

INSPECTION REPORT

ARNSIDE NATIONAL CE PRIMARY SCHOOL

Arnside

LEA area: Cumbria

Unique reference number: 112311

Headteacher: Mr A Cook

Lead inspector: Mrs A Dawson
Dates of inspection: 19 – 22 January 2004

Inspection number: 255365
Inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary aided
Age range of pupils: 4 - 11
Gender of pupils: Mixed
Number on roll; 135

School address: Church Hill
Arnside
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Appropriate authority: Governing body
Name of chair of governors: Mr I Dudley

Date of previous inspection: 22nd June 1998

CHARACTERISTICS OF THE SCHOOL

Arnside National Church of England Primary School is smaller than most primary schools with 135 pupils on roll. The school serves a mixed area with pupils drawn from a range of socio-economic backgrounds within the parish of Arnside and from neighbouring areas. There are 5.1 per cent of pupils with special educational needs, including a pupil with a statement of special educational needs. This is well below the national average. The needs of these pupils include learning, social, emotional and physical difficulties. The school has a moderately stable population. There are no pupils from minority ethnic backgrounds or pupils speaking English as an additional language. Overall, attainment on entry to full-time education is above that found nationally.

The school has achieved a number of awards. The pupils have gained an 'Activemark' for sport, and a 'Football Association Charter Standard', the 'Healthy Schools' award and an 'Early Years Excellence Kitemark'. Additionally, the pupils in Year 6 learn French for one hour each week. Year 6 pupils take part in an Environment Agency project in connection with their geography curriculum and a pilot programme in mathematics, 'Cognitive Acceleration through Mathematics Experience' (Primary CAME).

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
11608	Anna Dawson	Lead inspector	Mathematics; science; art and design; design and technology; music; Foundation Stage.
32661	Peter Hopkins	Lay inspector	
32577	Lynda Trueman	Team inspector	English; information and communication technology; citizenship; geography; history; physical education; personal, social and health education and citizenship; special educational needs.

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PART A: SUMMARY OF THE REPORT

Arnside National School is a small Church of England school in Arnside, Cumbria, inspected 19 – 22 January 2004 by an inspection team led by Mrs A Dawson.

OVERALL EVALUATION

This is an excellent school with some outstanding features. It provides very good value for money. There are many strengths with little to improve. The pupils receive a very good and at times excellent education.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science, geography and physical education are high. The pupils' work in information and communication technology (ICT) is outstanding.
- There is very good and at times excellent teaching which results in all groups of pupils achieving very well. The provision for pupils with special educational needs is very good.
- There is a very good curriculum. The extent to which it has been devised to motivate and inspire pupils to learn is excellent.
- There is excellent leadership by the headteacher. The school is managed and governed very well.
- Although pupils have very good attitudes to work and behave very well overall, a minority of pupils do not take enough responsibility for their actions.
- The hall is too small and restricts some pupils' work in physical education.

The school has improved significantly since the last inspection in 1998. It has successfully addressed the key issues raised at that time. The high standards that pertained at the time have been maintained. Improvements have been made to the leadership, the quality of education and the accommodation.

STANDARDS ACHIEVED

Throughout the school, pupils **achieve very well**. Children get a very good start in the reception class and most surpass the nationally expected goals that children are expected to reach by the end of reception. They are working towards or within the National Curriculum by the end of the year. By the end of Year 2, standards are well above average in reading, writing and mathematics.

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	C	A*	A*	A
Mathematics	A	B	A*	A
Science	A	A	A	A

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

The above table shows that in 2003 standards were very high for the pupils in Year 6 in English and mathematics and well above average in science. When compared with results in similar schools standards were well above average. The present Year 6 pupils are achieving very well and attaining well above average standards in English, mathematics and science. Overall standards may not be the same as those in 2003 because the attainments of pupils vary from year-to-year and the small number of pupils taking the tests impact significantly on the overall standards.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. Pupils behave very well in lessons and during playtimes. Their attendance and punctuality are very good. Occasionally, a small minority of pupils lack some self-control in their responses in lessons. This is being addressed within the personal and social curriculum and the newly formed school council.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. There are very good systems for tracking and assessing pupils progress and assessing their achievements which underpin the school's work. High standards and curriculum provision have been maintained and strengthened since the last inspection because the school is constantly seeking to improve the quality of its work.

The quality of teaching and learning is consistently **very good** throughout the school and excellent at times. Excellent teaching was observed in mathematics and dance. However, the hall is too small for physical education activities demanding space such as some games and gymnastics. Teachers hold pupils' interest very well because a lot of thought is put into planning lessons to make very effective links between subjects and to promote pupils' problem-solving and investigational skills. As a result, pupils are motivated to learn skills and improve their knowledge and understanding of subjects rapidly. The staff work very well together as a team to share expertise and improve their teaching and provide interesting and challenging work for all pupils. Relationships throughout the school between staff and pupils are very good. There are high expectations of behaviour and work.

The school provides a very good curriculum. The design of the curriculum to maximise pupils' learning is excellent. Not only do staff successfully link subjects together in planning lessons but provide additional challenges through enrichment activities and projects. For example, the curriculum is enhanced by a very good personal social and health education and citizenship programme. In Year 6 it is enriched very successfully by weekly French lessons. Pupils extend their knowledge, skills and understanding of mathematics and geography very well by participating in an Environmental Agency project and a mathematics project designed to accelerate pupils' learning.

The school takes very good care of the pupils. There is a successful partnership with parents. The school has very good links with the local community and with other nearby schools.

LEADERSHIP AND MANAGEMENT

There is **excellent** leadership and **very good** management of the school.

The governance of the school is **very good**. The headteacher and the teachers work very well together. The leadership of the headteacher and the staff show excellent commitment for improving the quality of their work. The governors have a very good understanding of the strengths and weaknesses of the school and work closely with the school for improvement in performance and provision. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils are very pleased with the school. Parents are particularly appreciative of the quality of teaching and learning. Pupils enjoy school and like their lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to improve are:

To develop the work of the school council so that pupils take more responsibility for their actions.
To endeavour to increase the size of the hall.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

The lower attaining, the average and the higher attaining pupils **achieve very well** throughout the school. The pupils with special educational needs and the children in the Foundation Stage¹ achieve very well. Standards are **well above average** in reading, writing, mathematics, science, ICT and geography by the end of Year 2. Standards are **well above average** in English, mathematics, science, ICT, geography and physical education by the end of Year 6.

There was insufficient evidence to make a judgement on standards in design and technology, history and music.

Main strengths and weaknesses

- Pupils achieve very well throughout the school. The pupils with special educational needs achieve very well.
- Standards are high in reading, writing, mathematics and science by the end of Year 2 and in English, mathematics, science, ICT and geography and physical education by the end of Year 6.

Commentary

1. Because of their very good achievement resulting from the very good teaching and learning, most children in the Foundation Stage meet and exceed the Early Learning Goals in all six areas of learning. Most pupils are working within or towards the National Curriculum by the time they enter Year 1.

Standards in national tests at the end of Year 2 – average point scores in 2003

Standards in:	School results	National results
reading	18.3 (17.5)	15.7 (15.8)
writing	17.0 (15.9)	14.6 (14.4)
mathematics	18.5 (18.1)	16.3 (16.5)

There were 25 pupils in the year group. Figures in brackets are for the previous year

2. By the end of Year 2, pupils continue to achieve very well and standards are well above average in reading, writing, and mathematics when compared with all and similar schools. Standards have been high for the last four years and the rate of improvement in standards is above the national trend.

Standards in national tests at the end of Year 6 – average point scores in 2003

Standards in:	School results	National results
English	30.3 (30.9)	26.8 (27.0)
mathematics	30.3 (28.0)	26.8 (26.7)
science	31.3 (30.7)	28.6 (28.3)

There were 18 pupils in the year group. Figures in brackets are for the previous year

¹ The Foundation Stage refers to the children in the reception class in this school.

3. In the 2003 National Curriculum tests and assessments for Year 6 pupils, standards were high in English and mathematics and well above average in science when compared with pupils in all schools. In comparison with pupils in similar schools, standards were well above average in English, mathematics and science. Pupils achieved very well as 61 to 72 per cent attained at the higher levels in the tests. Pupils in the present Year 6 are on course to attain well above average standards in English, mathematics and science by 2004. The achievement of all pupils is very good with significant proportions on course to attain at the higher levels. The overall standards are slightly lower for the present Year 6 pupils as there is a greater proportion of pupils working at the expected rather than the higher levels. The school has successfully sustained the high standards in line with the national trend over the last four years. Targets set in English, mathematics and science for the 2003 National Curriculum tests were challenging. These were met for the expected level and exceeded at higher levels considerably. A focus on developing pupils' problem-solving skills has contributed very well to the pupils' achievement.
4. Most pupils, including those with special educational needs achieve very well in lessons, because they are so well included and provided for. Barriers to learning are successfully overcome and all pupils are given the help they need and encouragement to succeed. The school has a very effective system to track the achievements of all pupils. Because pupils' work and test results are under constant review, teachers quickly identify pupils needing most help. The additional help given by the teaching assistants as well as the teachers make a significant contribution to pupils' achievement. Pupils also achieve very well in ICT where standards are well above average. Their use of ICT across the curriculum is outstanding. In other subjects there are strengths in geography and physical education where standards are well above average by the end of Year 6. In art and design, design and technology, history and physical education, standards are above average by Year 6. Insufficient music was seen to make an overall judgement on standards. However, pupils' singing is well above average.
5. The school's aims and policies all include a very good commitment to equality of opportunity. Consequently, there is no significant difference between the achievement of boys and girls or those pupils with special educational needs.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are **very good** and they form very good relationships with members of staff and other pupils. Their spiritual, moral, social and cultural development is **very good**. Attendance and punctuality are both **very good**.

Main Strengths and Weaknesses

- Pupils are keen to come to school. They show a very strong interest in school life and are eager to learn.
- Pupils form very good relationships with staff and other pupils and their behaviour in and around school are very good. A small minority of pupils, however, lack maturity in their responses in class.
- The school makes very good provision for pupils' spiritual, moral, social and cultural development.

Commentary

6. Pupils enjoy all aspects of school life and their attitudes towards learning are extremely positive. They are enthusiastic in lessons and want to learn and are often happy to continue work in their own time. They like having homework and are very well supported at home, particularly in reading homework. Pupils participate fully in activities beyond the taught curriculum, often showing initiative to research their topics. Pupils reported no instances of oppressive behaviour in conversations with inspectors. Rather, pupils stated that everyone gets along very well.

7. Pupils' behaviour is very good in lessons and around school. They are very polite and courteous towards others and older pupils are confident and mature, often using their initiative and taking responsibilities, for instance by playing with or helping younger pupils in the playground and in school or by initiating a fund-raising event for Blue Peter. Children develop their sense of right and wrong and of fairness very well. Children in all classes are involved in agreeing a code of conduct, although a few nevertheless test this out occasionally. Pupils value 'Circle Time'² highly finding this to be a good mechanism for their views to be taken into account and are looking forward to progressing towards having a school's council. The school makes very good provision for pupils' spiritual, moral, social and cultural development. Through 'Circle Time' acts of collective worship and special activities such as working with the Environment Agency experiencing Indian dance, Indian music and a visiting dance group from Cheboniska, pupils' awareness of themselves and of others is deepened. In particular the school works very effectively to broaden children's awareness of the wider world and cultural diversity. As a consequence older pupils understand their responsibilities as members of a community and appreciate the values and traditions of other cultures.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	4.2	School data :	0.0
National data:	5.4	National data:	0.4

The table gives the percentage of half days missed through absence for the latest complete reporting year.

8. The school's expectation that pupils will be punctual and attend regularly, avoiding taking holidays in term time is very well supported by parents. Pupils don't like to miss school. As a consequence very good attendance and punctuality is sustained. There is no recent history of exclusions.

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	133	0	0
No ethnic group recorded	2	0	0

The table gives the number of exclusions, which may be different from the number of pupils excluded.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

Teaching and learning

Teaching and learning are **very good** with some that is excellent. Assessment is **very good**.

Main strengths and weaknesses

- There are very good relationships between pupils and staff. The staff form an effective team.
- Teachers' expectations are high. They use assessments of pupils' work to successfully challenge all pupils.

² Class discussions which develop pupils' personal and social skills.

- The teachers continually seek to improve their subject expertise to improve the quality of their teaching.
- The teachers use very good methods and strategies to help pupils learn.
- There is very good deployment of teaching assistants who make a considerable contribution to the pupils' learning.
- Homework is very well planned to extend pupils' learning.

Commentary

Summary of teaching observed during the inspection in 32 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3 (9%)	20 (63%)	9(28%)	0(0%)	0 (0%)	0 (0%)	0 (0%)

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

- Teaching is better than at the time of the last inspection because there is a greater proportion of very good teaching. The teachers know their pupils very well. Relationships between staff and pupils are very good. There is a calm and friendly working Christian ethos in which pupils feel relaxed, happy and enthusiastic. The staff consistently provide very good role models for the pupils' personal and academic work. Throughout the school the staff encourage and motivate pupils to do their best. There is a lot of informal discussion between staff which improves teachers' knowledge about the pupils and subject expertise. They work together as an effective team to plan work and share expertise to improve the quality of their work. In music for instance, in Years 3-6, the role for singing and composing is shared between two teachers so that pupils benefit from each teacher's strengths. Lesson planning for mixed year classes is thorough so that pupils access all aspects of the curriculum and do not repeat work. Subjects are planned to link together to maximise teaching and learning. This was evident during two excellent lessons observed in dance.
- There are high expectations set for pupils' work. All pupils are challenged to learn very well. Teachers quickly identify pupils not making the expected progress and help is given on a one-to-one basis or in a small group. The teachers use their assessments of pupils' work very well to help pupils improve the quality of their work. Work is often discussed with pupils and marking is up-to-date with written developmental points for improvement. Targets are set for English and mathematics when needed. Older pupils take some responsibility for their learning as individual targets are negotiated with the teachers in English and mathematics. This helps the pupils know their strengths and understand how to improve their work. National data and internal tests are regularly examined. Any areas for development in the core subjects of English, mathematics and science are identified and rectified. The challenges presented set the direction for the school development plan. The success of the teaching and use of assessments is evident in the continuing maintenance of high standards, particularly in the core subjects of English, mathematics and science.
- The teachers have a very good command of their subjects which enhances their professional expertise and leadership roles. Courses undertaken to improve the quality of teaching and learning are communicated very well to the rest of the staff so that practices move forward and effective teaching strategies become entrenched in the school. This is successfully demonstrated in the teaching of ICT. For example, expertise and some teaching strategies are demonstrated by a member of staff with specialist knowledge of ICT. As a result pupils' command and application of the subject is outstanding. Pupils in Year 6, for instance, use simultaneously the interactive teaching board with two computers to research the best search engine and subsequently research their topic about rivers.

12. Teachers use effective strategies and methods to help the pupils learn. Their questioning skills and the emphasis placed on pupils' investigational and problem-solving work are strengths. This is a powerful tool for learning as pupils becoming adept at working out solutions to tasks in science and mathematics for instance, using a range of strategies. This was noted in one excellent mathematics lesson.

An excellent mathematics lesson in Year 6

Year 6 pupils learned rapidly how to express relationships in words and symbols between two variables.

In this problem solving activity, pupils quickly discovered that in their observation of pictures of leaves on a tree and tiles on a floor that there was a pattern to the number of leaves on each branch and twig and in the way the tiles were laid. Working together in pairs the pupils worked systematically to devise tables of data and then a formula to record their findings. Each group of pupils recorded their findings on an overhead transparency which they used successfully to explain their methods to others in the class. Pupils felt the work was interesting but also challenging and worked quickly to find solutions. The teacher and teaching assistant monitored the pupils very well, questioning their thinking to prompt learning. They learnt from others' presentations and the lesson ended as they successfully devised an algebraic formula to represent each pattern.

13. Teachers are willing to undertake new initiatives to help the pupils learn. In mathematics the focus on problem-solving skills within the Primary CAME mathematics pilot project has improved pupils' performance. Pupils in Year 6 are already attaining lower National Curriculum levels in French as a result of their partnership teaching programme with the local secondary school. Knowledge and understanding of environmental issues such as pollution are improved for Year 6 because of the work undertaken with the Environment Agency.
14. The teaching assistants are deployed very well to help the pupils with special educational needs or those pupils needing some additional help. They are skilled at what they do and make a considerable contribution to pupils' learning. Their questioning skills and the encouragement they give to pupils are particularly effective in promoting pupils' thinking and learning skills. The teaching assistants communicate a love of reading in particular to the pupils. Consequently, the pupils soon gain confidence in answering and become independent in their learning, achieving very well in their set work.
15. Homework is used very well to consolidate pupils learning in lessons across a range of subjects. The vast majority of parents are very supportive in helping their children at home. This is most evident in the strong partnership that the school with parents for reading. Pupils read reading books and library books often both at home and school and comments by parents, teachers and adults who hear the pupils read are frequently written in their reading diaries. This helps the teachers to understand any difficulties that pupils may have. Consequently, the frequency of pupils' reading and the quality of the books which are very well matched to the pupils' abilities and their interests. This has a positive impact on pupils' achievement in reading.

The Curriculum

The quality of the curriculum is **very good**. The design of the curriculum is **excellent** and there are very good opportunities for enrichment through extra-curricular activities.

Main strengths and weaknesses

- Curriculum design is excellent and promotes high standards. The curriculum is coherent, meaningful and relevant to pupils and often innovative.
- The school provides rich and varied experiences for pupils. Visits and specialist teaching are well established features of the curriculum both within and outside the school day.
- Provision for pupils with special educational needs is very good.

- The curriculum is very well resourced. The accommodation is good apart from the school hall, which is too small for some physical activities.

Commentary

16. The design of the curriculum in linking subjects and using time creatively is an excellent feature of the school and successfully promotes learning. There is a long term curriculum plan for Years 1 to 6 which is organised to ensure equality of access for all pupils and to offer opportunity for depth of study. Topics in the foundation subjects follow a two year cycle in Years 1 and 2 and a four year cycle in Years 3, 4, 5 and 6 in order to ensure that, with mixed age classes, all pupils cover the same curriculum, but at their own level of ability. Time is allocated creatively so that some topics are studied in detail. These are often enhanced with rich resources and first hand experiences, drawing upon cultural experiences which are new to pupils. Through continuous evaluation and refinement of the curriculum, meaningful and relevant links are well developed across subjects. Consequently pupils, skills, knowledge and understanding are systematically developed. In particular, English, mathematics and ICT are very effectively taught in all subjects. Teachers are innovative in planning the curriculum to ensure all pupils enjoy lessons and become successful learners. Staff are well informed about new projects and initiatives which are enthusiastically undertaken. An excellent example of this was seen in a mathematics lesson where learning was accelerated through a series of problem-solving activities. The school encourages pupils to become involved in a wide range of activities outside of the National Curriculum. It promotes wide participation in sports for all pupils and is involved in activities with the local community, such as dancing at the local Ceilidh. A wide range of extra-curricular activities and clubs offer pupils the opportunity to develop wider interests, such as chess, recorders and dance. The curriculum fulfils its statutory requirements including religious education and a daily act of collective worship. It makes very good provision for personal, social and health education and makes appropriate arrangements for sex and relationships and substance misuse education. The reception class provides well for all six areas of learning and is well resourced in terms of staffing, accommodation and learning resources for a practical approach to the curriculum both indoors and outdoors.
17. There is very good provision for pupils with special educational needs. Pupils who have special educational needs are taught alongside their classmates and on occasions in small groups for separate work. They benefit from the same curriculum as others and work is very well tailored to their needs. At times the pupils work in small groups with teaching assistants giving them very good additional help. Similarly provision is made for pupils who are gifted or talented through the school's curriculum and through extra-curricular specialist tuition. There is also summer school provision at the nearby secondary school.
18. The school makes excellent use of expertise within and outside the school to enrich and meet the demands of the curriculum. There are close links with the church and the community. Visits to the locality and visiting specialists and members of the community are well established features of the school and enrich pupils' spiritual, moral, social and cultural development. There are particularly good links with the local secondary school which promotes the teaching of languages. One member of the secondary school staff gives weekly tuition to both the staff and pupils in Year 6. This is very successful. The pupils are learning very well and are already attaining levels 1-2 of the National Curriculum in speaking and understanding French. Teachers and teaching assistants are well qualified and trained and draw from a wealth of personal expertise in teaching and helping pupils to learn.
19. The curriculum is very well resourced. Learning resources are of good quality and used very well to help pupils learn. Excellent use is made of ICT in all subjects. The accommodation both indoors and outdoors is very well maintained and provides an engaging and inclusive learning environment for all pupils with the exception of the school hall, which is too small. This limits the scope for certain activities in physical education in particular.

Care, guidance and support

The school provides **very good** care, guidance and support for pupils.

Provision for pupils' care, welfare, health and safety is **very good**. The provision of support, advice and guidance for pupils based on the monitoring of their achievements and personal development is **very good**. Pupils' involvement in the work and development of the school is **very good**.

Main Strengths and Weaknesses

- Teachers know the pupils well and have developed very good trusting relationships with them.
- Pupils' safety is safeguarded through clear and thorough procedures for child protection and health and safety.
- The school has started a very good process for seeking and acting on the views of pupils and supporting their personal development.
- The Healthy Schools Initiative is well embedded in the life of the school and supports the welfare of the pupils.

Commentary

20. The teachers know the pupils very well. The pupils like the school and the teachers and clearly feel that they could approach teachers with any problems. The teachers know the individual needs of the pupils, for example those that have a particular allergy to certain foods. Classes have 'Circle Time' in which the teacher and the pupils discuss relationships and behavioural issues in an informal way. Parents feel that their children are very well cared for in the school.
21. The school has well presented policies and procedures related to all aspects of the pupils' safety with responsibilities clearly indicated. Within the playground there are designated areas for younger pupils and the pupils know that they must not go into areas that cannot be seen by the supervisory staff. The Healthy Schools Initiative is well embedded in the life of the school with a high priority given to a healthy lifestyle. There are regular visits to and from the local services. The Police, Coast Guard and Fire Brigade promote safety procedures and citizenship. Healthy eating is promoted within science and technology in particular and by the use of the national fruit scheme, healthy cooking and bringing healthy food for lunch.
22. The school seeks to involve pupils and listen to their views in a number of ways. Due to the very good relationship between the teachers and the pupils, the views of the pupils are sought and freely given. The development of structured, regular meetings leading to the creation of the school council will provide a very good opportunity for pupils to present their views in a formal manner to the school and the governing body. The first stage of the process, 'Circle Time', is working very well. The pupils are involved in the drawing up of class rules and the code of behaviour.

Partnership with parents, other schools and the community

The school has **very good** partnerships with parents, other schools and the community.

Main Strengths and Weaknesses

- The partnership between the school and parents is very effective and contributes to the pupils' learning.
- The school provides very good information to parents and the community about the work of the school.
- Pupils benefit from the involvement of the community with the school.
- The links between the school and the local secondary schools support the transition into secondary education.

Commentary

23. Parents feel that there is an 'open door' policy at the school and the teaching staff are very approachable. They feel that they can raise issues in this way, through more formal meetings or through the Parent /Teachers Association. The pupils' reading records are seen by the parents and this provides the opportunity for parents to be involved and supportive in developing their children's reading. There is a strong emphasis on home/school links and parents visit the school and support classroom projects through helping their children with topic work at home or contributing expertise by coming into school to talk to the pupils.
24. The school provides very good information to parents. Reports and newsletters are clear and easy to understand and the school website is a very good facility that provides considerable information that parents find useful.
25. The links between the school and the local community are strong. There is a clear emphasis on citizenship, with pupils regularly taking part in local events. There are also very good community links, which support learning for example, pupils visiting the Environment Agency to study issues of river pollution. Local people support the school and help the school both financially and by giving their time to support pupils.
26. There are very good links with other schools in the area. The induction procedures before pupils enter school are very good. A series of meetings and home visits prepare children and parents very well for a good start in the reception class. At the end of their reception year the pupils, most of whom are working towards or within the National Curriculum, make a simple transition to Year 1. The school has developed very good links with the local secondary school to support the transfer of pupils and pupils' learning. For example language teachers from the secondary school support the learning of French and also provide a taster class for Spanish. Other support is provided through sports coaching. The induction arrangement for Year 6 pupils entering senior school is very thorough.

LEADERSHIP AND MANAGEMENT

Because there is **excellent leadership** of the school by the headteacher, the drive for self improvement is very effective. This is supported by **very good** governance and management by a dedicated staff.

Main strengths and weaknesses

- There is excellent leadership of the school by the headteacher who moves the school forward with clear vision.
- The governors know the school very well and are very effective in supporting and challenging the leadership team to help the school move forward.
- There is a strong culture for self-evaluation and continuous improvement.
- There is very effective professional development of the staff which makes a significant impact on school improvement.

Commentary

27. The leadership of the headteacher is outstanding. Under his leadership the school has made very good improvement since the last inspection in 1998. The headteacher has developed a strong team. The deputy headteacher makes a significant contribution to the work of the school. The headteacher works very hard with an experienced staff to continually move the school forward. The aims of the school, understood by all the school community reflect the school's Christian ethos and high expectations of pupils' performance.

There is excellent leadership by the headteacher

The success of the leadership is the teamwork with the staff to create a culture of analysis and self-evaluation for improvement. The headteacher works closely with the staff and visits classes regularly. He takes the lead in monitoring and evaluating teaching and learning. The outcomes of monitoring and evaluation of the school's data are shared and findings are acted upon. This is coupled with continual professional development for staff. The school stays ahead by investigating new initiatives and trying them out for the benefit of the pupils.

28. There is a very good governing body. The governors are knowledgeable and bring a wealth of experience from different fields which aid their decision-making. They understand the strengths and weaknesses of the school very well. Although they have a high regard for the leadership of the headteacher, they are clear about their responsibilities and act as critical friends as they plan, monitor and evaluate the work of the school. Statutory requirements are met including the work of the school in monitoring of the recent race equality policy. Governors question the work of the staff and the pupils' performance before making decisions to effect change. Their decisions are made carefully and wisely before committing to expenditure. Best value for money is sought and judgements are linked to the educational planning and the priorities set for improvement. The budget is carefully monitored. The most recent major expenditure improved the accommodation with the additional classroom space and the expansion of the hard surface play areas and car park. A current priority is to extend the hall as it is recognised as too small to fully meet the needs of the pupils in physical education.
29. The very well thought out school development plan stems from the rigorous evaluations of the work of the school as a whole. There is a very good commitment to meeting the needs of all pupils. Work is carefully planned and staff deployed so that all pupils work to their capacity. Procedures for assessing pupils' progress are evaluated and refined so the school is able to review its performance thoroughly in relation to the national context and with schools of a similar character. This provides valuable information which is used by the school to set its targets for improvement to overcome any barriers to learning. The climate for improving teaching and learning is continuous and much informal discussion among the staff as well as more formal evaluations informs them of the progress towards the school targets.
30. The staff are skilled and knowledgeable and work very well as a team. There is an ethos of mutual trust and cooperation between staff where open debate is valued. Ownership of policies and schemes of work is collective. All teachers carry out their management responsibilities very well. Emphasis is placed on meeting staff development needs. Teachers share the results of their in-service training with others to improve practice. This leads to staff learning and making decisions together and enhances job satisfaction. Consequently there is no significant turnover of staff and staff morale is high. As shared understandings are built between staff this has also enabled them to respond to new initiatives quickly. Where any barriers to learning or teaching are noted such as lack of expertise in music or ICT this is quickly overcome as different ways of working and sharing expertise are sought.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	280753	Balance from previous year	28000
Total expenditure	301545	Balance carried forward to the next	7208
Expenditure per pupil	2176		

PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **very good**.

31. Children start in the reception class at the beginning of the school year in which they will become five. The children enter with a wide range of attainments in language, mathematical and social skills. Most have above average skills. The children achieve very well in all areas of learning. By the end of their reception year all but a small minority attain and exceed the expected learning goals in all areas of learning and are working towards or at National Curriculum standards. There is a wide variety of interesting activities planned that are matched well to their needs. There is a good balance of outdoor and indoor activities. The Foundation Stage curriculum is managed very well. The teacher and the teaching assistant work very well together and activities are very well organised and prepared to meet the needs of all the children. Learning is regularly assessed and children's achievements are recorded effectively and used to plan their work. Help is given when needed so that the children consequently learn very well. There is a very good partnership with parents on entry and a very good induction programme when children start school. There has been very good improvement in the provision since the last inspection.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is **very good**.

Main strengths and weaknesses

- Because of the high expectations of the staff and the very good teaching they receive the children achieve very well.
- The children have very positive attitudes to learning because there are very good relationships between the staff and the children.

Commentary

32. The children achieve well because they receive very good teaching. Most children enter the reception classes with above average skills but by the time they reach the end of their reception year the indications are that the standards are well above those expected for children of this age. The teacher plans activities successfully to promote personal and social skills in all areas of learning. On entry to the school, the children soon get to know the routines and expectations of good behaviour. Relationships are very good and help to play a significant part in the children's learning. The children understand when they are responsible for making choices. Most are interested in their activities and concentrate very well, sometimes for long periods of time. The relationships between the staff and children are very good. Good manners are reinforced and independence is encouraged. The children respond very well to the staff and enjoy their activities.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is **very good**.

Main strengths and weaknesses

- Teachers and the teaching assistants plan a wide range of activities to promote children's language skills.
- There is a very good reading partnership with parents who help their children at home.

Commentary

33. Most children enter school with language skills that are above average. By the end of the reception classes, the indications are that nearly all will have achieved and exceeded the expected goals and a small minority will be working towards them. The children achieve very well because of the very good teaching by the staff. There are a wide range of activities planned to stimulate and promote literacy skills. The children are confident speakers because the staff frequently question and hold conversations with them. They question and encourage the children to extend their vocabulary, for example, as they review their work with them at the end of each session. The quality of teaching is very good and effectively promotes children's speaking and literacy skills. The children initiate their own conversations because they are interested in the well-planned activities as they play for example, in the role-play area, the 'Toy Shop'. The children enjoy listening to well known stories such as 'The Bear Hunt' and learn how to retell the story in the correct order. Children are encouraged to write lists, letters and stories. The staff model correct letter formation well. Writing is displayed in all areas of the class and the writing table encourages the children to write messages and stories. Children use the book areas independently throughout the Foundation Stage to 'read' books and are developing a good interest in books and stories. This is supported through the very positive links developing with parents. Children take books home to read or share with adults. Most read simple sentences and phrases. The most able read simple stories and a small minority are learning the sounds and names of letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- There is a wide range of well-planned activities to promote mathematical learning.

Commentary

34. The majority of children enter the reception year with above average skills. It is likely that most will attain and exceed the expected goals and a small minority will be working towards them by the end of their reception year. Children achieve very well because of the very good teaching they receive. The teachers use successful methods and activities which build well on children's previous learning. Most children recognise numbers to ten and nearly all know their basic shapes and colours. The higher attaining children recognise numbers and their place value to 20 and beyond and are solving simple number problems of addition and subtraction. The children enjoy joining in with some well-known number rhymes such as 'Three Blind Mice' which helps them to learn their numbers. The teaching is very good. Children are learning three-dimensional shapes very well. They know some of the properties of the shapes and associated mathematical vocabulary such as 'corner' and 'face'. The teaching assistant gives very good support to small groups and individual children. Activities are very well planned and present a wide range of activities for children and opportunities to consolidate learning and extend their mathematical thinking such as building three-dimensional models.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **very good**.

Main strengths and weaknesses

- Teachers plan a wide range of interesting activities.
- Staff enhance children's knowledge and understanding well through effective questioning and discussion.

Commentary

35. The children achieve very well. Children enter with an above average knowledge and understanding of the world around them. Most children are likely to achieve and exceed the expected goals in this area of learning by the end of the reception year. The children are taught very well. Staff plan an interesting range of activities which help children understand the world around them. The children have good access to computers. They control the mouse successfully to draw and write. The children work very well by themselves or within small groups to build and make models. For example, following a lesson about three-dimensional shapes, a small group of pupils made a castle with cones, cubes and cuboids. This helped them to consolidate their mathematical understanding of the properties of the shapes as well as refining their skills of coordination in building their model. Children take part in effective discussions to raise awareness of their own traditions and those of other cultures. They celebrate a range of festivals such a Chinese New Year which took place at the time of the inspection. The children enjoyed activities such as tasting spring rolls, lychees and rice. They made lanterns and role-played a dragon dance. They identified some Chinese artefacts such as chopsticks and fans and enjoyed learning to say 'Happy New Year' in Chinese. This helps the children to respect the views of others. The quality of teaching and learning is very good overall. The children have very good help from the staff to aid their understanding.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Practical activities in the classroom help the children develop their coordination skills.
- The hall and the outdoor areas are used effectively to promote children's physical development.

Commentary

36. Children enter with above average skills and achieve very well. By the end of the reception year most children are likely to achieve and exceed the expected standards. The children are taught very well. They have access to an outdoor play area and they participate in purposeful activities both indoors and outdoors. There are well-planned indoor activities to help children develop their coordination skills. For example, during one lesson in the hall, children were successfully improving their skills of balancing. The children showed a very good awareness of space and moved around safely. The children showed very good control and balance as they created their own balanced shapes using three body parts. They listen very well to their teacher and walk, march and move on command. In other activities children are given ample opportunities to develop their coordination by successfully using small equipment. They frequently use pieces of apparatus such as counting apparatus and small bricks. Under supervision they glue, use scissors and paint brushes. They make a variety of models with construction materials.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- There are good resources and planned activities to promote creative development.
- Children's exploration of sounds contribute well to their speaking and listening skills.

Commentary

37. By the end of their reception year, a significant minority are likely to attain the expected goals and most work towards them. The quality of teaching is very good overall. Children respond very well to the wide range of activities that stimulate creativity. During a music session the children explored the sounds made by a variety of untuned percussion instruments. They make their own compositions and achieve very well to play in time with music. There are good quality resources for creative activities. Displays in and around the classroom show many examples of children's painting. In the role-play 'Toy Shop', children effectively take on the roles of shopkeeper and customers to buy and sell toys. The children use a wide range of materials and paints to make their pictures.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **very good**

Main strengths and weaknesses

- Standards in Years 2 and 6 are well above average and pupils achieve very well.
- Teaching and learning are very good. The teaching assistants make a considerable contribution to pupils' learning.
- Leadership and management of English are very good.
- English is very well represented across the curriculum.

Commentary

38. Throughout the school, standards are well above average and pupils achieve very well. The high standards have been sustained since the last inspection and good progress has been made in moving the subject forward.
39. Reading is taught systematically throughout the school and is supported very well by a good stock of books in classrooms and the library. The library is a very good feature of the school. It is very attractive and organised and is well used as an information source. In Year 2 pupils read with confidence and enjoyment, using a wide range of strategies to read unfamiliar words. In Year 3 most pupils are fluent readers. By Year 6 pupils' reading skills are highly developed. They have very positive attitudes towards literature and read widely across a range of genres. Pupils throughout the school take reading books and library books home regularly. Parents support this partnership very well and the help they give to their children significantly improves their reading skills.
40. Writing has recently been a focus in the school and pupils make very rapid progress in both key stages. In Year 2 most pupils have learned to write independently for a range of purposes using sentences and legible handwriting. By Year 6 pupils can write using correct grammar, appropriate layout and complex punctuation to communicate clearly. They can write competently, often showing creativity and imagination to write in a range of styles.
41. Pupils' speaking and listening skills are very good throughout the school. Teachers and other staff encourage pupils to listen to others attentively, to give full answers and to articulate clearly when questioned. Because there are very good relationships in the school, the pupils are confident when giving answers and readily accept any points for improvement.
42. The quality of teaching and learning is very good. Teachers have very good subject knowledge. Lessons are well planned, move at a brisk pace and pupils respond very well. Teachers know their pupils well and use their assessments to ensure lessons both support and challenge pupils so that they all make good progress. Very informative marking provides pupils with very

clear feedback on how they can improve and homework is used well to extend the learning in lessons. Teachers maintain a good dialogue with teaching assistants, who make a very good contribution to pupils' achievement. The intervention strategies to provide additional support to those pupils who need it are properly implemented. ICT is used successfully by the teachers and the pupils to enhance the quality of teaching and learning in lessons. Pupils with special educational needs are very well supported and, as a result they achieve very well.

43. The co-ordinator's leadership and management are very good. The subject leader has contributed very well to the improvements made in writing. The use of assessment to inform teaching and planning has been strengthened. Teachers' marking promotes pupils' progress. An audit of resources ensures that they are of good quality and available to assist very good teaching and learning.

Language and literacy across the curriculum

44. English is very well represented in other subjects. For example, pupils in Years 3-6 use ICT to research information about rivers in geography, and find out about the Romans to inform their writing in history. During an art lesson the teacher used the work of Salvador Dali as a stimulus which contributes to pupils' understanding of their English topic about fantasy worlds.

MATHEMATICS

Provision for mathematics is **very good**.

Main strengths and weaknesses

- Pupils achieve very well in mathematics and standards are well above average.
- The quality of teaching and learning are very good.
- Excellent use is made of ICT across the curriculum.
- The subject is managed very well.

Commentary

45. Standards are well above average by Years 2 and 6 and pupils achieve very well. Good improvement has been made since the last inspection as high standards have improved. The older pupils take part in a mathematics project which has helped to strengthen pupils' problem-solving skills. Pupils' skills to use a range of strategies to find solutions to their questions are strong throughout the school. By Year 2, pupils have a very good understanding of place value to one hundred. They recognise odd and even numbers and use their knowledge of number successfully to solve simple problems successfully by addition, subtraction, multiplication and division. By Year 6, pupils' understanding of number and their ability to find solutions to problems quickly is impressive. Pupils are confident in using a range of strategies to answer questions. There is excellent use of ICT as pupils use it to find answers and demonstrate their learning to others. They understand mathematical patterns very well and successfully work out formulae to find solutions to algebraic problems. Pupils are keen to learn and enjoy mathematics.
46. The quality of teaching and learning is very good and at times excellent. Teachers have very good relationships with pupils and manage and question them very well. Because the work is very well planned all pupils learn very well. Teachers have very good subject knowledge and both teachers and pupils use ICT very well to recap on past work and demonstrate learning. Additional help given with individual targets when needed and marking is developmental so that pupils have a very good understanding of how to improve their work. In seeking to move forward, new methods or initiatives are welcomed. The accelerated learning project in mathematics is helping pupils develop skills rapidly and over the last year standards have improved as the proportion of pupils attaining at the higher levels have risen. For example, Year 6 pupils working in pairs, learn from one another as they discuss strategies to solve problems.

Having come to some agreement they present their findings mathematically on overhead transparencies and report to the rest of the class. Having discussed a range of solutions together, pupils practice further problems at home to consolidate their learning. The shared body of knowledge from all pupils and the period of reflection are rapidly moving learning forward.

47. The leadership and management of the subject are very good. The co-ordinator is very knowledgeable and the curriculum is very well implemented across the school. Pupils' progress is frequently reviewed and the continual checking of test results and pupils' achievements is used very well to identify and fill any gaps in learning. There are good quality learning resources and particularly effective use of ICT.

Mathematics across the curriculum

48. There is very good application of pupils' mathematical skills across the curriculum which is often combined with the excellent use of ICT. For example, in Years 1 and 2, pupils use a simple spreadsheet on the computer to organise their data. In Years 3 and 4, pupils record their science work in tables and graphs. In Years 4 and 5, in design and technology pupils measure accurately their designs and materials. In Year 6, pupils use coordinates in geography to find features on a map and use ICT very effectively to record and interpret their investigative work in science.

SCIENCE

Provision for science is **very good**.

Main strengths and weaknesses

- Pupils achieve very well as a result of the very good teaching.
- Pupils have a very good understanding of science because they are taught very well through investigational work.
- There is excellent use of ICT by the pupils to aid their learning.

Commentary

49. Pupils' attainment in science is well above average at the end of Years 2 and 6 and pupils achieve very well. There is good improvement in the curriculum since the last inspection as teachers and pupils undertake environmental projects in conjunction with outside agencies.
50. Teachers promote successfully investigative work. The lessons are planned very well so that pupils systematically acquire the knowledge skills and understanding they need to find solutions to their investigations. For example, Year 2 pupils predict and observe changes in materials as they make bread. They investigate how sound travels. The guidelines for writing up their investigations encourage pupils of this age to record their findings scientifically. By Year 6 pupils carry out their investigations independently, and can give reasons for their predictions based on their scientific knowledge. In a lesson about the effect that exercise has on the body, pupils know how to ensure their tests are fair and valid, and can record accurately their results manually and using ICT with tables, graphs and spreadsheets.
51. Overall, the quality of teaching and learning is very good. There is a clear focus on teaching pupils investigational skills so they understand how to interpret and record their findings accurately. Throughout the school, teachers plan their lessons very well so that all pupils build their knowledge and skills progressively in all aspects of the curriculum. Pupils respond very well to their teachers and work enthusiastically to meet the challenges that are set for them. Staff know the individual attainments of all pupils well and use assessment very well to ensure that all pupils make the progress they should. Most talk articulately and at length about their

work. Many extend their knowledge by seeking further information at home from books or the Internet or from a CD-ROM. There is a good balance between pupils' independent work and their work in small groups. This encourages pupils to learn from one another as well as taking some responsibility for their learning. The discussions and timely interventions from the teachers during lessons and the very good quality of marking contribute successfully to pupils' very good learning. Teachers and support staff work together very well and give pupils with special educational needs the help they need to achieve as well as others.

52. There is excellent application of pupils ICT skills in science. Opportunities for using ICT are planned into almost all lessons. In Year 6, pupils used a spreadsheet to enter the results of their changes in pupils pulse rates after exercise. They went on to make a graph which clearly demonstrated the effect of exercise on the body.
53. The subject leader leads and manages the subject very well. She has very good subject knowledge and strives to improve the quality of the curriculum through taking part in projects devised by outside agencies. For instance, in March 2004 the pupils will work with a scientist from Lancaster University to study soils. Last year the pupils took part in a conservation project as they studied beech trees in the village. Visits to the locality and to a wildlife centre enrich pupils' knowledge and understanding.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision for information and communication technology is **very good** with some **excellent** features.

- Pupil achievement in ICT throughout the school is very good. Standards in Years 2 and 6 are well above average.
- The quality of teaching and learning is very good. Pupils' application of skills in all subjects is excellent.
- The subject is very well resourced.
- There is very good leadership and management.

Commentary

54. Standards by the end of Year 6 are well above average. Pupils achieve very well throughout the school. This represents excellent progress since the last inspection.
55. The quality of the teaching is very good. The staff have very good subject knowledge. Pupils have very frequent access to computers and other ICT equipment during lessons. They are systematically taught and assessed in the skills of ICT and, as a consequence, make very good progress. In many lessons and in pupils' work it was evident that pupils could apply the skills learned in ICT in a wide range of contexts. As a consequence, the pupils' use of ICT across the curriculum is excellent. ICT is used effectively with pupils who have special educational needs sometimes contributing significantly to the progress they make.

Excellent application of pupils' ICT skills across the curriculum-Years R- 6

Pupils are introduced to ICT as a tool for learning in the reception class. In Years 1 and 2 pupils are able to practice manipulating texts and images and are introduced to databases and search engines. In Years 3-6 pupils for example, use computers to research information, interrogate data, drawing on various sources. They develop their ideas by assembling and reorganising texts, images and sound and successfully store their work. ICT forms part of every lesson and pupils take ownership of it using all the resources including the interactive white boards and the overhead projector to demonstrate to others and accelerate their learning. They use the Internet, following the school's rules for safe use, and use email to exchange information with pupils from other schools in this country and abroad.

56. The subject is very well resourced throughout the school. Every class has continuous access to a suite of networked computers within or annexed to the classroom, digital cameras are widely available and two classrooms are equipped with interactive whiteboards. In addition there are networked computers in the library and other key areas used for small group work.
57. The co-ordinator provides very effective leadership and management. The subject leader has worked extremely hard to help teachers learn the appropriate skills in order to enhance teaching in all subjects. By working closely with the wider staff team all adults use ICT very effectively to help pupils learn. The school has signed up to an ICT Certification Scheme and pupils' good achievement at the end of both key stages is recognised at an annual award ceremony.

HUMANITIES

There was insufficient evidence gathered to make a judgment about standards or teaching in history. No lessons were seen in history and three lessons were seen in geography. In both subjects evidence was gathered from looking at pupils' work and talking to the pupils and teachers. Standards in geography are well above average. At the time of the last inspection standards were average in Years 1-2 and above average in Years 3-6. Improvement since the last inspection in geography is very good.

58. **History** is planned so that each key stage covers topics together over a blocked period of time. For example, Years 3-6, the Romans were studied during the autumn term, whereas during the inspection all classes were covering a geography topic. This enables topics to be studied in depth with pupils and staff in all classes contributing resources and exchanging information over time. Visits, visitors, the local community and artefacts are used to good effect, bringing the subject to life for pupils. For example, a topic on toys involved pupils talking to older relatives about toys from the past with some of these being brought in for pupils to experience first hand. A visit to Hadrian's Wall enriched work on the Romans and work on the Tudors is enhanced by a visit to Ordsall Hall. Good links are made with other subjects. For example, in art, pupils painted portraits of Boudicca from written accounts, when learning about Roman times in history. From the work seen, pupils' achievement is good. Pupils display a good sense of history and take great pride in their work. They produced good accounts of life in Roman times whilst applying the skills acquired in other subjects, particularly English, ICT and design technology. The subject is well led and managed.

GEOGRAPHY

Provision in geography is **very good**

- Standards in geography are well above average.
- Geography is very well taught and pupils achieve very well.
- Good links are made between geography and other subjects.
- The co-ordinator provides very good leadership and management. The subject follows an effective whole school plan and is well resourced.

Commentary

59. Standards are well above average throughout the school. In Years 1-2 they develop their understanding of place and contrasting physical and human features, through their topics on the immediate locality and Brittany. In Years 3-6 pupils acquire very good geographical skills, knowledge and understanding. They use geographical vocabulary correctly, for instance, in explaining changes to environments, giving examples of how damage can be improved. They successfully use maps and aerial photographs and draw maps and plans to scale. There is very good improvement since the last inspection.

60. Pupils achieve very well in geography because they are very well taught. Teachers' subject knowledge is very good. Their enthusiasm and expertise, particularly regarding the local environment and related issues such as pollution and flooding, contributes significantly to the quality of teaching in geography.
61. Good links are made with other subjects so that pupils apply skills and knowledge acquired in other areas to their work in geography. For example, pupils in Year 4 improve their note-taking skills as they watch a video about rivers and in Year 6 pupils apply their ICT skills to present their studies of Arnside.
62. The subject is very well led and managed. The curriculum is planned to alternate with history and was being taught during the inspection, all classes work on the same topics. The whole school plan is very effective, showing that the three themes of water's effect, settlements and environmental issues, are studied through the school's choice of contrasting localities. Good resources for geography have been built up and these are used well to support teaching and learning. Visits and visiting experts are used well to enrich the subject and to captivate pupil's interests, particularly those within the locality. For example the Environment Agency is brought in and experts from A.O.N.B. (Area of Outstanding Natural Beauty) talk to the pupils. The curriculum is enriched by the visits made to explore areas in and around Arnside.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

There was insufficient evidence to make overall judgements on standards and teaching in design and technology and music. Only one lesson was seen in design and technology and in music, singing for pupils in Years 3-6 was observed and one lesson for Year 4 pupils.

Provision for art and design is **good**.

Main strengths and weaknesses

- Standards in Years 2 and 6 are above average and pupils achieve well because the quality of teaching is good.
- The curriculum is enriched through links made with other subjects and by specialist expertise.
- The subject is well led and managed.

Commentary

63. Standards are above average by the end of Years 2 and 6 and pupils achieve well throughout the school. Standards were similar at the time of the last inspection. The teachers have well thought out schemes of work and systematically develop the pupils' skills, knowledge and understanding. Work is planned to alternate with design and technology. At the time of the inspection two lessons were observed in art and design. Teachers have good subject knowledge and introduce pupils to a range of other artists work to stimulate their thinking. For example in Years 4 and 5 pupils inspired by the work of abstract artists such as Gillian Ayres, Sir Howard Hodgkin and Sir Terry Frost draw stringed musical instruments and inspired from their observations of the main features of the instruments create abstract collages in a range of black and white papers. Pupils' skills in drawing and painting are above average throughout the school.
64. The quality of teaching is good and lessons are particularly well-planned to link to pupils' work in other subjects. For example, pupils in Years 1 and 2 realise the importance of music to some artists such as Kandinsky as they make patterns when listening to different types of music. By Year 6, pupils build on their previous knowledge and understanding of art and design and geography as they capture the movement of water in their paintings of rivers. The pupils draw on the work of Dali, Monet and Turner to create landscapes. At times, pupils' work lacks individuality because they are restricted in their choices of materials to express their work.

65. The subject is well led and managed. Pupils' knowledge and understanding are enhanced by visits to places such as the Yorkshire Sculpture Park inspiring pupils' work on three-dimensional structures. Visiting artists and other adults work with the pupils to produce, textile hangings and mosaics of high quality.
66. In **design and technology** by the end of Year 2, pupils are developing a good knowledge of the key processes of planning, making and evaluating. They work with a range of materials and identify the sequence of the making process. By Years 4 and 5, pupils worked carefully in the detail of their designs as they investigate and make purses. The pupils' worked at an above average standard as they considered their products by drawing their design from different elevations, measured accurately in centimetres. They detailed their materials and fastenings to be used. In making their prototypes they evaluated the strengths and weaknesses of their purses before they made final choices of materials and design. Pupils have considered the intended purpose of the purses well. One pupil for example, described the drawstring fastening as appropriate for an old person because they could open and close it easily. By the end of Year 6, pupils develop their designing and making skills and their evaluation skills have become more considered. In small groups, the pupils designed and made three-dimensional games. Much thought went into the degree of difficulty expected for different age groups trying out the games, the attractiveness of the game and the prizes awarded. The games featured in the school Christmas Fair and the pupils evaluated their success by the monies that were raised for the school. The pupils' work was above average and they achieved well. The curriculum is well managed and planned and consistently builds pupils' knowledge, skills and understanding. Pupils feel that designing and making their products is challenging but interesting and fun. They learn from each other as they evaluate the strengths and weaknesses of their work.
67. In **music** although insufficient evidence was gathered during the inspection on which to judge teaching and standards, it is clear that music makes a valuable contribution to the pupils' personal development and the life of the school. This is evident in the lesson observed, in assemblies, and extra-curricular activities. Pupils have positive attitudes to music and sing and play instruments at the start of the day during assemblies and during singing lessons. There is good provision for pupils to learn to play the recorder or the violin. The subject leader has a very good grasp of the subject and leads the work in school for composition very well. In one lesson pupils in a small group listened to the tabla and learned the fundamental rhythms of Indian music. They composed and performed successfully their own eight-beat rhythm. Pupils' singing in Year 3-6 is above average as they sing tunefully and enthusiastically in two-part harmonies. The curriculum provision has improved since the last inspection as teachers share expertise in teaching the subject supported by a good range of teaching resources. There is a wide variety of well organised instruments from other cultures for pupils to use. The pupils are involved in a good range of enrichment activities. The pupils sing and play instruments in assemblies at Christmas productions and in church. The violinists produce a concert for parents. The pupils take part in an annual music festival and have produced a compact disc of Christmas songs. The visits made to the school by such groups as a music ensemble and a dance group contribute well to pupils' spiritual and cultural development.

Provision for physical education is **very good** with some **excellent** features.

Main strengths and weaknesses

- Standards in Year 2 are above average and in Year 6 they are well above average. In dance the standard seen was excellent. The pupils achieve very well.
- The teaching and learning is very good and the school makes very good use of specialists to support the P.E. curriculum.
- P.E. is very well led and managed.
- The school hall is small and does not allow the space needed for some activities.

Commentary

68. Standards are above average by Year 2 and well above average by Year 6. The pupils achieve very well overall because they are taught very well. Whilst maintaining very high standards since the last inspection the school has significantly improved the curriculum. The pupils have succeeded in achieving awards such as Active Mark, the F.A. Charter and the Healthy Schools Award.
69. The teaching and learning is very good. The teachers' subject knowledge is very good, they know their pupils' capabilities and plan challenging lessons. The pupils respond very well to the teachers' high expectations. As a result, pupils achievement overall is very good. However, in dance standards are exceptional. All pupils participate fully in lessons and boys and girls do equally well.
70. The excellent standards in dance are the result of inspirational teaching. In a Year 6 country dance lesson excellent teaching was very effectively supported by a teaching assistant. This resulted in pupils rapidly improving their work from practising a basic skip at the start of the lesson to completing three dances with increasingly sophisticated movements and sequences.

An excellent dance lesson in Years 3 and 4.

In an exceptional Indian dance lesson in Years 3 and 4, pupils learn about the different features and meanings of dance. The pupils interpret the music creatively to compose their own 'shapes dance'. They rapidly master the dance positions and steps to progress to being able to mirror dance in pairs and as a group. Because of the pupils' deep reflection and involvement in their work, the spirit and mood of the music was captured in their dance. The teacher's excellent subject knowledge and demonstration set high expectations to which pupils rose enthusiastically. As the pupils demonstrated their work to others the quality of their dance was excellent. The lesson significantly contributed to pupils' understanding of Indian culture and their spiritual development.

71. P.E. is very well led and managed by two very committed subject leaders. There is a high level of commitment to P.E. amongst all staff at the school. Many also offer an area of expertise or experience, for instance in dance, football, gymnastics and orienteering. In addition the school makes very effective use of outside expertise, for example from the high school, rugby coaches and touring dance groups. A range of schemes and teaching resources are used very imaginatively to augment the curriculum. The subject is well resourced and is enhanced by the wide range of extracurricular activities and sporting events the school offers pupils. Participation in these by both boys and girls is wide. The small size of the school hall, however, places limits on teachers in planning for P.E. and sports activities.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education and citizenship is **very good**.

Main strengths and weaknesses

- Provision for this area of the curriculum is well embedded in the school ethos.
- Regular 'Circle Times' have been established and these make a major contribution to this area of the curriculum.
- Pupils have a very good understanding of healthy living and a good grasp of the responsibilities of belonging to a community.
- The co-ordinator provides very good leadership and management

72. Pupils' development in this area of expertise is very well provided for in all that the school does. All staff act as excellent role models and help pupils learn social conventions and how to form good relationships and to take responsibility for their actions. The school has recently

implemented regular 'Circle Times' in classes throughout the school. The lessons are highly valued by staff and pupils and taught very well. They are very successfully developing pupils' personal and social skills, including those pupils who have some difficulties in their social skills. The recent focus on feelings, for example, helped pupils to understand and explain their own feelings and to appreciate others' feelings.

73. The school makes very good provision for pupils' health education and has been awarded the Healthy Schools Award. Pupils are taught about healthy eating and lifestyles in both key stages through the national fruit scheme, the Health Bus, Road/Rail Safety talks, etc. and through aspects of the curriculum, particularly science, physical education and sports. Similarly the school makes very good provision for citizenship through links in the curriculum and a range of activities such as the Young Citizenship Award, environmental projects, collectively agreeing a class code of conduct and the 'buddies' system which involves older pupils offering help and advice to younger pupils.
74. Personal, social and health education and citizenship is very well led and managed. A number of up-to-date policies provide all staff with a clear framework for PSHCE. There is an ample supply of good quality books and other resources are available.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement**Grade**

The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	2

Overall standards achieved	2
Pupils' achievement	2

Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2

The quality of education provided by the school	2
The quality of teaching	2
How well pupils learn	2
The quality of assessment	2
How well the curriculum meets pupils' needs	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2

The leadership and management of the school	2
The governance of the school	2
The leadership of the headteacher	1
The leadership of other key staff	1
The effectiveness of management	2

Inspectors make judgements on a scale: excellent (grade 1); very good (2); good (3); satisfactory (4); unsatisfactory (5); poor (6); very poor (7).