

# **INSPECTION REPORT**

## **PETTERIL BANK PRIMARY SCHOOL**

Carlisle

LEA area: Cumbria

Unique reference number: 112220

Acting Headteacher: Miss L Vaughan

Reporting inspector: Mrs L A Furness  
8245

Dates of inspection: 3 -5 February 2003

Inspection number: 251731

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school: Infant and Junior

School category: Community

Age range of pupils: 3-11

Gender of pupils: Mixed

School address:	Burnett Road Carlisle
Postcode:	CA1 3BX
Telephone number:	01228 607515
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Appropriate authority:	Governing Body
Name of chair of governors:	Mr S Atkinson
Date of previous inspection:	30 October 2000

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
8245	L Furness	Registered inspector	Mathematics Information and Communication Technology Physical Education	What sort of school is it?  How high are standards? The school's results and pupils' achievements.  How well are pupils taught?  How well is the school led and managed?
9146	M Brennand	Lay inspector		How high are standards? Pupils' attitudes, values and personal development.  How well does the school work in partnership with parents?
27677	D Davenport	Team inspector	Foundation Stage of Learning Educational Inclusion Special Educational Needs Science Art and Design Design and Technology Music Religious Education	How well does the school care for its pupils?
32174	P Ford	Team inspector	English as an Additional Language English Geography History	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**

Petteril Bank Primary School is situated about one mile south of Carlisle city centre. Housing in the area is predominantly owned by the local authority, with some owner-occupied properties. Unemployment in the area is above the national average. There are 97 full-time pupils on roll, aged between four and eleven years, and 14 part-time nursery age children. Forty-six per cent of pupils are eligible for school meals free of charge, which is well above the national average. The percentage of pupils having special educational needs is above the national average, and the percentage of pupils having a statement of special educational need is well above the national average. There is one child in the school who is at an early stage of English language acquisition. There are 4 classes, including the Early Years Unit, which consists of children aged 3-5 years. Each class consists of pupils from two year groups. A nationally approved assessment scheme used for children of reception age, shows that most children have levels of attainment that are very low in communication language and literacy, mathematical development and personal, social and emotional development. An acting head teacher has been in post since September and, since December, a temporary teacher has been taking the Years 5 and 6 classes due to the long-term absence of the permanent member of staff. Two part-time teachers take the Years 3 and 4 classes.

### **HOW GOOD THE SCHOOL IS**

School effectiveness is satisfactory. Although standards in the National Curriculum tests are low by the end of Year 6, pupils make satisfactory progress overall when considering the very low skills they have when first starting at the school. Pupils' attitudes to school are good and overall teaching and learning are satisfactory. The acting head teacher of the school is providing clear educational direction and is well supported by the governing body. Overall the school gives satisfactory value for money.

#### **What the school does well**

- The acting headteacher and the governors of the school have a clear understanding of the strengths and weaknesses of the school and are taking good action to address these deficiencies.
- The consistently good teaching that occurs in the Early Years Unit and in the class of Years 1 and 2 pupils is having a positive impact on pupils' achievement.
- There are good systems in place for checking pupils' attendance, behaviour, personal development and their attainment and progress.
- Teaching assistants are used well in all classrooms to support pupils' learning.

#### **What could be improved**

- Standards in English and mathematics and provision in information and communication technology.
- The weaknesses in teaching in Years 3 to 6.
- Use of assessment information.
- Pupils' attendance.

*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 October 2000 and in order to improve the quality of education, five key issues were identified. Due to changes in leadership and in staffing, progress towards resolving these key issues have been not as good as could be expected. However, since September, the acting headteacher and governors have tried very hard to address the issues identified. Already in the Early Years Unit the existing provision and good quality teaching is ensuring that children's progress and

achievement are good. Standards by Year 6 have improved in mathematics and in science but have declined in English. Nationally produced guidelines are used to ensure that learning is continuous throughout the school in all National Curriculum subjects. The issue regarding improving leadership and management has been difficult to resolve as the headteacher and deputy headteacher have left the school and the governors have had to appoint an acting headteacher for one year. However, the acting headteacher has already made a significant impact on school provision and is providing clear educational direction for the school. Through her monitoring she is very aware of the strengths and areas for improvement, as are the governors, and good action has been taken. Overall therefore, school improvement is satisfactory.

## STANDARDS

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

Performance in:	compared with				<b>Key</b>
	all schools			similar schools	
	2000	2001	2002	2002	
English	E*	E*	E*	E*	well above average A above average B average C below average D well below average E
mathematics	E*	E*	E*	E	
science	E*	E*	C	A	

Great care needs to be taken when considering these results, as class sizes in both Years 2 and 6 were small. Pupil performance in the Year 6 National Curriculum tests in 2002 was well below the national average in English and mathematics but matched the national average in science. In comparison with similar schools, the pupils' performance was well below average in English and mathematics and well above average in science. Results in English and mathematics were in the bottom five per cent of schools nationally and, in English, results were in the bottom five per cent of similar schools. Over the last three years pupils' performance has improved in mathematics and science but in English performance in 2002 was similar to that of 1999. The majority of pupils currently in Year 6 are working at levels well below those expected for their age in English and mathematics but in science standards match those expected for their age. In Year 2, pupil performance in the National Curriculum tests was well below the national average in reading, writing and mathematics. In comparison with similar schools the pupils' performance was well below average in all three subjects. In all three subjects, results were in the bottom five per cent of schools nationally and in reading and writing results were in the bottom five per cent of similar schools. In science, pupil performance was well below average and in the bottom five percent of schools nationally. The majority of pupils in Year 2 are working at levels well below those expected in English, mathematics and science. However, when compared with the very low level of skills that many children had when they started at school, the levels they attain by the time they leave, shows that their achievement is satisfactory. Pupils with special educational needs make satisfactory progress overall because of the satisfactory support that they receive. The challenging targets set for 2002 were not met by the school and it is unlikely that the targets for 2003 will be achieved.

## PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Good. Pupils enjoy attending school and show a good level of interest in

	their work.
Behaviour, in and out of classrooms	Satisfactory. Although the majority of pupils are well behaved, there are a small number of challenging pupils who occasionally cause disruption to lessons and prevent pupils who want to learn from doing so
Personal development and relationships	Relationships are good. Pupils work well together in group activities sharing resources and ideas willingly. Pupils' personal development is satisfactory.
Attendance	Although attendance is unsatisfactory, it is improving. Punctuality is mainly satisfactory and lessons start promptly.

## TEACHING AND LEARNING

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

*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 and learning is satisfactory overall with evidence of good teaching for children in the Early Years Unit and pupils in the Years 1 and 2. There was a small amount of unsatisfactory seen in Years 3 to 6. In English and mathematics teaching and learning are satisfactory overall. In the Early Years Unit the quality of teaching and learning are good and children make good progress in all areas of learning. Children feel secure in developing their learning through the range of well planned practical activities and through the constructive praise they receive from the teacher and support staff. In Years 1 and 2 teaching and learning are consistently good. The teacher plans interesting activities that engages the pupils' interests well. Resources are used effectively and the teaching assistant who works with the teacher is always appropriately deployed. The teacher has high expectations of the pupils and encourages them to be independent and to think for themselves. The quality of teaching of pupils in Years 3 to 6 is inconsistent, ranging from good to unsatisfactory. In the good lessons, the teachers' lively approach and secure subject knowledge ensure that learning opportunities are maximised. In the unsatisfactory lessons, low expectations, ineffective classroom organisation and too much teacher talk impede learning. Written marking throughout the school is in need of improvement as it rarely identifies what the pupils have done well and how the quality of the work might be improved. The teaching and learning of pupils with special educational needs are satisfactory. These pupils are well supported by the teaching assistants.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for pupils in Years 1 to 6 has satisfactory breadth and balance and meets statutory requirements. The curriculum provided for the children in the Early Years Unit is good. All six areas are covered through a good range of activities.
Provision for pupils with special educational needs	Satisfactory. These pupils make satisfactory progress towards the targets that are set for them.
Provision for pupils with English as an additional	Good. The child with English as an additional language is effectively supported.

language	
Provision for pupils' personal, including spiritual, moral, social and cultural development	Satisfactory overall. The provision for moral and social development is an important part of the school ethos. Pupils are clear about what is and is not acceptable and they are encouraged to work together in pairs and groups as was evident in English, mathematics and science lessons.
How well the school cares for its pupils	Good. The school provides a good level of support and guidance for all its pupils. Although assessment procedures are good, the use of assessment information is not yet having a significant impact on raising standards, particularly in English.

Although parents have a good opinion of the school many are reluctant to take advantage of the opportunities offered to them by the school. The school is working hard to develop this.

### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good. The acting headteacher provides the school with a strong sense of direction and purpose. She is very clear about what needs to be done to improve the quality of education in this school.
How well the governors fulfil their responsibilities	Good. The school has a hard-working body of governors who are actively involved in the life of the school. They have a clear understanding of the school's strengths and are working well with staff to promote its further development.
The school's evaluation of its performance	Satisfactory. The school has begun to analyse its test results well and use the information to track pupils' progress. The monitoring and evaluating of teaching and learning needs to be more rigorous.
The strategic use of resources	Good. The school plans ahead well and appropriately allocates finances to identified agreed priorities.

The school has an adequate number of full and part-time teaching staff, all of whom are deployed satisfactorily. The satisfactory accommodation is kept clean and well maintained. The quality and quantity of resources varies. In English, mathematics, science and music resources are good but in all other subjects, resources are unsatisfactory, apart from history and physical education where they are satisfactory. The school's use of available resources is satisfactory. The governors and the head teacher work hard to ensure that the school gains best value from all of its spending and are satisfactorily monitoring the effect of spending on standards and achievement.

### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> <li>Children like school.</li> <li>The teaching is good.</li> <li>Parents are kept well informed about how their children are getting on.</li> <li>Parents feel comfortable approaching the school with questions or a problem.</li> </ul>	<ul style="list-style-type: none"> <li>The amount of work children get to do at home.</li> <li>The range of activities the school provides outside of lessons.</li> </ul>

- |   |  |
|---|--|
| <ul style="list-style-type: none"><li>• The school expects children to work hard.</li></ul> |  |
|---|--|

The inspection team agrees with the majority of parents' views. However although the teaching in the Early Years Unit and in Years 1 and 2 is good, teaching in Years 3 to 6 varies from unsatisfactory to good. In relation to homework the inspection confirmed parents' views that homework was not sufficient, particularly in Years 3 to 6. The school has tried to address this by drawing up a homework policy and arranging for homework to be set on a weekly basis. However it must also be noted that when homework is set only a small proportion of parents ensure that it is completed. The inspection agrees that although satisfactory, extra-curricular provision, specifically for pupils in Years 1 and 2 could be improved. The acting head teacher has already made strides to address this by ordering new gym equipment for a planned gym club together with the planned introduction of a new homework and information and communication technology club.

## **PART B: COMMENTARY**

### **HOW HIGH ARE STANDARDS?**

#### **The school's results and pupils' achievements**

1. Great care must be taken when analysing the 2002 National Curriculum test results as the number of pupils in both Years 2 and 6 were small. In Year 2, the pupils' performance was well below the national average in reading, writing and mathematics. In comparison with similar schools it was well below average in all three subjects. In reading, writing and mathematics it was in the bottom five per cent of schools nationally and in reading and writing in the bottom five per cent of similar schools. Pupil performance in the Year 6 National Curriculum tests in 2002 was well below the national average in English and mathematics but matched the national average in science. In comparison with similar schools the pupils' performance was well below average in English and mathematics and well above average in science. Results in English and mathematics were in the bottom five per cent of schools nationally and in English results were in the bottom five per cent of similar schools. Over the last three years pupils' performance has improved in mathematics and science but in English, performance was similar to that of 1999. The very good national tests results of 2002 in science for the pupils in Year 6 have been attributed to the expertise of the teacher who taught science, the input of a science consultant and the high priority given to science at the expense of other subjects over a period of two years. This year, the pupils are experiencing a more satisfactory range of learning opportunities. A thorough analysis of assessment data shows that, although results are low, on the basis of the average points that these Year 6 pupils attained in Year 2 they have made satisfactory progress overall. The challenging targets set for 2002 were not met by the school and it is unlikely that the targets for 2003 will be achieved.
2. The majority of nursery age children enter the Foundation Stage of Learning (Early Years Unit) with poorly developed skills in communication, language and literacy and mathematical development and their personal, social and emotional development is limited. Although they make good progress, a nationally approved assessment scheme used for children of reception age, shows that most children have levels of attainment that are well below that expected in these three areas.. Children continue to make good progress and approximately half of them will come close to or achieve the 'early learning goals' in the six areas of learning recommended for children of this age, by the time they enter Year 1. The child for whom English is an additional language is given good support and makes good progress.
3. The majority of pupils currently in Years 2 and 6 are working at levels well below those expected for their age in English and mathematics but in science pupils' attainment matches that expected. However, when comparing the very low level of skills that many children have when they start school and the levels they attain by the time they leave, their achievement is

satisfactory overall. Pupils with special educational needs also make satisfactory progress because of the satisfactory support that they receive. The work presented is appropriately planned to meet pupils' specific needs with particular attention being given to developing their basic skills of literacy and numeracy.

4. Throughout the school, standards of speaking and listening are well below national expectations. The majority of pupils have very limited vocabulary and find it difficult to answer in sentences. They lack the appropriate language to speak at length about their experiences. Listening skills are satisfactory but long lesson introductions and the closed questioning techniques of some of the teachers result in pupils losing concentration and interest. In reading, standards are well below those expected. By Year 2, the majority of pupils read simple texts accurately, and some with fluency and enjoyment. Overall, pupils achieve well in reading in Years 1 and 2. However, in Years 3 to 6 pupils' progress is uneven and this reflects the quality of teaching. Year 6 pupils lack the skills of reading for meaning and do not use appropriate strategies to help them to read unfamiliar words. Pupils find it difficult to make predictions about the text. Pupils' attainment in writing at the end of both key stages is well below that expected for their age but achievement overall is satisfactory. In most classes they write for a range of purposes including story telling, instructions, letters and writing about their experiences. At the end of Year 2, pupils of above average and average ability are beginning to write independently, putting their ideas in a logical sequence. The higher attaining pupils are beginning to use capital letters and full stops correctly to denote sentences and are generally secure when spelling simple words. The lower attaining pupils understand that print carries meaning but struggle to write in sentences. Spelling is inaccurate and, on occasion, pupils do not leave spaces between words. By Year 6, the writing of higher-attaining pupils is beginning to be structured but the accurate use of the full range of punctuation is still insecure. Lower attaining pupils write their ideas in order and are beginning to use full stops and capital letters correctly when writing sentences. Handwriting is mainly satisfactory although the presentation skills of lower attaining pupils are sometimes unsatisfactory.
5. In mathematics, the attainment of the majority of pupils currently in Year 2 and 6 is well below that expected for their age but achievement is satisfactory overall. In Year 2, pupils have a good knowledge of number facts to 20 and use mathematical vocabulary correctly. However, they lack the appropriate language to be able to explain their strategies clearly and the numbers with which the majority of pupils are confident are below those expected for Year 2 pupils. By Year 6, higher attaining pupils have a secure knowledge of place value and know and use multiplication facts satisfactorily. Lower attaining pupils are less confident with number facts and need adult support, for example with the 6 and 7 times multiplication work. Although the majority of pupils understand addition, subtraction, multiplication and division processes the numbers they are using are below those expected for their age and their skills of problem solving are insecure.
6. In science, standards have improved by the end of Year 2 and now match that expected for the pupils' age. Achievement is good. Pupils in Year 2 have a sound scientific knowledge of a variety of topics including life and living processes, physical processes and materials. They use appropriate technical language and develop satisfactory skills of making predictions and carrying out a fair test, for example, as they investigate the properties of different materials. By Year 6, pupils have a satisfactory understanding of scientific topics such as living things, light and sound and changes in different materials but their skills of scientific enquiry are not well developed. They use scientific vocabulary correctly and use research skills appropriately to investigate the life cycles of a variety of animals. By Year 6 standards match that expected for the pupils' age and achievement is satisfactory.

7. In art and design, pupils in Years 2 and 6 are working at levels expected for their age and their achievement throughout the school is satisfactory. Pupils throughout the school are able to develop their artistic skills using a range of media. By Year 2, pupils show satisfactory skills in the development of their collage work as they use a variety of textures and materials and experiment with different joining techniques to create effect. Throughout the school, pupils learn the importance of close observational skills and the work of older pupils shows increasing attention to fine detail associated with sound observational skills. Pupils gain a satisfactory knowledge and understanding of the works of famous artists and use their work, for example, that of Seurat, as a stimulus to create their own paintings.
8. In design and technology, standards in Year 2 matches those expected for their age and their achievement is good. There was insufficient evidence to make a secure judgement on standards or achievement at the end of Year 6. By Year 2, pupils are able to plan, design and make models well and their ability to evaluate their work is developing well. If necessary, they are able to make modifications to their models. Their completed work is of a good quality as seen in their models of vehicles, moving pictures and cardboard suitcases for evacuees.
9. In religious education, the standards of Years 2 and 6 pupils matches those expected by the locally agreed syllabus and their achievement is satisfactory. Pupils in Year 2 have a good understanding of Christianity and of other world faiths knowing that there are different symbols and artefacts associated with different faiths. Pupils in Year 6 show a satisfactory understanding of the main features of faiths such as Islam and Judaism. They are familiar with the key events in the life of Jesus and stories from the New Testament.
10. Pupils with special educational needs although attaining standards that are below the levels expected for their age make satisfactory progress overall throughout the school and make good progress when supported by the teaching assistants. Pupils who are gifted and talented also make satisfactory progress.
11. There was insufficient evidence to make a secure judgement on attainment and achievement in geography, history, information and communication technology (ICT), music and physical education throughout the school.

### **Pupils' attitudes, values and personal development**

12. Pupils enjoy coming to school and this is reflected in the parents' questionnaire in which all parents agreed that their children like the school. The majority of pupils arrive on time and having done so they settle quickly to the work of the day. They show good levels of interest in lessons particularly when the teaching is good. Many pupils have low levels of self-esteem and it was noted how their enthusiasm was heightened by praise for good work. Pupils with special educational needs show good attitudes to school and to their work. Relationships are good throughout the school and pupils respond appropriately to the extra support given by the teachers and teaching assistants.
13. Behaviour is satisfactory, which is a significant improvement from the previous inspection when it was judged unsatisfactory. Children in the Early Years Unit stand in line and walk to the hall quietly and in the Years 1 and 2 class, routines are also well established with pupils moving around the classroom very sensibly. In Years 3 to 6, although the majority of pupils are well behaved, there are a small number of challenging pupils who occasionally cause disruption to lessons and prevent pupils who want to learn from doing so. Greater praise and challenge in



lessons would help to reduce this. In the communal areas, pupils are generally well mannered. They say please and thank you and hold doors open for one another and for adults. No incidents of bullying were observed and parents confirmed that there have been few such incidents. The improvement in behaviour is evidenced by the dramatic reduction in the number of exclusions. There have been none in the last twelve months.

14. Conversations with pupils in Years 5 and 6 confirmed that they have a good understanding of good and bad behaviour. They also know the rewards and sanctions which the school applies. There are, however, a few pupils who have still to learn respect for other people's feelings. During a Years 5 and 6 'circle-time' activity, a small group of pupils laughed, rather disparagingly, at a suggestion that had been put forward to the school council. Opportunities for developing initiative and personal responsibility are satisfactory overall. They are good in the Early Years Unit and Years 1 and 2 where pupils are actively encouraged to be independent learners, as was seen in a design and technology lesson when pupils were making vehicles. In Years 3 to 6, a predominance of teacher talk by some teachers prevents pupils for thinking for themselves. When speaking aloud in front of the class, some pupils demonstrated a lack of confidence. Pupils spoke enthusiastically about the school council but other than their involvement in that, and their roles as class monitors, too few other opportunities exist to develop initiative and responsibility.
15. Relationships are good. In the Early Years Unit, children take turns well and they listen to each other's comments with interest. This was seen during snack time as the children waited patiently to have a drink, discussing their likes and dislikes for different foods. Similarly, pupils in Years 1 to 6 work well together in group activities sharing resources and ideas willingly. When working in small groups, pupils mainly listen well to the points that each had to make.
16. Attendance at 93.6 per cent for the autumn 2002 term is unsatisfactory. This figure, however, is much improved on the previous year (91.7%) and is the result of an improvement in the procedures for following up absences. Parents are now much more aware of the need to ensure that their children attend school, The majority of absence this year is due to sickness. Punctuality is mainly satisfactory and lessons start promptly.

## **HOW WELL ARE PUPILS TAUGHT?**

17. The quality of teaching and learning is satisfactory overall with evidence of good teaching for children in the Early Years Unit and pupils in the Years 1 and 2. There was a small amount of unsatisfactory seen in Years 3 to 6. In English, mathematics and science, teaching and learning in Years 3 to 6 are satisfactory overall. In Years 1 and 2, teaching and learning in English, mathematics, science, design and technology and religious education are good and this is having a positive impact on the progress and achievement of pupils. There was insufficient evidence to make a judgement on teaching and learning overall in art and design, geography, history, information and communication technology, music and physical education and in design and technology and religious education in Years 3 to 6.
18. In the Early Years Unit the quality of teaching and learning is good and children make good progress in all areas of learning. The teacher, who was new to the school in September, is successfully working hard to address the key issue from the previous inspection that of trying to raise attainment at a faster rate for children in the Foundation Stage. Good evidence of this was seen in a mathematics lesson for reception age children, when the teacher encouraged the children to order numbers to 30. Questions were carefully targeted to individual children's needs with lower attaining children thinking of numbers that come before and after numbers to

10, whilst higher attaining pupils were working on numbers to 20. Good gains in learning were observed in this lesson. The teacher and support staff work effectively together to create a caring and secure environment and they form good relationships with the children. Snack-time, for example, demonstrates how comfortable children feel in this environment as the children sit together confidently chatting whilst eating and drinking. Children feel secure in developing their learning through the range of well planned, practical activities and through the constructive praise they receive from the teacher and support staff. Support staff are well briefed by the teacher, have a good knowledge of the children and make a positive contribution to their learning. Children with special educational needs and the child for whom English is an additional language receive good support and make good gains in their learning. Planning is detailed and thorough and particular emphasis is placed on communication, language and literacy, mathematical and personal, social development. The detailed weekly plans show what work is to be covered in each area of learning and what skills the children are expected to learn. Initial assessments are carried out appropriately and information is used to plan subsequent learning experiences throughout the year.

19. In Years 1 and 2, teaching and learning are consistently good. The teacher plans interesting activities that engage the pupils' interests well. Resources are used effectively, for example, the use of a puppet in English and the use of information and communication technology in mathematics. The teaching assistant who works with the teacher is always appropriately deployed. Together they form a good team and work together well to address the range of needs within the class. The teacher has high expectations of the pupils and encourages them to be independent and to think for themselves as was seen in a design and technology lesson when pupils were making different vehicles. Pupils knew where to find resources and confidently made decisions about how to attach an axle and wheels to their vehicles. The teacher only intervened when necessary, asking pupils questions such as 'Is it a good runner?' or 'Does it look like the plan?'
20. Although there is good teaching in Years 3 to 6, the quality is inconsistent and this is not good enough to raise standards in these year groups. In Years 3 and 4, the quality of teaching and learning varies as the class is taught by two part-time teachers. One of the teachers does not have high enough expectations of the pupils as was seen in English and science lessons. The pace of the lessons was slow and too much talk by the teacher restricted learning. Resources were not organised appropriately resulting in pupils losing interest and boys in particular displayed off-task behaviour. This was in sharp contrast with the other teacher whose lively approach and high demands of the pupils ensured that good learning took place in these subjects. The teaching assistant was used well and clearly knew what was expected of her.
21. In Years 5 and 6 the quality of teaching is inconsistent. In English and mathematics the pupils are grouped into two sets; one of higher ability and the pupils with special educational needs and one of average ability. In English, when the higher ability group of pupils are taken by the acting head teacher, then teaching and learning is good as she has good subject knowledge and knows how to make English interesting to the pupils. She is aware of the need to have a variety of activities in order to keep the pupils well motivated. Good gains are made in learning as one activity effectively builds on the next activity to be carried out. However, in other lessons too much teacher talk dominates the lesson and classroom organization is unsatisfactory. Pupils are amazingly well behaved in these circumstances but limited learning takes place. The quality of written marking is inconsistent across the school and marking is not used satisfactorily in the majority of classes to inform pupils what is good about their work and how they might improve it

22. The teaching and learning of pupils with special educational needs is satisfactory. Individual education plans are drawn up by the class teacher and work is planned appropriately to match the pupils' specific needs in the basic skills of literacy and numeracy. A reading intervention programme has been successfully implemented to enhance the reading skills of a small number of pupils and these pupils make good progress. All staff try hard to ensure that pupils make as much progress as possible. However, there are occasions, for example in other areas of the curriculum, when planning does not take account of their individual needs.

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

23. The curriculum for pupils in Years 1 to 6 has satisfactory breadth and balance and meet statutory requirements. Policies and programmes of work, based on national guidelines, are being systematically implemented and these provide support for teachers' planning. The National Literacy and Numeracy Strategies have been implemented but due to weaknesses in teaching in Year 3 to 6, pupils are not achieving the standards they are capable of. The curriculum provided for the children in the Early Years Unit is good. All six nationally agreed areas of learning are covered through an appropriate range of activities with good attention being given to communication, language and literacy, mathematical development and personal, social and emotional development. Planning is secure and the clear learning intentions provide a good focus for children's work over time. Detailed weekly plans show what work is to be covered in each area of learning and what skills the children are expected to learn through the well planned activities. Planning is based on the regular evaluations of what the children have achieved. This good quality planning has a positive impact on the standards the children reach and on how well they achieve.
24. The satisfactory provision for extra-curricular activities is developing and after-school activities include netball and football clubs. Pupils now learn recorder at lunchtime and this provision is to be extended. The acting head teacher has consulted the school council about their thoughts on improving provision and further activities are planned in response to this discussion. The school gives pupils the opportunity to take part in a number of other activities which enrich the curriculum and these include educational visits including residential stays. Story tellers have visited the school as have the Cumbria ensemble, dance groups and staff from British Telecom. Other visits have been organised to the local church and the Lake District National Park.
25. The curriculum is fully inclusive and enables all pupils to have equality of access to all aspects of school life. The policy for equal opportunities provides a framework for pupils, staff and governors to help ensure that all pupils are treated as equals. One child with English as an additional language is well supported as are the pupils who are dual registered with a pupil referral unit who attend the school on a part-time basis. Provision for pupils with special educational needs is satisfactory and progress overall is satisfactory. However, these pupils often make good progress towards the targets set for them when supported by the teaching assistants.
26. The provision for pupils' personal, social and health education is satisfactory and pupils have appropriate opportunities to relate to others in a variety of situations. The pupils' social development is promoted through the extra-curricular programme and a range of educational visits. Pupils have a limited number of opportunities to take responsibility in and out of classrooms. One good example of this can be found however, when pupils from Years 5 and 6 work with younger pupils during playtimes. Pupils are encouraged to work collaboratively, in pairs and small groups, as well as taking turns to share equipment fairly. However,

opportunities for developing personal skills need to be extended more into lessons so that pupils take greater responsibility for their own learning. Currently, there are few examples of Years 3 to 6 pupils selecting their own resources or undertaking independent research. The school values all pupils equally and all are included in every activity. There are 'circle-time' activities, in which pupils discuss a variety of issues and any concerns they might have about school. The school provides for sex education in Years 5 and 6 with the help of the school nurse. The acting head teacher has received training on the delivery of drugs education and is to use professional help from the local education authority with the delivery of this programme.

27. There are good links with the community and these make an effective contribution to pupils' learning. Representatives of the local police and fire services visit the school on a regular basis. The school has established good links with 'Sure Start' (a project focusing on developing community links) and there is a shared vision between the school and the project to develop an extended school. The school has strong links with two other primary schools and the local special school. There are very good links with the local secondary school and pupils visit on a regular basis to take part in lessons in a range of subjects. Staff work together effectively in shared in-service sessions and to prepare pupils for secondary education. There are opportunities for pupils to raise money for a range of charities and pupils have visited the local church and take harvest produce to the local old peoples' home.
28. The provision for pupils' spiritual, moral, social and cultural development is satisfactory overall. The pupils' spiritual development is promoted satisfactorily through the curriculum, the syllabus for religious education and the acts of collective worship. There are regular achievement assemblies that are used by the school as a way of recognising pupils' good work, behaviour and self-worth. Members of the local church also come into school to work with pupils on a voluntary basis. A good example of the promotion of spiritual development was seen in a religious education lesson which took place in Years 1 and 2. The teacher set up the Jewish meal 'Shah bat' to celebrate the Sabbath. Pupils were engrossed as the teacher used artefacts to set the table. They commented on the beauty of the flowers and candles which the teacher used.
29. The provision for moral and social development is good and is an important part of the school ethos. There is a positive behaviour strategy and this helps pupils be clear about what is and is not acceptable. In most classrooms, pupils have negotiated rules which form the basis of rules for the whole school. There are good social development opportunities provided. Pupils are encouraged to work together in pairs and groups and this was evident in English, mathematics and science lessons. There are good relationships throughout school and both staff and pupils share a mutual respect for one another. The staff act as positive role models for pupils and are particularly good at promoting high standards of behaviour. 'Circle-time' sessions are used as a way of promoting good moral values with pupils being able to discuss the consequence of their actions on others.
30. The satisfactory provision for pupils' cultural education is developed through work in art and design, music, history and geography. The music service has provided good support and the head of performing arts from a local college have offered support to Years 5 and 6. The recent Christmas performance was particularly effective in promoting pupils' self-esteem. Artists in residence have worked in school and work on ceramic tiles for an outdoor area and a painted wall mural are good examples of this collaboration. Books and artefacts have been carefully selected and displayed to ensure that the environment reflects the value attached to different communities. Work in Years 3 and 4 centres on ancient Egypt but also looks at modern Egyptian culture. In religious education lessons, an emphasis is placed on learning about the

beliefs and traditions of other faiths and cultures. The school recognises the need to provide more opportunities to better develop the pupils' awareness of life in a diverse cultural Britain.

## **HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?**

31. The school provides a good level of support and guidance for all its pupils which is having a positive impact on their personal development. The good provision from the last inspection has been maintained. The school effectively achieves its aims to provide a caring, attractive environment in which pupils feel secure and valued.
32. Staff and governors make every effort to provide for the welfare and safety of the pupils. Child protection procedures are satisfactory. There are appropriate guidelines in place and a key member of staff is recently trained in this area. Although staff training is not fully up-to-date, the systems in place work well when activated and liaison with outside agencies is good. Relevant health and safety checks are carried out, for instance regular fire drills and annual equipment checks. The school makes good use of the expertise of governors to assess any health and safety hazards and to ensure that any priorities for repairs and safety implications are dealt with appropriately. Sex education issues are incorporated satisfactorily into the curriculum and dealt with sensitively by staff or the school nurse as they arise. The school is also working hard to promote good attitudes to healthy eating. Personal hygiene and safety issues are addressed through the curriculum, for example, in science and in design and technology lessons. Police and fire officers make regular visits to school to talk about personal safety issues such as "Stranger Danger".
33. The staff know the pupils and their backgrounds well and are sensitive to their differing needs. The working environment is safe and pupils are well supervised by staff or welfare assistants at all times. The pupils' self esteem is developed through merit awards for good work and behaviour, displays of their work and through opportunities to discuss concerns during "circle time". Most teachers use praise effectively and this results in pupils having the confidence to participate more fully in lessons.
34. Procedures for monitoring and promoting behaviour are good, although they are not always fully implemented on the occasions when pupils' behaviour falls below expectations. The school has a good policy for the management of behaviour and pupils are familiar with the systems in place. Class and school rules are on display and there is a weekly focus on a particular rule in order to further improve behaviour. All staff are watchful for any signs of bullying or harassment and, when instances do occur, they are handled quickly and effectively by the acting head teacher.
35. The school values all pupils equally and all are included in every activity. Pupils with special educational needs and the child for whom English is an additional language receive effective support and guidance. Their needs are identified early and the relevant extra help is planned to ensure they make progress towards the targets set in their individual education plans. Most of their individual educational plans are updated termly to take account of their rates of progress. External help is sought where necessary and the statements of pupils with special educational needs are reviewed annually in accordance with statutory requirements.
36. Procedures for monitoring attendance are good and are having a positive impact on raising the level of attendance and reducing the number of unauthorised absences. First day contact is made by the school when pupils are absent and attendance is regularly checked so that any

emerging patterns of poor attendance can be identified and tackled. However, this area could be improved further by providing more incentives for good attendance.

37. Pupils are well supported in their transfer into and out of the school. Home visits and visits to the school are made prior to children's entry into the Early Years Unit. As a result, the majority settle quickly and happily. The school enjoys close links with the secondary schools. A number of reciprocal visits by pupils and staff ensure a smooth transition for Year 6 pupils to their next stage of education.
38. Assessment procedures are good and information gained from them is used appropriately to address weaknesses in learning and to adapt the curriculum to ensure it meets pupils' needs. In English, mathematics and science all task and assessment results are rigorously analysed. Good records recording pupils' progress in end-of-year tests as they move through the school are maintained and target setting systems are in place for English and mathematics. However, pupils are not aware of their own learning targets and the analysis and use of assessment information is not yet having a significant impact on raising standards, particularly in English. Assessment information is not used effectively to inform the next steps of learning. Apart from English, mathematics and science, there are few assessment and recording procedures in place for the other subjects of the National Curriculum. The progress of pupils with special educational needs is recorded satisfactorily. The targets in their individual education plans are reviewed regularly and appropriate action is taken to help the pupils make as much progress as possible. In the Early Years Unit, assessment, recording and reporting procedures are good and enable staff to monitor effectively the progress that each individual child makes in all six areas of learning recommended for children of this age. Initial assessment is in place and the information from this is used effectively to plan subsequent learning experiences as is day-to-day assessment information.

## **HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?**

39. Parents have a good opinion of the school. Interviews with parents indicated that they think the school is very approachable, that the teaching is generally good and that their children are making good progress. These views were confirmed by the parents' questionnaire which was very positive in its view of the school. Amongst other items that pleased parents were that their children liked the school, that the school expected their children to work hard and that they were kept well informed about their children's progress. Parents expressed specific concerns about the lack of homework in Years 3 to 6 and the lack of extra-curricular provision. In relation to homework, the inspection confirmed parents' views that homework was not sufficient, particularly in Years 3 to 6. The school has tried to address this by drawing up a homework policy and arranging for homework to be set on a weekly basis. The inspection also upheld the view that the satisfactory extra-curricular provision could be improved, specifically for pupils in Years 1 and 2. The acting head teacher has already made strides to address this by ordering new gym equipment for a planned gym club together with the planned introduction of a new homework and information and communication technology club.
40. The school has worked hard to improve the effectiveness of its links with parents. The acting head teacher operates an open door policy making herself available to see parents at any time without the need to book a formal appointment. She is also visible in the playground at the end of the day to talk to parents as they collect their children. There is a regular supply of information in the form of newsletters and in an effort to improve the turn-out at more formal events, the headteacher enlists the support of parent governors to hand out leaflets with a quiet word to encourage their support at these activities. Unfortunately parents are still reluctant to

embrace the opportunities offered to them by the school making the effectiveness of the links only satisfactory.

41. The links with parents of pupils in the Early Years Unit are good. The teacher carries out home visits before children start at school and provides them with useful information booklets about school life. Visits to the school are arranged and there are appropriate induction procedures in place to ensure that children quickly settle into school routines. The teacher communicates with parents throughout the year by means of the home/school reading book, through parents' meetings and through regular informal discussions.
42. Links with parents regarding their children's special educational needs are not good enough. Although pupils' needs are identified early parents are not formally informed of their child's needs. Nor are they actively involved in their individual education plans or in the termly reviews, although they are kept informed of their child's progress through informal meetings during the year. Links with parents is an area that the co-ordinator has identified for development. Parents of pupils with behavioural difficulties have more frequent contact with the school on a more informal basis. Parents are generally supportive of the work being done for their children.
43. The impact of parents on the work of the school is good. There is a small core of four parents who help regularly in classes, mainly hearing readers. One parent helps to run the football club and the support on outside visits is very good. There is a small but vibrant Friends Association which was formed at the beginning of the new academic year. A range of social and fundraising events have been organised raising over a thousand pounds. The money was used partly to fund a variety of Christmas parties and a visit to the cinema to see a 'Harry Potter' film, which pupils greatly enjoyed. The remaining money has been used to improve resource provision.
44. The quality of information provided for parents is satisfactory. The prospectus is good, being well presented and informative. There are regular newsletters which are sent out at the beginning and end of each half term and the headteacher has plans to introduce curriculum information sheets. Reports to parents are satisfactory. They are appropriate in that they meet statutory requirements but could be improved by informing parents whether the level at which their child is working is appropriate to their age and also setting targets to address weaknesses. The reports do, however allow pupils to comment on how they feel they are doing and what they need to do to improve, thus giving pupils an opportunity to think about their own learning. Parents' evenings are held three times a year with approximately half of parents attending.
45. The contribution of parents to children's learning at school and at home is unsatisfactory. The new homework policy is now incorporated in the prospectus and homework is set on a regular basis. Unfortunately, only a small proportion of parents ensure that it is completed. Many parents have had poor experiences of education and have negative views toward it. As a consequence, the support they give to their children is limited. The unsatisfactory level of attendance is further indication of this. That said, the school is keen to help parents in whatever way it can and in the spring term they will be running a family literacy project to help parents support their children's reading at home together with another information and communication technology course in the community computer suite.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

46. Leadership and management of the school are good. In a very short time, the acting head teacher who is in post for one year, has identified the strengths and weaknesses of the school and has begun to take effective action. When taking up her post in September, she realised that much needed to be done. There was no school improvement plan in place, performance management was not securely established and many policies and programmes of work for implementing the National Curriculum were out of date. There was only one member of staff still in post from the 2000 inspection and four new staff including herself have been newly appointed in September. The key issues from the previous inspection had not been satisfactorily addressed and the high staffing turnover had impeded school improvement. A thorough audit of provision was made by the acting head teacher which has resulted in an improvement plan that is clearly focused on the issues that need to be addressed. For example, raising attainment in English is seen to be a key priority. Training and support has already taken place but as yet this has not had sufficient time to impact on standards. All of the Key Issues have been addressed as well as can be expected in such a short time and school improvement is therefore satisfactory. Performance management is now established and all staff have appropriate targets set.
47. In a short time, the acting headteacher has gained the respect of governors, parents, staff and pupils who all recognise and appreciate the good work she has already put into place. The governors have worked very closely with the acting headteacher and are fully aware of the strengths and the areas requiring improvement. They are a very active and involved governing body who spend a great deal of time in school giving expertise and time willingly. For example, the chair of governors, who visits the school regularly, is to start an ICT club in the near future to help raise standards in ICT. One governor, who has an expertise in teaching reading, works regularly with targeted pupils. The numeracy governor has worked with the mathematics co-ordinator to identify weaknesses in Years 3 and 4 pupils' mathematical knowledge and is coming into school to work with pupils on improving these aspects of their learning. Another governor runs the after-school football club and can be seen regularly in school at lunchtimes looking after the pupils. The governing body fulfils all of its statutory duties but due to the difficulty in appointing a head teacher for the school, it had been unable to implement the changes necessary. The situation is now much more stable with the acting head teacher in post and the governors are taking a direct role in shaping the direction of the school.
48. Leadership and management of special educational needs are unsatisfactory. The co-ordinator is new in post and has limited experience of this type of work. Not all of the records for pupils on the special educational needs list are up-to-date but the co-ordinator has taken appropriate steps for pupils needing extra help from agencies outside the school. The policy is out-of-date and needs revising in accordance with the new Code of Practice for pupils with special educational needs. This is a priority on the co-ordinator's action plan and the headteacher is aware of this. There are no formal procedures in place to monitor the work done by pupils or teachers to ensure that the targets in individual education plans are being addressed. However, there are appropriate links with external agencies involved in supporting pupils with special educational needs, particularly those with behavioural problems.
49. Checking and evaluation procedures although satisfactory are in need of development. The monitoring of teaching and learning needs to be more rigorous to identify what works in the classroom and what does not. Although the acting head teacher is aware of the weaknesses in teaching and learning she has had insufficient time to deal effectively with the situation. One member of staff is absent on long-term sick leave and she has had to appoint temporary staffing to deal with this. Good analysis of data has taken place and the information has been used to plan an appropriate curriculum. Now checking systems need to be put into place to



ensure that this curriculum is being implemented satisfactorily. The majority of subject co-ordinators are new to their post and their role needs to be developed so they have a secure understanding of strengths and areas for improvement in the subjects for which they are responsible.

50. The governing body is appropriately involved in decisions related to spending the budget, which at the present time is managed by the LEA. The LEA formally withdrew delegated powers from the governors in June 2000 because of the high cost of running the school and the large deficit budget that was in place. The deficit was reduced, but an agreed deficit of approximately £50,000 during 2003-2004 has been agreed with the LEA to take account of staffing changes. The LEA is now negotiating with the school to return its delegated powers. Spending is monitored and linked to educational priorities. Specific grants are used well for the purpose for which they are intended. The school takes great care to ensure good value when making purchases, and is beginning to apply the principles of best value in all aspects of its work. Day-to-day administration is good and the systems of financial control are of good quality. The clerical assistant effectively oversees financial systems, as well as supporting the running of the school and the work of the teachers in an efficient way.
51. The school has an adequate number of full and part-time teaching staff, all of whom are deployed satisfactorily. Teaching assistants are used well to support pupils' learning. Staff development is satisfactory and training is in place to appropriately support school improvement. The accommodation overall is satisfactory and there are an appropriate number of classrooms and additional teaching spaces. However, the recently constructed play area for children in the Early Years Unit is too small and is out of use because of health and safety concerns. The matter is to be rectified in the near future. The accommodation is kept clean and well maintained. The quality and quantity of resources varies. In English, mathematics, science and music resources are good but in art and design, design and technology, geography, information and communication technology and religious education resources are unsatisfactory. In history and physical education resources are satisfactory. The school's use of available resources is satisfactory

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

In order to improve further, the governors, acting headteacher and staff should:

### **1. Raise standards in English and mathematics and improve provision in information and communication technology by:**

#### **English:**

- implementing the good action plan that is in place;
- providing more opportunities for pupils to develop speaking and listening skills;
- encouraging teachers to ask questions that involve more than one word answers;
- developing higher order reading skills;
- improving pupils' writing including spelling skills.

*(paragraphs: 4, 46, 61, 62, 64 & 69)*

#### **mathematics:**

- implementing the good action plan that is in place;
- raising teachers' expectations of what pupils, particularly more able pupils, are capable of;
- developing pupils' problem solving skills;

- ensuring that pupils have ample opportunities to talk about their ideas and use mathematical vocabulary correctly.

*(paragraphs: 5, 73, 74 & 75)*

**information and communication technology:**

- ensuring that pupils have the opportunity to use ICT in all relevant areas of the curriculum;
- improving the quality of hardware and software throughout the school;
- ensuring all staff have sufficient training to be confident in the implementation of this subject.

*(paragraphs: 66, 76, 80, 84, 89, 93, 97, 98, 101 & 105)*

**all three subjects:**

- ensuring that day to day assessment information is used rigorously to plan next steps of learning in all aspects of all three subjects.

*(paragraphs: 32, 62, & 98)*

**2. Address the weaknesses in teaching in Years 3 to 6 by:**

- raising teachers' expectations of what pupils are capable of;
- improving classroom organization and the use of time in lessons;
- developing teachers' questioning skills;
- balancing the time more appropriately between teacher talk and pupils working independently.

*(paragraphs: 14, 20, 21, 23, 60, 61, 62, 69, 73, 74, 75, 79 & 107)*

**3. Improve the use of assessment information by:**

- improving the quality of written marking in all subjects so that pupils know the features of their work that are good and how to improve the quality of their work;
- establishing assessment and record keeping systems for all subjects to ensure that learning is continuous throughout the school.

*(paragraphs: 21, 38, 69, 70, 80, 81, 85, 90, 93, 96, 101, 102 & 108)*

**4. Continue to improve pupils' attendance by:**

- continuing to develop links with parents in order they become more appreciative of the need for education;
- developing more strategies for improving attendance.

*(paragraphs: 16 & 45)*

**Other minor issues for the governors to consider when drawing up their action plan:**

Developing the role of the subject co-ordinator and the role of the special educational needs co-ordinator: *(paragraphs: 48, 49, 71, 81, 85, 90, 93, 96, 101, 102 & 108)*

Improve resources in art and design, design and technology, geography and religious education. *(paragraphs: 51, 85, 90, 93 & 108)*

## PART C: SCHOOL DATA AND INDICATORS

### *Summary of the sources of evidence for the inspection*

Number of lessons observed	21
Number of discussions with staff, governors, other adults and pupils	34

### *Summary of teaching observed during the inspection*

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	0	0	10	9	2	0	0
Percentage	0	0	47.6	42.8	9.6	0	0

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

### *Information about the school's pupils*

<b>Pupils on the school's roll</b>	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	6.5	97
Number of full-time pupils known to be eligible for free school meals	n/a	45

*FTE means full-time equivalent.*

<b>Special educational needs</b>	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	7
Number of pupils on the school's special educational needs register	0	40

<b>English as an additional language</b>	No of pupils
Number of pupils with English as an additional language	1

<b>Pupil mobility in the last school year</b>	No of pupils
Pupils who joined the school other than at the usual time of first admission	8
Pupils who left the school other than at the usual time of leaving	4

### *Attendance*

#### **Authorised absence**

	%
School data	4.8
National comparative data	5.4

#### **Unauthorised absence**

	%
School data	3.5
National comparative data	0.5

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

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 1 for the latest reporting year	2002	4	8	12

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 2 or above	School	50 (54)	50 (46)	75 (77)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	n/a
Percentage of pupils at NC level 2 or above	School	50 (54)	58 (690)	50 (54)
	National	85 (85)	89 (89)	89 (89)

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

*This table is not completed as there are a small number of pupils in the Year 2 cohort.*

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

	Year	Boys	Girls	Total
Number of registered pupils in final year of Key Stage 2 for the latest reporting year	2002	11	9	20

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	17
Percentage of pupils at NC level 4 or above	School	25 (44)	45 (39)	85 (67)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	n/a	n/a	n/a
	Girls	n/a	n/a	n/a
	Total	n/a	n/a	15
Percentage of pupils at NC level 4 or above	School	45 (6)	30 (39)	75 (39)
	National	73 (720)	74 (74)	82 (82)

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

*This table is not completed as there are a small number of pupils in the Year 6 cohort.*

***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	93	0	0
White – Irish			
White – any other White background			
Mixed – White and Black Caribbean			
Mixed – White and Black African			
Mixed – White and Asian			
Mixed – any other mixed background			
Asian or Asian British - Indian	1	0	0
Asian or Asian British - Pakistani			
Asian or Asian British – Bangladeshi	3	0	0
Asian or Asian British – any other Asian background			
Black or Black British – Caribbean			
Black or Black British – African			
Black or Black British – any other Black background			
Chinese			
Any other ethnic group			
No ethnic group recorded			

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

### ***Teachers and classes***

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	6.1
Number of pupils per qualified teacher	15.9
Average class size	24.2

#### **Education support staff: YR – Y6**

Total number of education support staff	4
Total aggregate hours worked per week	110

#### **Qualified teachers and support staff: nursery**

Total number of qualified teachers (FTE)	1
Number of pupils per qualified teacher	13
Total number of education support staff	1
Total aggregate hours worked per week	22
Number of pupils per FTE adult	6.5

*FTE means full-time equivalent.*

### ***Recruitment of teachers***

Number of teachers who left the school during the last two years	5
Number of teachers appointed to the school during the last two years	4

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	2
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

### ***Financial information***

Financial year	2001-2002
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	£
Total income	362071
Total expenditure	387435
Expenditure per pupil	3099
Balance brought forward from previous year	<b>-1533</b>
Balance carried forward to next year	<b>-26897</b>

## ***Results of the survey of parents and carers***

**Questionnaire return rate; 27.8%**

Number of questionnaires sent out	104
Number of questionnaires returned	29

### **Percentage of responses in each category**

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	79	21	0	0	0
My child is making good progress in school.	59	38	0	0	3
Behaviour in the school is good.	28	66	3	0	3
My child gets the right amount of work to do at home.	28	41	14	7	10
The teaching is good.	72	28	0	0	0
I am kept well informed about how my child is getting on.	66	34	0	0	0
I would feel comfortable about approaching the school with questions or a problem.	76	24	0	0	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	59	41	0	0	0
The school is well led and managed.	55	45	0	0	0
The school is helping my child become mature and responsible.	45	52	3	0	0
The school provides an interesting range of activities outside lessons.	24	41	24	3	8

## **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**

52. There are currently 14 nursery age and 11 reception age children in the Early Years Unit. The children of reception age start school in the September of the school year in which they are five. Currently, the nursery age children attend on a part-time basis of afternoons only. On entry to the Early Years Unit the children of nursery age have very low levels of attainment, particularly in the areas of language, literacy and communication, mathematical development and personal and social development. Although they make good progress in their learning the majority of reception age children have levels of attainment that are well below those expected for their age. Again, these children make good progress and about half of them will come close to or achieve the standards for children of this age at the end of their reception year in the areas of language, literacy and communication, mathematical and personal and social development. The good progress made by both nursery age and reception age children is a direct result of the good teaching they receive. Children who have special educational needs and the child for whom English is an additional language are given good support and make good progress.
53. There are good systems in place, involving home visits, school visits and information booklets which promote a good relationship between home and school and provide a smooth transition into the Early Years Unit. There are appropriate induction procedures which ensure that all children quickly settle into their new routines.

#### **Personal, social and emotional development**

54. The provision for children's personal, social and emotional development permeates all areas of learning in the Early Years Unit and teaching is good. The effective organisation of the classroom and of resources and the stimulating practical activities help to develop children's confidence and independence. For example, during snack time children enjoy making their own sandwiches and pouring out their own drinks, showing patience as they wait their turn and good manners as food is passed around. When told to do so, children select activities, remain on task for some time and concentrate on what they are doing. Although a small number of children still find difficulty in sharing, the majority work and play together amicably, listen attentively, co-operate with adults and behave well. The majority of children, including those of nursery age, are now able to get changed for physical education lessons, undressing and dressing themselves again with minimal adult help. Good levels of responsibility are fostered from an early age and children respond well as they proudly wear their "special monitor" badges to return registers to the office, give out resources during lessons and help to tidy up. Relationships are good. The staff know all the children well, are sensitive to their needs and give good levels of support. This is having a positive impact on pupils' personal development.

#### **Communication, Language and Literacy**

55. The majority of nursery age children have poor communication skills when they start in the Early Years Unit. They find it difficult to express their opinions or needs and, as a consequence, the development of speaking skills is a priority within the Foundation Stage. The staff provide good opportunities that promote children's vocabulary and knowledge of language. Teaching and learning are good. Role play and "small world" activities are appropriately



structured to develop a wide range of vocabulary and at the same time develop their knowledge and understanding of the world around them. The majority of children have had little experience of books before starting their early years education. However, both nursery age and reception age children enjoy sharing books with adults. They enjoy listening to stories and through careful adult questioning the reception age children are able to respond to them appropriately. The majority of children have now learned how to handle books with care and respect. They hold them the right way, understand that words and pictures carry meaning and are aware that print is read from left to right. This was re-inforced well by the teaching assistant when children correctly sequenced words from a nursery rhyme. The majority of reception age children are beginning to associate sounds with patterns, letters and words. They enjoy mark making and basic writing experiences, employing letters, usually from their own name, to convey the intended meaning. All children are encouraged to “have a go” with their writing and, while some more able reception age children make good attempts at writing their name and copying out words, a significant number show a lack of co-ordination and poor pencil skills which inhibits their writing. However, a variety of good strategies are used to encourage all children to form their letters correctly. Although progress and achievement is good only half of pupils will come close to or will achieve the expected standards by the end of the reception year.

### **Mathematical Development**

56. The nursery age children make good progress in their mathematical development because of the practical activities provided for them and teaching is good. Approximately half of children will come close to or will achieve the expected standards by the end of the reception year. Children learn about shape and size through their classroom environment and the resources within it. Through nursery rhymes and songs they begin to count to five. Children of reception age consolidate and extend their knowledge of number through well planned practical activities such as counting and sorting of objects and the sequencing of patterns. The majority of reception age children recognise and order numbers to 10 and, as a result of the teacher’s good questioning, are introduced to the concept of “more than” and “less than”. Some more able children can order and count beyond 10, some count up to 30. There is good use of texts to develop children’s mathematical language and the majority of children can recognise squares, rectangles, triangles and circles. There is a good balance between the practical and formal nature of tasks and children are beginning to record their numbers although some still find it difficult.

### **Knowledge and Understanding of the World**

57. The children make good progress in this area of learning as a result of the good teaching they receive although standards of attainment are still below that expected for their age by the time they enter Year1. When children first start at school, the majority of them have had limited experience of the outside world beyond that of the immediate locality. Because of this, the teacher provides a wide range of activities to stimulate children’s curiosity and encourage them to ask questions. Through topic activities, stories and poems the children begin to understand the different aspects of the four seasons recording their findings through creative activities such as paintings autumn pictures and snow scenes. All children learn about sound as they explore musical instruments and in the “small world” area use pushing and pulling actions with their toys to learn about different types of forces. Snack time is used effectively to teach both nursery and reception age children about healthy foods and to discuss the sources of foods they eat during that time. Role play activities develop imaginative thinking as children act as receptionists, vets and nurses at the “Vet’s Practice”. All children are given opportunities to practise using computers and most are able to manipulate the mouse and click on to icons on

the screen. The practical activities presented to the children result in good levels of concentration for the majority and children showing interest and enjoyment in their tasks.

### **Physical Development**

58. Children make good progress in developing their physical skills and the majority will come close to or will achieve the expected standards by the end of the reception year. The quality of teaching and learning is good. The nursery age children experience difficulty in manipulating pencils and scissors on entry to the Early Years Unit but make good progress and are generally careful when cutting out or colouring in. Effective planning ensures that all children have many opportunities to develop their manipulative skills by using scissors, holding pencils and brushes, threading, rolling, sticking, completing jig saws and using small construction apparatus. Reception age children use equipment carefully and share resources. In a physical education lesson in the hall for nursery and reception age children, the majority of children effectively demonstrated different ways of moving, for example, running, skipping and crawling “like a spider”. High expectations by the teacher had a good impact on the standards achieved. The children were well motivated and several were able to complete a simple dance sequence by the end of the lesson. Provision for outdoor play is currently underdeveloped. This is because the recently constructed play area is too small and is unable to be used because of health and safety concerns. However, the matter is to be rectified in the near future and is not impacting on the children’s present provision. The teacher is making good use of the playground and a range of equipment to develop physical skills and once the play area is made suitable has good plans in place to incorporate the area into the curriculum.

### **Creative Development**

59. This is another area in which children have very limited experience when they start their early years education. Teaching is good and children make good progress within the Foundation Stage resulting in the majority of children coming close to or matching the expected standard by the time they enter Year 1. The children are given many opportunities to develop their creative skills through drawing, painting, construction, music and play. They use a range of media to explore colour and texture and to make collages and three dimensional models. Their work is often related to literacy, for example, as they make collages of “Humpty Dumpty” and to other areas of learning. The children participate appropriately in music lessons which make a positive contribution to their listening skills. They enjoy singing songs and rhymes and add actions appropriately.

## **ENGLISH**

60. The attainment of pupils now in Years 2 and 6 is well below that expected for their age. One of the main reasons for this is the very low attainment on entry to the school. In addition, there are inconsistencies in teaching and learning in Years 3 to 6, weaknesses in the systems for checking and improving the quality of teaching and in the ineffective use of ongoing assessment. However, pupils’ achievement in Years 1 and 2 is good whilst it is satisfactory in Years 3 to 6. There has been satisfactory improvement since the last inspection.
61. The school has taken advice from the local educational authority (LEA) literacy consultants and is now using the new unit plans from the National Literacy Strategy alongside mixed age planning developed by the LEA to inform daily lesson planning for the different classes in school. The format of the literacy hour is being used flexibly to improve the learning opportunities for the pupils. However, in some of the lessons seen in Years 3 to 6 there were

shortcomings in the teaching. Some lessons were slowly paced and teachers were not fully prepared. On occasions, the teachers' subject knowledge was not secure. In Years 5 and 6 pupils are grouped into two sets; one of higher attaining pupils and the pupils with special educational needs supported by a teaching assistant and a set of average attaining pupils. Although this is a good idea to raise standards, the quality of teaching for average attaining pupils is unsatisfactory and this is hindering these pupils' progress.

62. Throughout the school, standards of speaking and listening are well below national expectations. The majority of pupils have very limited vocabulary and find it difficult to answer in sentences. Many lack the confidence to share their opinions and struggle to describe in detail their everyday experiences. Most pupils are able to listen for short periods of time. However, a large proportion of the lesson in Years 3 to 6 is dominated by the teachers' spoken lesson introductions and some pupils lose concentration and become restless. When teachers ask questions many pupils remain silent and when further encouraged to respond, answer very briefly. This is because some teachers tend to ask 'closed' questions requiring only limited response. In good lessons, pupils are encouraged to work as 'talking partners' or work in larger groups; some pupils are developing the ability to exchange ideas and offer suggestions to problems. Opportunities to develop speaking and listening skills are missed even in the better lessons, and this applies to other subjects as well as English. There are currently no formal procedures to assess this aspect of pupils' learning in English. This has been recognised by the school and is an issue to be addressed through the literacy action plan.
63. In reading, pupils in Years 1 and 2 make good progress in learning basic skills and in using them to access levels of meaning. The use of a well-structured programme to increase pupils' awareness of the sounds of letters is helping lower attaining pupils to learn to read. The structure of the literacy hour is used effectively to provide whole class teaching of letter sounds. The presence of teaching assistants enables class teachers to organise appropriate work for pupils in smaller groups where necessary. As a result, most pupils read simple texts accurately, and some with fluency and enjoyment. Overall pupils achieve well in reading in Years 1 and 2
64. Pupils do not make the same progress in Years 3 to 6. Progress is uneven in this area and this reflects the quality of teaching. Average and lower attaining pupils in Years 3 and 4 had difficulty reading fluently and with expression. They struggled to make meaning from the text and could not identify ways in which the story might develop. In Year 6, average and lower attaining pupils also struggle to read fluently. Pupils guess words from the initial letter sound and are unable to use appropriate strategies to help them to read unfamiliar words. Consequently, pupils are unable to infer meaning or make predictions about the text. Few of the pupils in Years 3 to 6 were able to identify correctly the difference between fiction and non-fiction texts. Progress in these aspects of reading is unsatisfactory and this is particularly so for boys. The school has recognised this and more relevant reading material for boys is to be purchased and some staff training has also taken place.
65. Pupils' attainment in writing at the end of both key stages is well below that expected for their age. At the end of Year 2, higher and average attaining pupils are beginning to write independently, putting their ideas in a logical sequence. The higher attaining pupils are beginning to use capital letters and full stops correctly to denote sentences and are generally secure when spelling simple words. Pupils who are considered average for the school do not always use full stops and capital letters when writing. The lower attaining pupils are at an earlier stage of development. They understand that print carries meaning but struggle to write in sentences. Spelling is inaccurate and on occasion pupils do not leave spaces between words. Pupils write

for a range of purposes including story telling, instructions, letters and writing accounts of their own experiences. Handwriting, although correctly orientated, is not always well formed and pupils print rather than use the joined style of writing. The presentation of pupils' work is generally neat and tidy.

66. Pupils in Years 3 to 6 are beginning to write for a range of purposes. However, written work in Years 3 and 4 is dominated by a series of short exercises with little evidence of pupils being given the opportunity to write for an extended period of time. This is also the case in Year 6 where pupils' books only contained work from January 2003 onwards. By Year 6, the writing of higher attaining pupils is beginning to be structured but the accurate use of the full range of punctuation is still insecure. Letter formation is accurate and the presentation of work neat. Average attaining pupils have similar opportunities for writing but their sentence construction is limited and they use a narrow range of vocabulary. Lower attaining pupils write their ideas in order and are beginning to use full stops and capital letters when writing sentences. Their handwriting and the presentation of their work are untidy. There is no evidence to show that computers are used as an integral part of literacy lessons either as a teaching aid or to help with drafting and presentation of work.
67. Pupils with special educational needs make satisfactory progress towards the targets set for them. Their needs are identified and initiatives to improve the skills of reading and writing of these pupils are beginning to have an impact. Teaching assistants provide individuals and groups with good support for learning during literacy lessons. One teacher and a member of the governing body have received training in Reading Intervention. These one-to-one teaching sessions are used successfully to improve individual pupils' reading skills.
68. Taken overall the quality of teaching is satisfactory. In Years 1 and 2 teaching is good but in Years 3 to 6 it varies from unsatisfactory to good. The majority of teachers establish good relationships and manage the pupils well and as a result the majority of pupils behave well. In the good lessons, teachers have high expectations, the teaching assistants are used well and a variety of activities engage the pupils' interest. For example in a lesson for the higher ability and the pupils with special educational needs in Years 5 and 6, the acting head teacher used white boards and 'talking partners' to encourage all pupils to take part in the lesson. During the reading of the story the teaching assistants effectively supported pupils whose attention was beginning to wander by asking them appropriate questions. Pupils' moral development was promoted as the teacher skilfully used the fable to stress the point that everyone is good at something. Although the independent work was challenging, by the end of the lesson, the majority of pupils knew the features of a fable and the higher attaining pupils were able to justify why the moral matched the fable. In Years 1 and 2, good questioning and use of resources supports pupils' learning. The pupils were immediately engaged in their work by the teacher's clever use of a puppet to make the learning of letter sounds fun and interesting. The learning intention of the lesson was effectively shared with the pupils at the start of the lesson and reviewed at the end so pupils could assess how well they had succeeded in this lesson.
69. However, this is not common practice throughout the school and in the unsatisfactory lessons the conclusions to lessons are not used satisfactorily to review learning. In a lesson for Years 5 and 6, higher attaining pupils, very little learning took place as the teacher was not adequately prepared and pupils were expected to sit listening to the teacher for far too long. The teacher did not manage restless behaviour appropriately and a small minority of boys were completely excluded from the activity. In Years 3 and 4, one of the part-time teachers spends far too long talking at the pupils and her classroom organization skills are unsatisfactory. Inconsistencies can be found in the quality of teachers' marking of pupils' work throughout the school. This reduces

the impact of teaching and denies pupils the opportunity to have a record of what they have done well and what they could do to improve. The lack of systematic planning for the use and development of writing skills in other subjects, lead to further inconsistency and to missed opportunities for teachers to improve the quality of learning.

70. The school has developed good procedures to assess the achievements of its pupils. Termly assessments take place in all three key stages and information gained from end-of-key stage tests and optional tests in Years 3, 4 and 5 is analysed to highlight areas of weakness. Tracking and targeting systems are used to make predictions and set individual targets for English and mathematics. However, pupils are not always fully aware of their learning targets and therefore the impact of this system is minimal.
71. Leadership and management are satisfactory. The subject co-ordinator and headteacher have identified the need to raise standards in English through school. Issues for improvement are clearly identified in the school development plan. The co-ordinator has a developing understanding of standards on entry and at the end of each key stage. There has been one opportunity to monitor the quality of teaching in the classroom and further observations are planned. A new policy for English has been written discussed with staff and implemented through school. Resources have been audited and recent purchases have included books to support group reading and non-fiction books for the newly relocated library area. The literacy action plan contains appropriate priorities for improvement but would benefit from stating specific targets for improvement in each year group and by being more focused on identified areas for development. Coverage of areas such as speaking and listening skills, drama, writing in different contexts and links with information and communication technology is not yet adequately achieved. The role of the co-ordinator should be further developed to include regular monitoring and evaluation of teachers' planning, pupils' work and the quality of teaching and learning across the school. The teaching of English makes a satisfactory contribution to the spiritual, moral, social and cultural development of all pupils and although overall improvement since the previous inspection is unsatisfactory, since September improvement is satisfactory.

## **MATHEMATICS**

72. The attainment of the majority of pupils currently in Year 6 is well below that expected for their age but their achievement is satisfactory overall. In Year 2, attainment is well below the standards expected of pupils this age but evidence shows that their achievement is good. There is limited evidence of pupils working above the level expected for their age in both Years 2 and 6. The progress of pupils with special educational needs is satisfactory throughout the school and is good when teaching assistants support these pupils.
73. In Year 2, pupils have a good knowledge of addition to 10 and can recognise the words 'total', 'plus' and 'count on'. They know the term 'pair' and most pupils know the pairs of numbers that make 10. Higher attaining pupils can add together 3 numbers and know to put the highest number first when carrying out a calculation. Although pupils are confident working with numbers to 10 and 20 this is below the level expected for pupils of this age. Pupils are well behaved and try hard to explain the strategies they use but poor speaking skills often prevents them from explaining their strategies clearly to other pupils. They make good progress in Year 2. By Year 6, higher attaining pupils multiply by 10 and by 100 and have a secure knowledge of place value. All pupils are able to use a calculator to solve number problems. Overall however, pupils problem solving skills are under-developed. Lower attaining pupils are not confident with the 6 and 7 times tables and need adult support. Pupils understand different mathematical processes. Average attaining pupils are confident with doubling and halving with

decimals and have a secure knowledge of the use of brackets. Less able pupils divide numbers by 10 and divide a simple 2-digit number by a one digit number. Again although pupils are confident with the work they do, much of it is at a much lower level than is expected for Year 6 pupils. The higher attaining mathematicians are given work from the 'Springboard' mathematics programme of work which is intended for Year 5 pupils. This reflects low expectations by the temporary teacher who is taking this group of pupils. Pupils' work is mainly well presented and they take pride in their work. In lessons the majority of pupils are well behaved and respect each other.

74. The school has implemented the National Numeracy Strategy satisfactorily and the Framework is used as the basis of planning to ensure that learning is continuous throughout the school. Most teachers demonstrate good knowledge of the Strategy and willingly adapt the structure and format with an oral and mental mathematics session at the beginning of each lesson. However, there are times when teachers talk for far too long and do not allow pupils to discuss their own ideas for solving problems. In the majority of lessons, pupils have good attitudes to learning. Teaching assistants are used well in numeracy lessons and have a positive impact on pupils' learning and achievements. In order to raise standards, the pupils in Years 5 and 6 are grouped into two sets; one of higher attaining pupils and one of average attaining pupils with the lower attaining pupils working with a teaching assistant. Although this is a good idea the quality of teaching occurring in both sets is not good enough to have the necessary effect of raising standards.
75. The quality of teaching overall is satisfactory. The quality of teaching is good in Years 1 and 2 and this is beginning to have an impact on pupils' achievement and their attainment. In good lessons the Years 1 and 2 teacher plans well to use a variety of strategies that motivate pupils. The teacher encourages pupils to explain their methods securely developing their correct use of mathematical vocabulary. Although many pupils lack confidence in speaking aloud, the teacher patiently and sensitively encourages them to express their ideas. The good relationships in the class result in pupils behaving well, concentrating and showing enthusiasm. The quality of teaching in Years 3 and 4 is satisfactory overall. There is evidence of good teaching in Years 3 and 4 by one of the part-time teachers who plans activities that make pupils think and good use is made of the teaching assistant to support pupils' learning. The learning intention is shared with pupils so they are clear about what to do and the good use of praise and encouragement has a strong impact on pupils' learning. There is some unsatisfactory teaching in Years 5 and 6 where teachers are not prepared well and the pace of lessons is slow. In one lesson in Years 5 and 6, learning opportunities were lost due to unsatisfactory classroom organisation and the teacher overly directing pupils' thinking. The teacher did not encourage pupils to explain their answers and failed to correct misconceptions. Opportunities for pupils to use mathematical vocabulary correctly were unsatisfactory. In another lesson, the teacher was too easily allowed to become distracted by issues unconnected with the lesson and there was very little new learning occurring.
76. Leadership and management of the subject are good. The mathematics co-ordinator is knowledgeable about the subject and detailed analysis of assessment data identifies each year groups' strengths and weaknesses and areas for improvement. Priorities for improvement are identified in a good action plan. The co-ordinator and the governor responsible for numeracy have worked closely together to put together a programme of support for Years 3 and 4 based on the analysis of assessment data. A good audit of resources has ensured that the subject is resourced appropriately. The co-ordinator has had the opportunity to monitor and evaluate classroom practice. Although there is evidence that the mathematics co-ordinator makes effective use of ICT in her classroom, this is not developed throughout the school. Day-to-day

assessment and record-keeping systems are not securely established. Written marking in the subject is unsatisfactory and does not help the pupils to improve the quality of their work and raise their attainment. Pupils are not fully aware of 'next steps' in learning, nor do they know how they might achieve them or when they have been achieved. The subject makes a satisfactory contribution to pupils' social and moral development. Since the previous inspection, improvement has been unsatisfactory but since the appointment of the acting head teacher improvement has been rapid and therefore there has been satisfactory improvement overall.

## SCIENCE

77. The attainment of the majority of pupils in Year 2 matches the national expectation and their achievement is good. The attainment of the majority of pupils in Year 6 matches the national expectation and their achievement is satisfactory. This is an overall improvement since the previous inspection. The achievement and progress for pupils with special educational needs throughout the school is satisfactory. The very good national tests results of 2002 were very high because of the specialist teaching that pupils received.
78. Although no lessons were observed for pupils in Years 1 and 2, an analysis of their work and classroom displays, together with the teachers' planning, assessment records and discussion indicate that the teaching is good and pupils make good progress. Standards have improved since the previous year although there is limited evidence of higher attainment. The teacher uses her good subject knowledge to plan a range of practical activities which effectively develop pupils' knowledge and understanding. As a result of this, pupils in Year 2 have a sound scientific knowledge, use appropriate technical language and develop satisfactory skills of making predictions and carrying out a fair test, for example, as they investigate the properties of different materials. Pupils have covered a wide range of scientific topics including life processes and living things, physical processes and materials. They identify ways in which an animal is suited to its environment and know that humans stop growing at a certain age. Pupils record their findings in a variety of ways using charts, drawings and labelled diagrams. They apply their literacy skills well as they record their predictions and observations using full sentences, appropriate use of capital letters and full stops and accurate attempts at spellings. In the main, presentation is satisfactory and teachers' marking is used satisfactorily to inform pupils of how well they have achieved and what they need to do next.
79. The teaching of pupils in Years 3 to 6 is satisfactory overall. However, teachers do not build sufficiently on the good practical work carried out in Years 1 and 2 and this results in the unsatisfactory development of the skills of scientific enquiry. The teachers plan their lessons appropriately and build on what the pupils already know to extend their learning further. For example, pupils in Years 5 and 6 use their knowledge of the pollination of plants as they investigate the life cycle of animals. There is good use made of correct scientific language and a minority of pupils in Years 3 and 4 use their previous investigative work on insulation to suggest appropriate ways of developing a fair test, for example, as they discuss methods of testing the absorbency of various materials. However, in the lesson seen in this class, pupils soon lose interest because they are not all fully involved in the question and answer sessions and the pace is slow. They are inattentive as the teacher explains the follow up task, the implementation of the test is slow and noise levels rise. This results in some inappropriate behaviour which impedes learning. Pupils in Years 5 and 6 are clear about what they are to learn because the teacher shares the learning of the lesson with them and gives clear explanations for follow-up tasks. Pupils initially stay on task and work satisfactorily in pairs and groups using research skills appropriately to investigate the life cycles of a variety of animals. However, this activity lacks challenge, especially for the higher attaining pupils, because the

texts are not appropriately matched to the pupils' abilities and the pace is slow. As a result pupils lose interest, become noisy and a small minority of boys use books inappropriately and display some inappropriate behaviour which impedes not only their own learning but that of others. In both lessons seen the teaching assistants give appropriate support to pupils with special educational needs by clarifying information and explanations. In Year 6, pupils have a satisfactory understanding of scientific topics such as life processes and living things, light and sound and changes in different materials.

80. Pupils in Years 3 to 6 have insufficient opportunities to conduct their own experiments. As a result their ability to hypothesise, draw conclusions and explain their observations is underdeveloped. Insufficient use is made of literacy skills when recording their findings and written tasks lack challenge, particularly for the higher attaining pupils, because most of it is copied. The majority of pupils' work is presented satisfactorily and whilst marking gives words of encouragement it provides the pupils with little information about how to improve the standard of their work. Throughout the school insufficient use is made of ICT to research information or record, interpret and present data. Pupils' work is appropriately displayed in the classrooms with useful teacher prompts and scientific word-banks to enhance learning. The subject makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development.
81. Leadership and management are satisfactory. The school uses the nationally produced programme of work to plan an appropriate range of scientific activities for all pupils and there is an up-to-date policy. The subject co-ordinator is new to the post, but is enthusiastic and has good subject knowledge. She has a clear overview of standards within the school and all test results are rigorously analysed to identify strengths and weaknesses in the subject and to inform teachers' future planning. However, the school lacks an effective system of assessment to enable it to monitor the attainment of individual pupils. Consequently there is not always sufficient information for teachers to set specific targets for individuals or groups of pupils to improve their performance. There is no checking on the effectiveness of teachers' planning or on the quality of teaching and learning to ensure that learning is continuous as pupils move through the school. However, the co-ordinator's action plan highlights clear priorities for development, namely to develop scientific enquiry skills across the school and to develop effective procedures for assessing and recording attainment and achievement. Resources are good, well organised and easily accessible. Visits such as to the Zoo Lab and the annual residential visit to Kingswood, together with the use made of school and the local environment, effectively enhance the pupils' scientific learning.

## **ART AND DESIGN**

82. Pupils in Years 2 and 6 are working at levels expected for their age and their achievement throughout the school is satisfactory. There was insufficient evidence to make an overall judgement on the quality of teaching and learning as no lessons were observed. Pupils with special educational needs are fully included in all activities and make satisfactory progress. The school is just beginning to identify pupils who are gifted or talented in art and design but at the present time there is limited specific provision to meet their needs.
83. Pupils throughout the school are able to develop their artistic skills using a range of media. In Years 1 and 2, pupils experiment well with paint, mixing colours and creating different shades and tones. They show satisfactory skills in the development of their collage work as they use a variety of textures and materials and experiment with different joining techniques to create the correct effect, for example, in their large scale display of the Creation story. In all classes,



pupils learn the importance of close observational skills as, for example, in Years 1 and 2 pupils study facial features when painting self portraits. As they move through the school, pupils' drawings and paintings show increasing attention to the fine detail associated with sound observational skills. This was illustrated by Years 5 and 6 pupils as they use pencil, pastels and charcoal to draw "still life" objects. Pupils gain a satisfactory knowledge and understanding of the works of famous artists and use their work, for example, that of Seurat as a stimulus, to create their own paintings.

84. Art and design is effectively used to record and enhance learning in other areas of the curriculum. For example, pupils in Years 1 and 2 use their knowledge of themselves studied in science when painting self portraits, whilst pupils in Years 3 and 4 use ancient Egyptian hieroglyphics to print materials. Although there is insufficient use made of ICT for pupils in Years 3 to 6, it is used appropriately in Years 1 and 2 to develop further their artistic skills as they make patterns in the style of Mondrian, create firework pictures and draw and colour animal pictures. Pupils' work is effectively displayed to create a welcoming and attractive working environment and to celebrate pupils' achievement. Art and design makes a satisfactory contribution to pupils' spiritual, moral, social and cultural development and includes opportunities to work with an "artist in residence" and pupils from the local secondary school.
85. Leadership and management of the subject are satisfactory. There is an up-to-date policy and the nationally approved scheme of work provides sound guidance for teachers' planning. The subject co-ordinator is new to the school and she has had little opportunity to check on the effectiveness of teaching and learning. There are few systems in place to assess or record pupils' progress in acquiring skills in art and design or to ensure that learning is continuous as they move through the school. However, the co-ordinator has a clear action plan that identifies accurately what needs to be done to improve standards. Resource provision is currently unsatisfactory.

## **DESIGN AND TECHNOLOGY**

86. Pupils in Year 2 attain levels expected for their age and their achievement is good. There is insufficient evidence on which to make a secure judgement on the standards that pupils in Year 6 attain or on the quality of teaching and learning overall.
87. Throughout the school, good emphasis is placed on the planning, designing, making and evaluating process. In Years 1 and 2, pupils have opportunity to develop their skills in making models using different construction kits. They learn about the properties of different materials and how best to use, assemble, join and combine them. Year 2 pupils show satisfactory skills in designing and making a vehicle that incorporates an axle and moving wheels. Older pupils are given the opportunity to develop their skills using a wider range of tools and materials. For example, as they worked with an "artist in residence" to create a very effective ceramic mural in the environmental area. Photographic evidence indicates that these pupils are developing their ability to evaluate their work as well as making modifications as necessary.
88. Teaching is good for pupils in Years 1 and 2 and they make good progress. This is because the teacher has good knowledge of the subject and plans appropriate practical activities which are well suited to the pupils' abilities and keeps them well motivated. Pupils are very clear about what they are to do because of the teacher's clear explanations and effective use of wall displays and pupils' previous work. Pupils show a good understanding of the properties of materials as they choose that which is most appropriate for their task and they use tools safely and carefully. Pupils use their plans well and show satisfactory skills when measuring, cutting

and joining materials. Good emphasis is placed on pupils discussing their work and evaluating their finished model against the original design. They are encouraged to use specific language for their task, for example, chassis, axle, wheels and dowelling. Pupils respond well to the high expectations and well established routines by listening carefully, discussing sensibly and behaving well. They show good attitudes to their work as they become engrossed in their model making, show good levels of perseverance and enjoy what they are doing. Pupils work well together, share ideas and resources and help each other.

89. Design and technology is linked well to other subjects. For example, pupils in Years 1 and 2 use their scientific knowledge of levers as they make attractive moving pictures and apply their measuring skills to making cardboard suitcases for evacuees to complement their work in history. All pupils have appropriate opportunity to apply their writing skills as they plan, modify and evaluate their work. However, insufficient use is made of ICT to further enhance learning.
90. Leadership and management are currently underdeveloped because there is no permanent subject co-ordinator in post. The temporary teacher has taken on the role since January and has had limited opportunity to check on the effectiveness of teaching and learning or on the standards pupils are attaining throughout the school. There is an appropriate policy in place but this needs updating to include health and safety issues. Teachers use the nationally agreed programme of work, which provides sound guidance for their planning. However, there are no systems in place to identify strengths or areas for improvement or to track pupils' progress to ensure that skills are developed year-on-year as pupils move through the school. This is an area for development, which has not been identified in the co-ordinator's action plan. Resources are unsatisfactory but the subject makes a satisfactory contribution to pupils' personal and social development. There is insufficient evidence to make a judgement on improvement since the previous inspection.

## **GEOGRAPHY**

91. During the inspection, it was not possible to observe teaching in geography and only a small amount of written work was available for scrutiny and therefore no judgement can be made about attainment, achievement or teaching and learning in this subject.
92. From the evidence seen throughout school, a satisfactory range of work takes place. In Years 1 and 2 pupils have learnt to read simple maps. They have been introduced to the flags of different countries, and have made passports after investigating what actual passports look like. In Years 5 and 6, pupils have carried out a river study, which they say they enjoyed.
93. Leadership and management of the subject are satisfactory. The subject co-ordinator has only very recently taken on this role, and has not yet had the opportunity to monitor teachers' planning, pupils' work or the quality of teaching and learning across the school. The newly revised long-term planning for geography is based on a two-year programme of work and this links to a scheme of work, which is based on national guidelines. Assessment and record keeping are areas that need to be improved. Some work has been carried out on collating and auditing resources for the subject. However, there is not enough use of ICT resources such as CD ROMs and the Internet to support teaching and learning in most classes. The subject makes a satisfactory contribution to pupils' social, moral and cultural development. Pupils need to be given more opportunities to produce quality pieces of writing in this subject and the

assessment of pupils' knowledge and understanding should be developed so that pupils are always clear about their achievements and how they can improve the standard of their work.

## **HISTORY**

94. During the inspection, history was not taught and only a small amount of work was available for scrutiny. As a result, no judgement can be made about attainment, achievement or teaching and learning in this subject.
95. However, a satisfactory range of work takes place throughout the school. In Years 1 and 2, pupils have produced good work on Remembrance Day using drawings and diagrams to represent 11 November 1918. Visits to museums take place and provide sound support for pupils' learning. A recent visit to Tullie House in Carlisle gave pupils good experience of working with Egyptian artefacts.
96. The leadership and management of the subject are satisfactory. The current co-ordinator has only very recently taken on the role on a temporary basis and has not, as yet, had the opportunity to monitor teachers' planning, pupils' work or to observe the quality of teaching and learning across school. The newly revised long-term planning for history is based on a two-year programme of work and this links to a scheme of work based on national guidelines. Assessment and record keeping are areas that need improvement. A recent audit of resources to support teaching and learning in the subject revealed that there are very limited ICT resources in most classrooms. Overall, however resources are satisfactory. The subject makes a satisfactory contribution to pupils' social, moral and cultural development. Further guidance should be provided to enable teachers' to plan for and increase opportunities to write about historical events and on the quality and use of the ongoing assessment of pupils' work. Written marking does not clearly identify what a pupil has done well and what is necessary to improve.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

97. There was insufficient evidence available during the inspection to make a secure judgement on overall attainment, achievement or teaching and learning in ICT. However, the subject co-ordinator acknowledges that, although standards are not as good as they should be by the end of Years 2 and 6, they are improving. The curriculum is broad and balanced and pupils throughout the school have the opportunity for a weekly skills lesson in the Community Development Centre. Pupils enjoy these sessions and Years 3 and 4 pupils speak interestedly about using the internet to research information about the Egyptians while Years 5 and 6 pupils talk about their first attempts to use a multi-media presentation program. Although Years 3 to 6 pupils are taught computer skills weekly, the school recognises that these pupils do not have sufficient opportunities to use these skills across the different subject areas. This is partly due to a lack of hardware, which, although satisfactory, needs to be improved. Software resources are unsatisfactory. Some teachers' lack of expertise in this subject is negatively affecting pupils' attainment and progress in these year groups. A very different picture exists in Years 1 and 2 where opportunities are maximised for pupils to use ICT resources although opportunities are still restricted through the lack of software provision. In a mathematics lesson, Year 2 pupils used the 'mouse' and keyboard satisfactorily, independently printing their finished work. Pupils' social and moral development is encouraged satisfactorily through the opportunities for pupils to work together and share ideas.
98. Leadership and management of the subject are good. The new subject co-ordinator has very quickly identified strengths and weaknesses in the provision and has a good action plan in place

to address the deficiencies. Very appropriately the lack of some teachers' expertise in the subject has been linked to performance management and training is being provided. The programme of work in place is appropriately adapted from national guidance, which ensures that learning is continuous throughout the school. Assessment and record keeping procedures are in need of development and the co-ordinator has good plans to produce portfolios of work to show pupils examples of good work. Another planned activity is the introduction of a computer club, which will be taken by one of the governors. This should effectively enhance ICT provision.

## **MUSIC**

99. There was insufficient evidence available during the inspection to make a secure judgement on attainment, achievement or teaching and learning in music. Pupils' singing during assemblies is satisfactory, they keep in time with the music and pay appropriate attention to rhythm. Pupils show satisfactory attitudes to the subject by listening attentively to the choice of assembly music and by playing percussion instruments sensibly.
100. The provision for extra-curricular activities in music is satisfactory. A recorder club has recently been established for pupils in Years 3 and 4 and pupils have enjoyed visits from the Cumbria Ensemble and the opportunity to sing for local senior citizens at harvest time and Christmas. This encourages care for others within the community and satisfactorily promotes their social, moral and cultural development. The success of their first Christmas concert for several years was a real boost to pupils' self esteem and gave them a new found confidence in their abilities to sing and perform. This makes a positive contribution to pupils' personal, social and cultural development.
101. Leadership and management are satisfactory. There are two subject co-ordinators who are new to the role and have not yet had time to check the effectiveness of planning or teaching and learning throughout the school. The nationally approved programme of work provides sound guidance for teachers' planning. Resources for the subject are satisfactory although there is insufficient use made of information and communication technology to support the subject. The co-ordinators' clear action plan highlights appropriate areas for development which include developing staff training and procedures for assessment and record keeping in order to ensure that pupils' learning is continuous as they move through the school. There is insufficient evidence to make a judgement on improvements since the last inspection.

## **PHYSICAL EDUCATION**

102. There was insufficient evidence available during the inspection to make a secure judgement on attainment, achievement or teaching and learning in physical education. Leadership and management of the subject are satisfactory. The subject co-ordinator has only recently taken on the role but has a clear understanding of what is needed to improve subject provision through a thorough audit of physical education provision. In order to improve her expertise the co-ordinator is attending a six week course and is working with other small schools in the area to produce a policy to support teachers' work in this subject. The curriculum is broad, balanced and relevant to all the pupils although the school is aware of the need for pupils to have more time at physical education activities. The pupils in Years 3 to 6 go swimming and by the time that they leave school, most pupils can swim the national expectation of 25 metres. Procedures for assessment and record keeping need to be improved to ensure that learning is continuous throughout the school. The accommodation is good but resources are just satisfactory. The co-ordinator has however begun ordering new equipment. The curriculum is enhanced by the

after-school clubs of netball and football the latter of which is run by a parent governor. The good plan in place for an after-school gym club should further improve provision. Pupils' social and moral development is satisfactorily promoted by this subject. There is insufficient evidence to report on school improvement.

## **RELIGIOUS EDUCATION**

103. The attainment of pupils in Years 2 and 6 matches the expectation of the locally agreed syllabus. Achievement of pupils, including those with special educational needs, is satisfactory as they move through the school.
104. Pupils in Year 2 describe festivals of light from different religions such as Diwali, Hanukkah and Christmas. They have knowledge and understanding of various symbols and artefacts associated with different world faiths and know that each has its own "special book". They have a sound knowledge of the Creation story and describe special times of celebration such as Harvest and Christmas. Much of the pupils' learning is through story, discussion and practical activities which the pupils particularly enjoy. Pupils apply their literacy skills satisfactorily as they record their work through stories, prayers and sequencing activities, showing appropriate use of capital letters and full stops. The higher attaining pupils extend their writing skills well as they retell, at length, the nativity story.
105. Pupils in Year 6 show a satisfactory understanding of the main features of faiths such as Islam and Judaism. They are familiar with the key events in the life of Jesus and stories from the New Testament. Pupils consider the importance of prayer, expressing their own thoughts and feelings in prayers, for example, for the harvest service. Their work is recorded in a variety of ways and presentation is mostly satisfactory. However, opportunities are missed for pupils to extend their independent writing skills as, for example, all pupils in Year 5 and 6 copy the same work. Insufficient use is made of information and communication technology and information books to enhance pupils' research skills. However, there are good quality displays throughout the school using pupils' work, posters and artefacts to further develop pupils' learning in religious education.
106. Insufficient teaching was seen for pupils in Years 3 to 6 to make an overall judgement on teaching. However, teaching for pupils in Years 1 and 2 is good. This is because the teacher's good use of voice and variety of resources engaged the pupils' interest throughout the lesson and they listened attentively and with obvious enjoyment. The pupils responded well to the calm, reverent atmosphere as the teacher prepared a Shabbat meal with gasps of wonder at the flowers set out and the effect of candles in the darkened classroom. Appropriate opportunities were planned to explore and express their feelings and, through their class prayer, to think about others. Pupils' attitudes were very good and they behaved very well due to the good relationships between adults and pupils and the teacher's high expectations. The teaching assistant ably supported the lower attaining pupils throughout the lesson. The very practical nature of the lesson and the teacher's clear explanations ensured that all pupils made good gains in their learning.
107. In part of a lesson seen for pupils in Years 5 and 6, learning was unsatisfactory because the task set did not match the abilities of the pupils. As a result pupils lost interest and a significant minority displayed inappropriate behaviour because the task was too difficult. This impeded not only their learning but that of others. Although pupils were able to recap appropriately on their previous learning, they had little input into the lesson because the teacher talked for too long and

again pupils lost interest. The inappropriate organisation of the texts from the Qur'an meant that very little new learning took place.

108. Leadership and management are satisfactory. The co-ordinator has good subject knowledge and has attended appropriate training courses. Although the policy to provide guidance for teachers is not up-to-date, use of the locally agreed syllabus, together with nationally approved guidance and the local education authority programme of work ensure that learning is continuous throughout the school. However, there are few systems in place to check the effectiveness of teachers' planning or of teaching and learning within the classroom. Nor are there any formal procedures in place for assessing pupils' attainment or recording their progress to ensure continuous learning as they move through the school. Written marking does not consistently inform pupils of why their work is good or how it might be improved. The school's own resources are currently unsatisfactory, but the local church has funded the purchase of books and videos. This, together with a local loan scheme and visits to local churches, helps enhance pupils' spiritual, moral, social and cultural development. There is insufficient evidence to make a judgement on improvement since the previous inspection.