and get the correct answers to questions such as 7018 divided by 12. They multiply decimals to two places; create and solve problems involving addition, subtraction, multiplication and division. Most pupils in Years 5 and 6 have a good understanding of ratio, proportion and probability. They relate percentages to equivalent fractions and decimals. Pupils use metric measurements with confidence. They measure mass using kilograms, grams and tonnes and capacity using millilitres, centilitres and litres.
106. Pupils enjoy mathematics lessons and are highly motivated by the teaching; they remain enthusiastic throughout the lessons. They respond particularly well to the mental and oral sessions that are used at the start of most lessons. They settle quickly to the tasks they are given and because they are eager to be successful, they concentrate and work hard. These good work habits together with their very good standards of behaviour, contribute to the good progress they make and the standards they attain. They relate very well to one another when they work in pairs or in small groups. This contributes to the good pace of learning.
107. The quality of teaching is very good. This is a good improvement since the last inspection when the quality of teaching was good. Teachers' planning is of good quality and teachers match the tasks well to the different age groups and learning needs of the pupils. All the pupils, including those with special educational needs and those who are gifted and talented, are well challenged by the work and the pace of learning in lessons is good. This is a particular strength of the teaching throughout the school. In all of the lessons observed, the teachers used a good range of teaching and learning strategies including question and answer, work in pairs and small groups, self and peer evaluation and discussion. No time is wasted in changing from one activity to the next and this helps to sustain a brisk and purposeful pace of learning in the lesson. The clear explanations and methodical approach help the pupils to acquire new learning and to feel confident. For example, in a lesson for Year 3 and 4 pupils, the teacher made good use of repetition to ensure that the pupils understood how they could use their

knowledge of the two, five and ten times tables to work out more difficult multiplication problems. As a result, almost all the pupils had a good understanding of the strategies they could use by the end of the lesson. The teachers reinforce the use of mathematical terms and vocabulary very well and this helps the pupils to use them correctly when they explain their ideas.

108. Assessment data from the national tests and assessments and from optional tests are used well to match the teaching to the pupils learning needs. The assessment records have recently been redesigned and now provide a useful tool in identifying the rates of progress of pupils and in setting individual targets for improvement. The school has identified pupils in need of additional support and has made good use of interventions such as the 'Springboard' and 'Booster' programmes. Pupils identified as having a particular gift for mathematics are given additional teaching to help them to achieve the higher levels. Pupils in year 5 and 6 are encouraged to evaluate their own learning and to write their comments in their exercise books. The teachers add their own comments and targets for improvement are agreed. Thus pupils know how well they are progressing and what they need to do to improve.
109. The teachers have worked hard over the last five terms to implement the National Numeracy Strategy. This is now well embedded, and good use is made of the three-part lesson. The strategy has contributed to the pupils' positive attitudes to mathematics and to the improvements in standards identified by the school, particularly in mental mathematics. The coordinator has had opportunities to monitor and evaluate the quality of teaching and has provided her colleagues with well focused feedback. This has led to improvements in the quality of teaching and the curriculum that have, in turn, had a positive impact on the rate of pupils' progress. She provides very good leadership for her colleagues and manages the subject very well.

SCIENCE

110. Standards have been maintained since the last inspection. The attainment of pupils in Year 2 and Year 6 is above the national expectation. All pupils achieve well and make good progress in the understanding of scientific concepts and in developing scientific skills. There are no significant differences in attainment between boys and girls.
111. Most pupils in Year 2 have a secure fund of knowledge about the world around them and how it functions. Their understanding of materials is good. For example, a higher attaining pupil explained that "Everything is a material and they are all made of molecules." Pupils know the names of common materials and describe them by their properties, using correct scientific terminology such as 'flexible' and 'transparent'. They explain changes that are reversible and irreversible, for example, changes to water or to chocolate when cooled or heated. Pupils are beginning to plan and carry out investigations using their own experiences to predict what might happen. For example, with support they set up a test to see if seeds need water to germinate and then used the results to reach sensible conclusions.
112. By the end of Year 6, the majority of pupils have a good understanding of the aspects of science they have been taught. Pupils explain clearly what they understand. For example, most explain scientifically the differences between solids, liquids and gases. They show a good understanding of forces and explain the forces acting on a moving object. In the context of an investigation to see if the size or mass of balls affected their movement down a ramp, pupils' explanations showed their good understanding of how to conduct a fair test. For example, they knew which variables need to be controlled

and which changed. They also know that tests have to be repeated several times in order to reach a reliable conclusion.

113. The quality of teaching throughout the school is consistently good and there are examples of very good teaching. This is a major factor in the high standards achieved. Teachers have secure subject knowledge and this allows them to teach confidently and have high expectations of what pupils can achieve. Teachers develop pupils' scientific skills well because the learning is principally through practical investigation. This is achieved by detailed planning with clear objectives, built on what the pupils already know and can do. Teachers evaluate learning from the previous lesson and use this to clarify understanding before moving pupils on. In the Year 5/6 class, for example, the teacher was aware that some pupils had not fully understood the process of evaporation and condensation. As a result, in the final lesson on changing state, she spent some time reinforcing this practically. Teaching methods are well chosen and effective. In all lessons, teachers used skilful questioning that encourages pupils to think for themselves and challenges their thinking. This was very successful in a very good lesson in the Year 3/4 class where pupils were investigating the force evident in airflow. A well-resourced investigation enabled pupils to work out for themselves that the object with the largest surface area would have the most resistance. Scientific skills were developed well at the same time as pupils' understanding of air resistance. Pupils predicted what might happen, recorded the results of their tests carefully, and used them to reach conclusions. One group realised that it would be better to test at least once more to verify their findings.
114. The good teaching contributes significantly to pupils' eagerness to learn. In most lessons there was a sense of enjoyment and enthusiasm for work, especially when pupils were working practically. Pupils in Years 3 and 4 were excited to find that air resistance was stronger when they ran in the play ground, first without and then with a large piece of card held in front of them. Pupils co-operate well when working in groups. An analysis of pupils' work shows that there is a good balance between investigational and knowledge-based teaching in all classes. Pupils throughout the school are encouraged to record their own work and this helps them to consolidate their understanding as well as developing their literacy skills. Good structures in the Years 5/6 class enable lower attaining pupils to record work successfully. Planning structures for investigations are used well to support pupils in Years 3 and 4. Mathematical skills are consolidated when pupils measure and record results. However, the use of information and communication technology is not well developed in this subject.
115. Leadership and management of the subject are good. A new scheme of work ensures that national requirements are met. Lessons are planned to ensure that pupils in mixed age classes are developing progressively as they move through the school. Assessment is satisfactory. The system for assessment is changing to meet the needs of the new plans and this is potentially a good improvement. Samples of pupils' work are kept each term and annotated to show what the pupils know and can do and to provide guidance for teachers. The coordinator has had some time to monitor the effectiveness of teaching and learning and useful feedback has been given to staff. Plans are in place to enhance the range of learning resources, especially in areas of shortage. Good use is made of visits to museums to support learning and the subject makes a very good contribution to pupils' cultural and social development in raising their awareness of the impact scientific ideas have on society. The pupils' spiritual development is enriched by opportunities to observe the natural world and to enjoy the excitement of discovery in their scientific investigations.

ART AND DESIGN

116. Judgements are based on a sample of pupils' work, on an analysis of the plans for teaching and on two lessons, one in the Year 5 and 6 class and one in Year 1 and 2 class. Pupils reach the levels expected nationally for their age by the end of Year 2 and the end of Year 6. Pupils, including those with special educational needs make satisfactory progress throughout the school. At the time of the last inspection, standards were said to be above the national expectation throughout the school.
117. Pupils in Years 1 and 2 use a range of materials and processes to design and make images and artefacts. For example, they cut and fold paper to create attractive flowers, and sponge print card in tones of green to make a jointed frog. They use oil pastels to mix colours to create portraits of good quality. They look carefully when they draw sunflowers from direct observation and include detail that demonstrates their sound understanding of line and tone. When they use clay to create coral, they use well techniques including rolling, pinching and pulling to shape the clay and work carefully to reproduce the texture they have observed in the photographs and on the pieces of coral. The pupils successfully learn from each other as they speak about their friends' work, pointing out what they like about it and asking how they achieved the textures. They also suggest how they might improve their own work, and are willing to make changes based on the guidance they receive from the staff and their friends. Pupils have created paintings in the style of Paul Klee, using bold lines and primary colours with confidence to convey the essence of the artist's style.
118. In Years 3 and 4, pupils use string and card to create printing blocks and experiment with these and other materials to create repeating patterns. Their work in the style of Paul Cezanne is of very good quality and captures the characteristics of the artist's style. They use paint well to create depth in their paintings. Pencil and pastel drawings of fruit show that pupils in Years 5 and 6 have a good understanding of line and tone. They observe flowers closely and produce delicate drawings of, for example, a snowdrop, which is carefully enhanced with a watercolour wash. They experiment further with washes to create effective monochrome landscapes. The pupils enjoyed examining the work of Escher and were successful in their first drafts of designs inspired by his work. They modified and improved their designs throughout the lesson.
119. The quality of teaching in the lessons observed was good. The tasks were well chosen to interest and stimulate the pupils and this enabled them to achieve success in the lesson. The resources were well prepared and organised, routines well established and the teachers used their time well to support and challenge the pupils. Pupils in both classes were given freedom to make independent choices and decisions about their work and this made a good contribution to their learning. The pupils respond very well to the teaching and have very positive attitudes to art and design. They work with concentration and show a mature attitude to developing and improving their work. There are interested in the work of other artists and readily give praise to their friends when they are successful.
120. The recently introduced scheme of work provides good opportunities for pupils to learn and develop a wide range of skills throughout the school. It is carefully planned to ensure that they make progress and that they learn about the work of other artists. The subject makes a good contribution to pupils' cultural development by introducing them to the work of other artists, mainly from the Western European tradition. Opportunities to examine and value natural materials and the work of other artists make a significant contribution to pupils' spiritual development. For example, Year 1 and 2 pupils were amazed by the intricacies of pieces of coral that they interpreted in clay models. The

subject is used well to develop pupils' skills in working as part of a group and sharing resources and ideas and this makes a very good contribution to their social development. The present arrangement to teach art and design in one half term and design and technology in the alternate half term is giving more significant time for pupils to develop their skills and knowledge in both subjects. There are no formal systems in place for recording pupils' attainment and progress but the teachers make good use of the learning objectives for each lesson to assess pupils' progress and to provide a starting point for subsequent teaching. The subject is satisfactorily led by the coordinator. The subject has not been a focus for whole school development so there have been no formal opportunities to evaluate the quality of teaching and learning.

DESIGN AND TECHNOLOGY

121. The quality of provision is satisfactory and the curriculum meets statutory requirements. Teachers' plans indicate that pupils are taught the design and make and evaluate' process from an early age and that they work with an appropriate range of materials and tools.
122. There was insufficient evidence to judge standards across the school and no lessons were being taught during the inspection. Examples of finished work show that most pupils in Years 5 and 6 make a simple toy with a cam movement. Year 3 and 4 pupils have used their knowledge of electric circuits well to design and make children's night-lights. The quality of finished products is satisfactory.
123. No judgements can be made about teaching because of lack of evidence but staff recognise the need for training to improve their own skills. New, whole school planning has been introduced this year that provides opportunities for pupils to improve and develop their skills as they move through school. There are no formal assessment systems to monitor pupils' progress.

GEOGRAPHY

124. Only one lesson was seen during the inspection. The judgement on standards is based on an analysis of teachers' plans, pupils' work and by talking to pupils in Year 2 and Year 6.
125. By the end of Year 2, standards are above those expected nationally. Pupils make good progress in Years 1 and 2. They understand the use of maps and plans and easily find the British Isles, Australia and many other countries on a world map. Using a globe, they know which parts of the world are always hot or cold and explain why. They have used maps and plans of the local area but have not yet begun to draw their own. Pupils have carried out fieldwork in the locality and show a good understanding of the physical and human features that make up a rural environment. When discussing the differences between life in the country or in town one pupil demonstrating a very good understanding of the way in which information and communication technology is changing everyday life in the country, said, "We don't need shops, my mum shops on the Internet." Pupils in the infant class have recently visited Silloth and show a good understanding of the features of a seaside resort.

126. By the end of Year 6, standards of attainment match the national expectation. Although pupils make satisfactory progress in Years 3 to 6, too little time is spent on geography and this has a detrimental effect on the standards they achieve. Pupils have a satisfactory knowledge of the elements of the geography curriculum they have studied. Their knowledge of their locality is stronger than their knowledge of more distant places. They use atlases to find information and have occasionally used maps with grid references. Most pupils have a good knowledge of the effect of humans on the environment and recognise ways in which it could be improved, for example, by reducing the use of fossil energy. Their knowledge of their latest topic, 'Coastal Areas,' is satisfactory and pupils show a sound understanding of how processes such as erosion can alter the coastal environment. They have a satisfactory understanding of the formation and development of rivers.
127. No overall judgement can be made on teaching. However, there is an imbalance between the amount of time allocated to the core subjects of English, mathematics and science, and other subjects (the foundation subjects). This has resulted in too little time being spent on geography, particularly for pupils in Years 3 to 6. As a result, pupils have insufficient opportunities to develop and use their knowledge and skills and this has slowed pupils' progress.
128. In the infant class, good use was made of a literacy lesson in which Year 2 pupils produced a poster encouraging the public to visit Silloth, the focus of their geography studies. In this way, the two subjects were combined effectively. Teaching was satisfactory in the lesson seen. The lesson was well planned with clear objectives, but the poor quality and scarcity of resources meant that pupils were unable to obtain a good understanding of the differences between street markets in India and England. Staff and pupils use the Internet regularly to find information.
129. The leadership and management of the subject are satisfactory. The previous inspection identified the need to improve links to the National Curriculum and assessment. This has been partially achieved. There is a new subject leader this year; her focus has been to put in place a new scheme of work based on national guidelines. This has not yet been reviewed to ensure that knowledge and skills are systematically built upon as pupils in mixed age classes progress through the school. At present, pupils begin to use maps and plans from an early age but do not begin to draw their own maps until Year 3. There is no formal system of assessment to check the development of pupils' skills, although marking is used well to assess understanding. Because the subject has not been a focus for school improvement, there has been no monitoring or evaluation of the teaching and learning. The teachers make good use of the locality and places further afield to enrich provision, but there are insufficient learning resources for significant parts of the geography curriculum. Geography makes a very good contribution to pupils' spiritual, moral, social and cultural development, particularly through the use of fieldwork and educational visits.

HISTORY

130. No lessons were taking place during the inspection. Evidence has been gained from discussions with pupils, and the analysis of teachers' planning and a sample of pupils' work. Standards in history are above the nationally expected levels for pupils in Year 2. This is an improvement since the last inspection, when attainment was average. Pupils make good progress in Years 1 and 2 and satisfactory progress in Years 3 to 6. In Year 6, standards are in line with national expectations for pupils of this age. Standards for pupils in Years 3 to 6 could be higher but are affected by the reduction in

time allocation for history because of the national focus on raising standards in literacy and numeracy.

131. Pupils in Year 2 have a good understanding that history is about finding out about the past and they are developing an awareness of time. They know that everyday objects change over time and talk knowledgeably, for example, about differences between Victorian home life and their own family life. Higher attaining pupils know that the Victorian era was over 100 years ago and that some people might still be alive who were born then. They remember many details of what a seaside holiday was like 100 years ago and 50 years ago. They compare these to their own experience of the seaside, making sensible comments about similarities and differences. For example, they realise that, whilst children still play with buckets and spades today, these are now more often made of plastic rather than metal and wood, and that plastic had not been invented in Victorian times. Pupils know some of the ways we find out about the past. For example, from her own experience one girl talked knowledgeably about pieces of pottery she had found and about the 'Viking rings' in her grandfather's barley field.
132. Pupils in Year 6 have good factual knowledge of life in Victorian times, particularly life in Carlisle. They realise that we can find out about history using primary and secondary sources and that primary sources are more numerous for recent history. They understand the importance of archaeology in finding out about ancient civilisations. Pupils use timelines from an early age, and this has enabled Year 6 pupils to gain a sound sense of chronology. As a result, they place events and the people they have studied into their correct periods. Pupils are beginning to understand how history might be subject to differing points of view, and influenced by the person presenting it.
133. There is insufficient evidence to make a judgment on teaching. In all classes, good use is made of a range of primary and secondary sources and pupils' work shows good development of historical skills alongside knowledge and understanding. For example, pupils in Years 1 and 2 have experienced a Victorian day at Tullie House museum, investigating everyday Victorian artefacts to decide what they tell us about people's lives. In Years 5 and 6 good use was made of Victorian maps and census data to find out about changes over time in one area of Carlisle. Visits enrich provision in the classroom. Much of Years 5 and 6's evidence of Victorian Carlisle was gained when they investigated buildings, shopping arcades, and street furniture on a visit to the city. This made a very good contribution to the pupils' knowledge of their own culture and the development of British society. The sampling of pupils' work from the junior classes shows that some topics this year have been taught in appropriate depth whilst others are less detailed. The quality of marking in both classes is good and relevant questions are asked to help pupils to improve their work.
134. There has been satisfactory improvement in provision since the last inspection. This year a new scheme of work has been put in place that uses national guidance to ensure that pupils' knowledge, understanding and skills are built upon as they progress through the school. The teachers have made good adaptations to the scheme to meet the needs of pupils in mixed age classes. There are no formal assessment procedures in place and there has been no monitoring or evaluation of the teaching and learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

135. Pupils at the end of Year 2 and Year 6 reach the levels expected nationally for their age. At the time of the last inspection, standards were judged to be above the national expectations, but, until very recently, an ageing set of computers that had become unreliable, have hampered pupils' progress. Standards are improving throughout the school. The number of computers available for pupils was increased last year, and more new computers have been installed very recently. The increased teacher confidence, improved skills, well planned teaching, and the good, enthusiastic leadership and efficient management provided by the coordinator, have been contributory factors in raising standards. The school is well placed to continue this good work in the future.
136. Year 2 pupils use word processing well to present some of their work. They produce text on screen using the keyboard, use both upper and lower case letters, and save and retrieve their work. Pupils use the mouse accurately to locate and move objects on the screen and are confident when they use the computer to support their learning in other subjects. They use a simple art program with confidence to create illustrations for their work. Pupils program a floor robot accurately to follow a prescribed set of moves. They list some of the things in their homes that depend on technology and are beginning to understand its importance in everyday life.
137. Pupils in Years 3 and 4 show a good understanding of collecting and entering data. For example, to support their work in science, they have produced line graphs to plot the temperature at one-hour intervals and bar graphs to show the comparative strengths of threads. When they use the word processing program, they enter the text with confidence and change the font size, style and colour. They use the editing skills of cutting, copying and pasting with ease. The pupils use text boxes, drop in illustrations and use the icons very effectively to achieve the desired results. They save and print their work independently. Pupils know how to send and receive e-mails and to use the Internet to find and save information. As they work, they share their ideas and expertise explaining things clearly to one another. They have experience of planning and controlling the route to be followed by 'turtle' on the screen; they do so with good control. The pupils know how banks, factories and space scientists use computer technology and have a developing understanding of its use beyond school.
138. Year 6 pupils use the computer to present some of their work to a high standard. For example, they have used a variety of fonts, colours, borders and special effects to present poems that they have written. Pupils create and use graphs and pie charts to present data in a clear and useful way. For example, they have used a graph to help them to budget for a school party. They use the Internet regularly to research their work, and confidently search for information and combine what they find from different sources. They use e-mails to send and receive messages and particularly enjoyed the link they had with a school in Devon. Pupils create good quality computer presentations. They know how to add sounds, and explain the process very clearly. They have plans for creating a presentation linked to traditional fairy stories for the youngest children. The pupils have used a control technology program skilfully to carry out specific tasks, and know that the new computers will allow them to monitor changes in temperature.
139. Pupils are very enthusiastic about using information and communication technology. They have a high level of independence when they use the computers and are confident to try things out for themselves. They are very willing to share their ideas and

expertise with others or to ask advice from their friends. Because relationships are very good, these exchanges are supportive and help pupils to make progress.

140. No direct teaching was seen during the inspection but the range and quality of pupils' work indicates that the quality of teaching is likely to be good. Teachers confidently plan opportunities to include information technology in pupils' work in other subjects, and this helps the pupils to apply their skills in a relevant way. It has a positive effect on the progress pupils make and the standards they achieve. Because of the well planned and interesting activities, pupils throughout the school, including those with special educational needs, make good progress in acquiring skills, knowledge and understanding.
141. Since she took up her appointment in January 2002, the coordinator has up-dated the policy and developed a good scheme of work adapted from national guidance. She has identified appropriate areas for improvement and has been very successful in improving the resources and in encouraging the use of the computer across the curriculum. The coordinator has a clear vision for the further development of the subject and a good knowledge of standards in all three classes.

MUSIC

142. Judgements are based on one lesson in each key stage, a guitar lesson, singing in assembly and a discussion with the peripatetic music teacher. Pupils reach the levels expected nationally for their age in Year 2 and Year 6. Year 2 pupils listen carefully to the sounds made by shakers and correctly identify high and low sounds. They know the names of many of the percussion instruments and compare the sounds they make with those made by homemade shakers using appropriate musical language. Pupils clap or play a steady beat and know that this is called the 'pulse' of the music. They successfully sustain a rhythmic pattern when they accompany the younger pupils playing the pulse. During the lesson, pupils improved their singing and playing when they practised an adaptation of 'What shall we do with a drunken sailor?'
143. Year 6 pupils know, and use correctly a number of musical terms. Many pupils can read conventional musical notation accurately. They know that music is divided into musical sentences called 'bars' and that these are demarcated by 'bar lines'. Most very quickly understand the idea of time signatures and that the 'metre' of the music indicates how many beats there are in each bar. They listen carefully when the teacher plays a series of short pieces and most pupils successfully differentiate between music in waltz time (three beats in a bar) and in march time (two or four beats in a bar). They copy a clapped rhythm accurately and change from three beats in a bar to four beats in a bar with increasing accuracy. A group of pupils from Years 4 to 6 learn to play the guitar. They know a good range of chords and can accompany themselves when they sing a number of songs and hymns.
144. Pupils from Reception to Year 6 know a good range of hymns and songs. They sing tunefully, with clear diction, confidence and enjoyment. When they sing 'There's a song of exultation', they change the pace of the music, singing faster in each verse, without losing any of the good quality of the tone. The pupils hold their parts well when they sing antiphonally, that is, a second group echoing the phrase sung by the first group. Pupils in Years 5 and 6 show enjoyment and sing with gusto when they learn songs from the musical 'Oliver' and support their singing well with a rhythmic accompaniment. All pupils, including those with special educational needs, make good progress throughout the school. All pupils have equal opportunities to take part in all musical activities provided by the school. Some pupils learn to play woodwind instruments as

part of a private, fee-paying arrangement between parents and local education authority musicians.

145. The quality of teaching is good. All the music is taught by a visiting teacher whose musical knowledge and understanding enable her to have high expectations of the pupils. For example, pupils in Years 5 and 6 learn a new song quickly and perform it to a good standard because the teacher makes clear her expectations for accurate listening, clear articulation of the notes and good posture. The lessons are well planned to challenge and interest the pupils and to link closely to the work pupils are doing in other subjects. The lessons move along at a brisk pace and the teacher uses a good variety of practical activities that keep the pupils involved in the learning. As a result, pupils work hard in lessons and make good progress. They have very good attitudes to music. Their behaviour in lessons is very good and this contributes to the progress they make and the quality of their performance. The pupils do what they are asked to do immediately and this helps the lesson to move along at a good pace. They sing with great energy and enjoyment the songs they know well and concentrate well on new tasks and activities. About 20 boys and girls regularly attend a singing group after school.
146. The curriculum meets statutory requirements. Pupils have opportunities to compose as well as to perform, listen to and appraise music. They have opportunities to hear other musicians perform and regularly perform for their parents and the community in the school and in the Church.
147. Resources are adequate. There is a satisfactory range of percussion instruments including a few from other cultures but only a limited range of tuned percussion instruments. The instruments are used well to give pupils a good range of experiences of creating and performing music. The school makes good use of recorded music in assemblies and this enables pupils to hear a variety of music from their own and other cultures. The links between the part-time teacher and the staff are very effective and this ensures that the curriculum is very well linked to pupils learning in other subjects. The subject is well led and managed. There are no formal strategies for assessing and recording pupils' progress. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development. Pupils are exposed to music from world-wide cultural traditions and learn to value the differences in sound. They have many opportunities to perform with others in large and small groups and to perform for parents and friends and this contributes very well to their social development.

PHYSICAL EDUCATION

148. During the inspection, only one lesson was seen. Other evidence was gathered from discussions with the coordinator of the subject and by an analysis of teachers' planning. There was insufficient evidence to make judgements about the standard of attainment in Year 2 and Year 6. Pupils in Years 3 and 4 attain the level expected nationally for their age. The majority of pupils in the class skip with control and coordination. They understand the need to change and warm up for physical activity. They enjoy exercise and are keen to take part.
149. Teaching was satisfactory. A well planned lesson was made less effective because, after the initial warm up, pupils had barely fifteen minutes to carry out the main activity. Pupils, in pairs, were practicing skipping over a distance, recording their time and trying to improve. There was some initial teaching of techniques to boys who have not yet mastered the art of skipping and they tried hard to improve. However there was little

time to show, by, for example, pupil demonstration, the most successful techniques for distance skipping. As a result, pupils' progress was satisfactory.

150. The subject is well led and managed by an enthusiastic co-ordinator who, after an initial audit, has improved provision during the past eighteen months. Along with teachers from the local 'cluster' group of schools, the coordinator is attending courses to write a school policy on the teaching of physical education. The school joined the School Sports Co-ordinator programme that was being piloted last year by the local education authority. With support, it took on new planning which provides a balanced programme of physical education. The curriculum meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. All pupils have swimming lessons during their time in Years 3 to 6 and almost all reach the nationally required standards by the end of Year 6. Outdoor pursuits are now taught to Year 5 and 6 pupils on residential visits, at the local sports centre and, for pupils in years 3 and 4, within the school grounds. The programme has provided training for staff in areas that they themselves have identified as needing support. A physical education specialist from the local high school has observed some lessons and the feedback to teachers has helped to improve the quality of teaching and learning. Facilities for outdoor games are limited, and this limits the progress pupils make. The school is making determined efforts to improve the facilities in the near future. There are no formal systems for assessing and recording pupils' skill development.
151. A good range of extra-curricular physical and sporting activities is planned throughout the year. This enriches provision, and good use is made of members of the local community to assist the school in these activities. New playtime equipment has been introduced to encourage pupils to be active at lunchtimes. The school takes part in sporting competitions with other local schools. Physical education makes a good contribution to pupils' spiritual, moral, social and cultural development.