

INSPECTION REPORT

BOLTONS C of E SCHOOL

Bolton Low Houses, Wigton

LEA area: Cumbria

Unique reference number: 112245

Headteacher: Mrs M Robinson

Lead inspector: Mr A Fullwood

Dates of inspection: 21st – 23rd June 2004

Inspection number: 255555

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 controlled
Age range of pupils:	4 – 11 Years
Gender of pupils:	Mixed
Number on roll:	80

School address:	Bolton Low Houses Wigton Cumbria
Postcode:	CA7 8PA

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Appropriate authority:	The governing body
Name of chair of governors:	Mrs J Thompson

Date of previous inspection:	March 1998
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CHARACTERISTICS OF THE SCHOOL

The school is situated on the edge of the village of Boltons Low Houses, not far from the town of Wigton, and is a Church of England voluntary controlled school. It is a small, rural primary with 80 pupils, taught in 3 mixed-age classes. There are currently 11 Foundation Stage children being taught in the Reception/Year 1 class. Most of the pupils come from the village and the surrounding area but an increasing number of pupils come from Wigton. All pupils are of White-British origin. The percentage of pupils with special educational needs is below the national average. The socio-economic indicators for the area served by the school are in line with the national average, as is children's attainment on entry to the school. The mobility of pupils is not usually a significant factor but it is high in the present Year 6, with almost half the 16 pupils being admitted to the school in the last eighteen months. The area was very badly affected by the foot and mouth epidemic a few years ago when all the livestock in the area was slaughtered. This has affected the emotional and academic development of a few pupils at the school, particularly those from the farming community. The school received an Achievement Award for its results in 2001 and holds a gold Activemark for sport.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
21184	Mr A Fullwood	<i>Lead inspector</i>	English, science, information and communication technology, design and technology, music, physical education
09928	Mr A Dobson	<i>Lay inspector</i>	
24887	Mrs Y Salmons	<i>Team inspector</i>	French
30691	Mrs K Yates	<i>Team inspector</i>	Foundation Stage, mathematics, religious education, art and design, geography, history, personal, social and health education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Boltons C of E Primary is a good school, with a caring family ethos, that provides a good education for its pupils. Teaching and learning are good and pupils achieve well. Leadership and management are good. The school provides good value for money.

The school's main strengths and weaknesses are:

- Standards are good and pupils achieve well in English, mathematics and information and communication technology (ICT) at the end of Year 2, and mathematics, music and ICT at the end of Year 6.
- Pupils who have been at the school throughout Years 3 to 6 achieve well in English and science.
- Teaching in Years 1 to 6 is good.
- Pupils' attitudes and behaviour are good, and the school promotes their personal development well.
- The leadership and management of the school are good.
- The school provides very good care, guidance and support for all its pupils.
- The positive partnership established with parents, the community and other schools impacts well on pupils' learning.

There has been a good improvement since the last inspection. Standards at the end of Year 6 in English, mathematics and science are higher than they were at the time of the last inspection and have improved above the national trend overall. There were no key issues at the time of the last inspection but the school has continued to maintain high standards of care for its pupils and the good quality of education it provides. Opportunities for sport have significantly improved. Recent improvements in the development of pupils' writing skills have ensured that standards are rising, particularly at the end of Year 2. Continuing these improvements is likely to ensure that pupils' achievement will be as good in writing as it is in speaking, listening and reading. The school is well placed to improve further.

STANDARDS ACHIEVED

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

Key: A* - very high; 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.

Pupils' achievement is good. Each year group is small and the performance of each pupil has a major effect on the overall results in nation tests. Standards in the current Year 2 are above average in English, mathematics and ICT, and average in science. Standards in the current Year 6 are above average in English, mathematics, ICT and music. They are average in French and science. Standards in writing are average and pupils' achievement is satisfactory. Pupils with special educational needs (SEN) achieve well in relation to the targets set in their individual education plans.

Overall, children's attainment in the Foundation Stage is on track to reach the goals children are expected to reach by the end of the Reception year. Children make satisfactory progress and achieve satisfactorily in their mathematical, creative and physical development and in their knowledge and understanding of the world. They achieve well in their language, literacy and communication skills and in their personal, social and emotional development.

Overall, pupils' attitudes to school and their behaviour are good. Pupils' attendance is satisfactory. The promotion of pupils' values and personal qualities is good, as is their spiritual, moral, social and cultural development.

QUALITY OF EDUCATION

The school provides a good education. The quality of teaching and learning are good overall. The teaching of English, mathematics and science is good. Generally, teachers make good use of assessment information to plan appropriate work to match the wide range of abilities and ages in classes. However, work set for higher attaining pupils in mathematics was not always sufficiently challenging in the lessons observed during the inspection. Teaching in the Foundation Stage is satisfactory overall, but good in the areas of children's personal, social and emotional development and in their communication, language and literacy skills.

The curriculum is satisfactory and there are very good opportunities to develop pupils' learning outside lessons. Staffing levels, the accommodation and learning resources are adequate to meet the demands of the National Curriculum for pupils of this age. The school has good links with parents, the community and other schools. The school provides very good care, guidance and support for all its pupils.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. The governance of the school is satisfactory and governors meet their statutory requirements. The headteacher provides strong leadership and a clear educational direction to the work of the school, ably assisted by other staff. The financial management of the school is good and best value principles are applied appropriately.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents think well of the school and support its work. They are made to feel welcome and encouraged to take a full part in their children's education. However, a minority of parents do not feel that the school seeks their views or takes account of their suggestions and concerns. Pupils' views of the school are positive. They feel supported well when they need help and enjoy the variety of activities they are involved in after school.

IMPROVEMENTS NEEDED

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

- Continue to improve achievements in writing.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good in Years 1 to 6, and in children's literacy, language and communication skills and personal, social and emotional development in the Foundation Stage. Standards in Years 2 and 6 are above average in English, mathematics and ICT.

Main strengths and weaknesses

- Pupils achieve well and reach good standards in English, mathematics, ICT and music.
- Pupils' achievement in writing is not as good as in other aspects of English.
- Pupils who have been at the school throughout Years 3 to 6 achieve well in science.

Commentary

1. Children's attainment on entry to the school is average. They make satisfactory progress in each area of learning so that most are on course to achieve the goals they are expected to reach by the end of their Reception year. A significant number are likely to exceed these levels while a few children are unlikely to reach them. Children achieve well in their literacy, language and communication skills and in their personal, social and emotional development. Their achievement in other areas of learning is satisfactory.

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

Standards in:	School results	National results
reading	16.0 (19.9)	15.7 (15.8)
writing	12.5 (15.6)	14.6 (14.4)
mathematics	15.5 (19.9)	16.3 (16.5)

There were 8 pupils in the year group. Figures in brackets are for the previous year.

2. The results of the 2003 national tests at the end of Year 2 were average in reading but well below average in writing in comparison with all schools. In comparison with similar schools, results in reading were below average and in the bottom five per cent in writing. The small size of year groups makes percentages liable to wide variation from year to year. Standards in reading showed an upward trend between 1999 and 2002 but fell sharply in 2003. Results in writing have shown a downward trend since 2000. Generally, girls perform better than boys but not significantly so. The 2003 results are not typical of the school and reflect the higher than normal proportion of pupils with special educational needs in this cohort of pupils. Inspection evidence indicates that pupils in the current Year 2 are achieving well and that their standards in speaking, listening and reading are well above national expectations. Standards in writing are in line with expectations. Pupils are achieving well in most aspects of English. Their achievement in writing is satisfactory, but this is a weaker element of their performance. Action taken by the school to raise standards is having an effect but it needs to be continued. Standards as a whole have improved since the last inspection due to the good teaching pupils receive and the good leadership and management of the subject.

3. The results of 2003 national tests in mathematics at the end of Year 2 were below average in comparison with all schools and well below average in comparison with similar schools. Standards showed a consistent upward trend until 2003 when they fell sharply. Generally, girls and boys perform similarly. Inspection evidence indicates that standards of attainment in the current group of Year 2 pupils are above average and that pupils are achieving well in relation to their attainment on entry to Year 1. Standards have improved since the last inspection.

4. Teachers' assessments in 2003 for Year 2 pupils in science showed their attainment to be below average in comparison with all schools and well below average in comparison with similar schools. Inspection evidence indicates that pupils currently in Year 2 are attaining average standards and achieving satisfactorily. Standards have been maintained since the last inspection.

5. Standards in other subjects, where there is sufficient evidence to make a judgement, are in line with expectations and have been maintained since the last inspection.

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

Standards in:	School results	National results
English	30.8 (30.4)	26.8 (27.0)
mathematics	28.6 (30.0)	24.6 (22.3)
science	29.0 (30.4)	28.6 (28.3)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

6. The results of the 2003 national tests in English at the end of Year 6 were in the top five per cent of all schools nationally and also in comparison with similar schools. The school's targets for the percentages of pupils who would achieve the expected level (Level 4) or higher in 2003 were exceeded. Standards have shown a consistent upward trend since the last inspection. Generally, girls perform better than boys but both boys and girls perform better than they do nationally. Inspection evidence indicates that the attainment of the current Year 6 group is above national expectations, despite a significant number of these pupils only having entered the school in recent times. Pupils who have been at the school throughout Years 2 to 6 are achieving well in relation to their attainment at the end of Year 2. A scrutiny of pupils' work shows that all pupils have made good progress since September. Standards are higher than at the time of the last inspection.

7. The results of 2003 national tests in mathematics at the end of Year 6 were well above average in comparison with all schools and average in comparison with similar schools. The school's targets for the percentage of pupils who would achieve the expected level (Level 4) or higher in 2003 were exceeded. Standards since the last inspection showed a consistent upward trend but fell in 2003. Generally, girls perform better than boys but both boys and girls perform better than they do nationally. Inspection evidence indicates that standards in the current group of Year 6 are above expectations and that pupils are achieving satisfactorily in relation to their attainment at the end of Year 2. This is due to the good teaching they receive and the good quality of leadership and management in the subject. Standards are higher than those noted at the time of the last inspection.

8. The results of the 2003 national tests in science at the end of Year 6 were average in comparison with all schools but well below average in comparison with similar schools. Results in national tests showed an upward trend between 1999 and 2000 but there has been a downward trend since then. Generally, boys and girls perform similarly. Inspection evidence indicates that standards in the current Year 6 are average but that pupils who have been at the school throughout Years 2 to 6 achieve well in relation to their attainment at the end of Year 2. Two-thirds of these pupils are working at the higher level (Level 5) of the National Curriculum. The good quality of teaching contributes well to the standards pupils achieve.

9. Standards in ICT and music are above average and pupils' standards of attainment are good. Standards of attainment in other subjects, where there is sufficient evidence to make a judgement, are in line with expectations and pupils' achievement satisfactory. Since the last inspection, standards have improved in ICT and have been maintained in other subjects.

10. The achievement and progress of pupils with special educational needs is good. They are given effective support in lessons and when withdrawn for work in small groups. Gifted and talented pupils are also provided for well and make good progress.

Pupils' attitudes, values and other personal qualities

The pupils enjoy school, have **positive attitudes** to learning and **behave well**. Their personal development, including spiritual, moral, social and cultural development, is **good**. Attendance is broadly **in line** with the national average. Pupils' punctuality is **good**.

Main strengths and weaknesses

- Pupils are happy, generally enthusiastic about learning and keen to participate in school life.
- Behaviour is good, producing an effective climate for learning.
- Relationships throughout the school are very good, resulting in the development of good social skills.
- Pupils mature into sensible, well-mannered and confident individuals, with clear concern for others.
- The school has good procedures for promoting attendance.

Commentary

11. Pupils like going to school, a point very much confirmed by parents. They like the small size and feel very much part of a close-knit and friendly community. In lessons, pupils know they are there to learn and most have a positive attitude to learning. They settle down quickly and are keen to join in by offering ideas and answering questions. School clubs, of which there is a wide range, are very well attended.

12. Teachers have high expectations of behaviour and these are achieved. Pupils know the school rules well and think they are very fair. Behaviour in the classroom is nearly always good and often very good. The atmosphere in the school stimulates effective learning. Play areas have a happy and friendly atmosphere. A few parents expressed concerns about bullying, but conversations with pupils over a range of ages revealed no worries. Pupils reported that any incidents, usually name-calling, are sorted out 'instantly' by the headteacher. There have been no exclusions since the time of the last inspection.

13. Because this is a small school, everybody knows everybody else, and the children appreciate this. Relationships are very good. Teachers get on very well with the pupils, pupils get on very well with each other and have friendships across a far wider age range than generally found in larger schools. This develops a good sense of responsibility, particularly with older pupils acting very successfully as buddies to younger ones. The wide age range in some classes effectively allows older pupils to set a good example to younger ones, again helping to develop a good sense of personal responsibility.

14. Pupils' personal qualities develop well at school. Teachers set good role models in showing good manners, politeness and respect to the pupils. Care for others is fundamental in the Christian philosophy and is the backbone of the school's values. This is apparent in the way pupils successfully raise money for a range of charities and the way they are taught to show respect for all living creatures. Appropriately for a church school, pupils' spiritual development is encouraged by close association with the church, for instance through regular visits from the vicar and pupils attending church services. Pupils are well taught about the wonders of nature, and also that scientists do not know the answers to all questions. Moral issues are covered well in class discussions and in a range of themes in assemblies. Pupils become progressively aware of how music and drama can add to the richness of life, through good teaching and well-targeted educational visits. A residential visit for older pupils gives a good introduction into developing a sense of independence. By the time pupils leave the school, they are sensible and generally confident individuals with a respect for others and a good sense of right and wrong.

15. The school has good procedures for promoting attendance. As this is a small school, the figures for attendance can fluctuate significantly as a percentage from year to year, but they are

broadly average. Unauthorised absences are negligible. The prospectus gives parents a clear outline of the school's routines. Parents know that the school takes attendance seriously, as any absence without reason is followed up immediately and holidays in term time are strongly discouraged. Nevertheless, good attendance would have a higher profile in the minds of the pupils if certificates were awarded more regularly than once a year.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.6	School data	0.0
National data	5.4	National data	0.4

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

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
White – any other White background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
78	0	0
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

The school provides a **good** quality of education. Teaching and learning are **good** overall. The curriculum is **satisfactory** and is **very well enriched** by extra-curricular activities, particularly in sport. Levels of staffing, the accommodation and learning resources are **satisfactory**. Links with parents, the community and other schools are **good**. Pupils' care, guidance and support are **very good**.

Teaching and learning

Teaching and learning are **good**. The quality of assessment of pupils' work is **good**.

Main strengths and weaknesses

- The quality of teaching in Years 1 to 6 is good.
- The teaching of English, mathematics and science is good but the work set for more able pupils in mathematics is not always challenging enough.

Commentary

Summary of teaching observed during the inspection in 27 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	13	13	0	0	0

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons.

16. Overall, the quality of teaching is good. Teachers have a good knowledge and understanding of the curriculum and know their pupils well. There are very good relationships between teachers and pupils, based on mutual respect, and generally this ensures that pupils are motivated and apply

themselves well to their work. Regular assessments are made of pupils' attainment and progress and this information is used appropriately to plan future work. Teachers make good use of questioning to gauge pupils' understanding and to ensure that they are involved in their learning. However, they do not consistently share with pupils what it is they are expected to have learned in lessons or evaluate with them how well they have achieved these objectives at the end of each session. This is a lost opportunity to ensure that pupils know what they have achieved and what they need to do to improve. Teachers have high expectations of pupils' behaviour and are effective in achieving this. They make good use of teaching assistants in supporting the needs of small groups or individual pupils.

17. Overall, the teaching of children in the Foundation Stage is satisfactory. It is good in the areas of personal, social and emotional development and communication, language and literacy. Staff provide a warm and caring environment where children settle in quickly and form good relationships. There is a good balance of teacher-focused and self-chosen activities, which enable pupils to develop independence and to sustain their concentration. Generally, appropriate questioning develops children's understanding and ability to listen attentively. However, sometimes questions only require one-word answers from the children, such as in a numeracy lesson observed, where such questions limited their use of mathematical language.

18. From the observation of lessons and a scrutiny of pupils' books, the teaching of English, mathematics and science in Years 1 to 6 is good. In English, work is adapted well to meet the needs of pupils of different abilities and ages, lessons are lively and teachers enthusiastic in their approach. Through marking and the target setting process, a good dialogue is established between teachers and pupils in how they can improve their work and achieve their targets. The good leadership and management of the subject has ensured that there is a clear focus on improving pupils' writing skills, which is the weaker aspect of their performance in English.

19. In mathematics, mental arithmetic sessions are brisk and there is a good emphasis on the rapid recall of number facts, including times tables. Teachers' questioning is effective in ensuring that pupils of all abilities are appropriately challenged and are able to explain how they arrived at their answers. However, from the lessons seen during the inspection, the work set for higher attaining pupils is not always sufficiently challenging and they make satisfactory rather than good progress as a result.

20. In science, teachers make use of a practical, enquiry-based approach to learning. Good opportunities are provided for pupils to find out for themselves through discovery and experimentation. Good questioning ensures that pupils think through their ideas and solve the problems set for them through observing closely and working collaboratively. Good use is made of assessments to plan suitable work to challenge pupils of different abilities, but marking does not sufficiently inform pupils of how they can improve their work.

21. The teaching of French is satisfactory. A variety of teaching approaches is used to make learning fun, and pupils enjoy the subject as result. However, a lack of resources limits pupils' knowledge of the language and French culture, and pupils in Years 5 and 6 have insufficient opportunities for speaking and writing in sentences.

22. Teaching in music and religious education is satisfactory. In music, pupils are provided with regular opportunities to sing, play musical instruments and compose their own music. The pace of the lessons observed was generally satisfactory but the challenge of work set for pupils was good. In religious education, lessons are soundly based on the locally agreed syllabus and provide pupils with satisfactory opportunities to learn about Christianity and other major world religions.

23. There was insufficient evidence to make a secure judgement about the quality of teaching and learning in other curriculum subjects.

24. The quality of teaching and learning of pupils with special educational needs is good overall. Class teachers and the co-ordinator regularly review the individual education plans of these pupils.

Clear targets are set, progress towards them is assessed and the outcomes of such assessments are used successfully to plan the next stage of pupils' learning.

The curriculum

The curriculum is broad and balanced and promotes effective learning for all pupils including those with special educational needs. Statutory requirements are met in full.

Main strengths and weaknesses

- Pupils have very good opportunities to take part in extra-curricular activities.
- Accommodation for pupils in Years 2, 3 and 4 is cramped and restricts their learning.

Commentary

25. Owing to the small number of children in the school, all classes contain pupils from more than one age group. Staff are experienced and have been in post for a number of years. They know their pupils well and provide an appropriate curriculum for them. Letters are sent to parents each term to inform them of what is to be taught in each area of the curriculum.

26. Staff plan a very good range of activities to enrich the curriculum. There is a high level of participation from both boys and girls. They enjoy these activities, and parents are very supportive of the opportunities offered to their children. A good level of outside support, together with a high level of staff commitment, enables football, cricket, tennis, netball, tag rugby, cross-country, running, art, ICT and an environmental club to be enjoyed. The school competes in small schools' matches and these enhance social as well as physical skills. Outside services support the teaching of a wide number of musical instruments. French is taught to all pupils from Year 2 to Year 6 and is a very good addition to the curriculum.

27. Personal social and health education (PSHE) and citizenship are provided through separate lessons and through the range of extension and enrichment activities. The strongest aspect of PSHE is the way in which the school encourages all pupils to become involved in all aspects of school life: this results in good attitudes and very positive relationships.

28. Arrangements for the transition of pupils to the nearby Nelson Tomlinson comprehensive school are satisfactory. Fortnightly visits are made by pupils identified as gifted and talented to further develop their skills in mathematics, while all Year 6 pupils benefit from the support of a member of the ICT staff to develop their skills. Working with other schools in team sports has also helped to develop good relationships and ease the transition into the next phase.

29. Since the last inspection, the school has been improved by the addition of a new classroom, a staff room and an extended library. The main classroom for pupils in Years 2, 3 and 4 is too small, though the teacher makes good use of the school hall to extend the space available for practical and investigative work. Overall, accommodation is satisfactory.

30. Resources overall are satisfactory. They are good in physical education, but in French they are insufficient and many geography resources need updating.

31. Overall provision for special educational needs is good. Pupils with special educational needs benefit from the full curriculum and join in all school activities appropriately. Their individual educational plans have specific short-term targets and teachers use these appropriately when planning class work. The school regularly involves support from outside agencies and this assistance is used effectively to ensure that what is provided is appropriate.

32. There are residential trips to Derwent Water and London for pupils in Years 5 and 6, and day excursions to local places of interest for younger pupils. Visitors to the school, such as the artist in residence, enrich the curriculum and help pupils to develop new skills.

Care, guidance and support

Pupils are **very well** cared for and given a **very good** level of support and guidance. The school is **good** at listening to and acting on the views of pupils.

Main strengths and weaknesses

- The school is a very friendly caring community, based firmly on Christian values, where pupils' welfare is paramount.
- Teachers give pupils very good support in their personal and academic development, based on a very secure knowledge of each child.
- Pupils' views are taken seriously.

Commentary

33. The school is a small community where everyone knows each other and all are treated with care and respect. Christian principles are well embedded into the life of the school. Pupils feel safe and secure in a trusting environment where the staff are looked upon as friends. Supervision is good at all times, although the midday supervisors are less actively involved in playground activities than in many schools. Child protection and health and safety issues are treated very seriously. The level of first aid cover is very good for the size of school. The organisation of fire drills is efficient and has been proved recently in a real life situation when a fire occurred in a house opposite the school.

34. Good assessment procedures, combined with a very good knowledge of each individual child, ensure that teachers can give pupils clear advice on how to improve academically. Most pupils understand and know their targets for improvement. Very good support for their personal development is based on a very secure understanding of each pupil's personal qualities and a good knowledge of their family background. The high quality of the personal section in the pupils' annual reports is evidence of how the very good support is based on a firm partnership between teachers and parents. On a day-to-day basis, the Friendship bench in the playground and the Sanctuary room in the building are very effective ways of providing additional support for pupils.

35. Parents of pupils with special educational needs are consulted and invited to attend meetings on a regular basis. Teachers and learning support assistants give good support to pupils with special educational needs. Careful analysis of data for different pupil groups sets the agenda for guidance, support and advice on their progress. Trusting relationships help pupils to respond readily and this helps to raise their self-esteem. The school works well with other agencies to ensure pupils' needs are met appropriately.

36. Pupils' views are actively sought through a system of class councils and a school council. Although these are relatively recent introductions, pupils have already had an impact on the way their school develops, for instance in the design of playground markings and the provision of a 'healthy food' tuck shop.

Partnership with parents, other schools and the community

The school has **good** links with parents, the local community and other schools.

Main strengths and weaknesses

- Parents have a good opinion of the school.
- Parents are kept well informed on the life of the school and their children's progress.
- Very high quality pupils' reports allow parents to be very much involved in their children's learning.
- Pupils benefit well from the school being part of the local community and having good contacts with other schools.
- Some parents feel remote from the way decisions are taken.

Commentary

37. Parents think it is a good school. They particularly like the arrangements when their children first start school, the fact that their children are happy at school, the way they are taught, how they become mature and responsible as they get older, and the range of activities provided.

38. The school is good at keeping parents informed about current school events. The prospectus and the governors' annual report are easy to read and informative. They also contain copies of the school's policies that often concern parents, for instance, attendance, behaviour, anti-bullying and the curriculum. Parents are given good information each term on what is about to be taught. This allows parents to be more involved in their children's learning. However, this would be more effective if it contained greater detail on what is going to be covered in literacy and numeracy. Arrangements for parents to see teachers to discuss their children's progress are good, with formal meetings twice a year and informal opportunities at the end of most school days.

39. The quality of the pupils' reports has improved significantly since the previous inspection. They are consistently written in a way that makes them very useful for parents who want to be involved in their children's learning. The progress that each pupil has made is always clearly stated. The summaries for all the main subjects bring out very clearly strengths and areas in need of development. The section on how parents can help their child is very well written in a clear and specific way. Advice is easy to understand and focused on helping the individual child. The teachers' comments reflect a very good understanding of the children and their home circumstances. The school very successfully encourages parents to take a full part in their children's education, and this impacts well on the standards pupils achieve.

40. Pupils benefit from being at the heart of a small village community. They visit the church regularly, they use the village hall for some aspects of physical education, and members of the community are invited to school events, such as school performances. Pupils' understanding of the local area develops well through studying, for instance, the coastline as part of geography and a quarry as part of science. Pupils learn about team spirit, friendship and competition through many sporting activities and tournaments held with other primary schools in the area. Pupils' computer skills have benefited from the teaching of data logging by a teacher from the local high school.

41. A few parents felt that some significant decisions are made without adequate consultation. Although questionnaires are used on occasions, the school has no regular system for considering parents' views when drawing up the school development plan.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher provides good leadership and a clear educational direction to the work of the school. The governance of the school is **satisfactory**.

Main strengths and weaknesses

- The headteacher provides strong leadership.
- Subject leadership and the management of special educational needs are good.
- Good financial management helps the school achieve its educational priorities.

Commentary

42. The headteacher provides sensitive care for pupils, parents and staff. Together with staff and governors, she has established a clear educational direction for the work of the school, firmly based on raising standards and pupils' achievement. Teachers and support staff work closely together to enable all children to participate fully in the curriculum, including those with special educational needs. The headteacher ensures that staff receive appropriate training and that the school's performance management policy is carried out effectively.

43. The quality of subject leadership is good. Inevitably in a small school, teachers have a number of subject responsibilities and good teamwork is needed to ensure that all subjects are appropriately covered. Weekly staff meetings are used to discuss subjects where any areas for improvement are thought to be needed and to prioritise subjects that need to be reviewed. Recent attention has been given to physical education and the provision of sporting opportunities for pupils, following the appointment of a new co-ordinator for the subject. As a result, the provision for sport is very good. Geography is planned as the next subject to be reviewed. The headteacher and staff work closely together in evaluating pupils' performance and tracking their progress in national and other tests. Regular sampling of pupils' work also takes place. This information is used well in discussions with pupils to set targets for improvement. Pupils know their targets and, generally, teachers' marking regularly informs them of how well they are achieving.

44. The management of special educational needs is good. The leader supports pupils, teachers and parents well. Pupil reviews take place regularly and good efforts are made to keep parents fully informed.

45. The school improvement plan is the result of a thorough process that involves discussion with teachers, support staff and governors. The three-year overview provides a clear direction to the school's long-term development. Priorities are appropriate and include raising standards in writing and further developing the school's provision for ICT. Detailed action plans are provided for the current year. Progress towards meeting the targets set is monitored regularly by the headteacher and staff, and governors are kept informed of the progress made.

46. The governing body provides satisfactory support for the school through its committee structure and is kept well informed by the regular reports from the headteacher. Governors meet all their statutory requirements. The chair of governors visits on a regular basis and works closely with the headteacher in supporting the work of the school. Governors have a satisfactory understanding of the strengths and weaknesses of the school and of the strategies that are being used to address priorities, such as improving pupils' standards in writing. In discussion with the headteacher, they monitor the school's performance in national tests. The governing body is appropriately involved in the budget-setting process and in monitoring spending. This ensures that funding is used to support school priorities and that the school is adequately resourced. The principles of best value are applied soundly to all major spending decisions.

47. Overall, taking account of pupils' good achievement and the good quality of education provided, the school provides good value for money.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	214,610
Total expenditure	208,643
Expenditure per pupil	2,745

Balances (£)	
Balance from previous year	-2,277
Balance carried forward to the next	3,690

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

48. Provision for children in Reception is satisfactory. The accommodation has improved since the previous inspection. Eleven children of Reception age are taught in a new purpose built classroom alongside fifteen Year 1 pupils. During the course of the inspection, most lessons for Reception children were taken by two teaching assistants, who follow the teacher's planning carefully. Good provision is made for one child who has been identified as gifted and talented whereby he works alongside Year 1 pupils for literacy and mathematics. On entry to school, the attainment of the majority of children is average. Teaching and learning are satisfactory in all areas, and good in personal, social, and emotional development and communication, language and literacy. Leadership and management are satisfactory. Arrangements for induction are well established and help children to settle happily into school. By the end of the year, it is likely that the majority of children will reach the expected goals in all areas of learning. A significant number are likely to exceed these levels though a few children are unlikely to reach them.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults and children enjoy good relationships.
- Attitudes and behaviour are good.
- Independent skills are well promoted.

Commentary

49. Teaching and learning are good and children achieve well. Staff provide good role models and ensure that all children are welcomed into a warm and caring environment where they settle quickly and form good relationships. They have good attitudes to learning and are well behaved. Daily routines are well established, so children gain in confidence. They follow the good examples set by their older classmates and cooperate well in joint activities. They share resources sensibly and dress themselves independently. This earns the praise of adults and raises self-esteem all round. Almost all children are likely to achieve goals they are expected to reach in this area of learning and a significant number are likely to exceed them.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Speaking and listening skills are well promoted.

Commentary

50. Teaching and learning are good. One child who has been identified as gifted and talented in reading is challenged by being taught alongside Year 1 children. All children are learning to listen intently to familiar stories, and the majority join in confidently with refrains. Most speak distinctly,

giving clear explanations such as, 'We pull the reins to slow the horse down' when responding to careful questioning about the events of their weekend. Staff model handwriting clearly and children are learning to form letters correctly as they practice the flowing movements. The more able children write short simple sentences unaided. However, the less able have little knowledge of sound recognition. Teachers encourage children to take reading books home to share with parents and to bring objects from home that are relevant to what they are doing for 'show and tell sessions'. Achievement is good and most children are likely to reach the expected level by the end of their year in Reception, with a few likely to exceed it.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Children are actively engaged in their learning.
- Questions are undemanding.

Commentary

51. Teaching and learning are satisfactory. Good relationships between the teaching assistant, the Reception children and 2 of the less able children from Year 1 are promoted as all join in action and number songs in the outdoor area. The more able take part in lining themselves up in order of their height to promote an understanding of 'taller', 'shorter' and 'shortest'. The less able engage enthusiastically in making 'long' and 'short' tails to show their understanding of ordering. However, in one session observed, the questions posed by the teaching assistant demanded only one-word answers and did not encourage children to use mathematical vocabulary in their responses. Activities are of a short duration and are ideally suited to the less able children whose concentration span is very limited. Achievement is satisfactory and the majority of children are likely to reach the expected level by the end of their year in Reception.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Good use is made of the local environment to promote children's learning.
- Opportunities for children to develop their skills in information technology are limited.

Commentary

52. Teaching and learning are satisfactory. The teaching assistant engages children well as they explore the colour, texture, shape and smell of string and sheep's wool collected from nearby fields. They then compare the differences in the wool that has been washed with that which has not. They learn that the numbers painted on the lambs are the same as those painted on the mothers, so that they may be quickly reunited if they get lost. Good questioning ensures children are prompted to learn new words, which they are encouraged to use in meaningful sentences. During the inspection, although there was a good ratio of computers in the classroom at no time were children observed developing their skills in information technology. Achievement is satisfactory in this area of learning and the majority of children are likely to reach the expected level by the end of their year in Reception.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

Main strengths and weaknesses

- Outdoor accommodation is spacious and used well.

Commentary

53. Teaching and learning are satisfactory. Regular use is made of the large playground, where children show good control as they pedal bikes and other wheeled toys to demonstrate their growing physical development. Children are provided with good opportunities to handle tools and malleable materials and do so with confidence. Achievement is satisfactory, and by the end of the year it is likely that the majority of children will reach the expected level, with a significant number likely to exceed it.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- A good variety of materials is provided from which children make free choices.
- Role-play activities lack imagination.

Commentary

54. Teaching and learning are satisfactory. Children have regular opportunities to draw, paint and use a variety of materials. Most are confident to make choices of the materials and tools to be used for specific tasks. The assistant intervenes to encourage the less confident to choose between dull and shiny materials. The more adventurous use their imagination well as they create monsters with 5 eyes and bumps on their foreheads. Most children readily sing well-known songs and engage in the accompanying actions, sensibly waiting their turn. Nevertheless, the area designated for role-play fails to provide a stimulating environment where children may express themselves creatively in activities that are imaginative and enjoyable. There are few resources to encourage children to develop language, social and mathematical skills through play. Achievement is satisfactory, and the majority of children are likely to reach the expected level by the end of their year in Reception.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH AND MODERN FOREIGN LANGUAGE

English

Provision in English is **good**.

Main strengths and weaknesses

- Standards are above average by the end of Years 2 and 6.
- Standards in national tests at the end of Year 6 have shown a consistently upward trend since the last inspection.
- Teaching and learning are good.
- The use of targets and positive marking comments indicates to pupils how they can improve their work.

Commentary

55. Pupils make good progress so that they achieve well by the end of Year 2, particularly in speaking, listening and reading. Standards are higher than at the time of the last inspection. Most pupils make good progress in the development of their speaking and listening skills through the good opportunities provided by the teacher to join in class discussions and by the encouragement they receive when describing their ideas and voicing their opinions. Standards in reading are well above average, with all pupils reaching the expected level (Level 2) and three-quarters of the pupils attaining the higher level (Level 3). Most pupils read fluently and expressively, enjoy books and are keen to talk about what they have read. All pupils have good attitudes to reading and read regularly at home and at school. Good use is made of the home/school reading diaries to involve parents in their children's reading and this has a positive impact on the standards they attain. Standards in writing are in line with national expectations. A few pupils are achieving above this. A scrutiny of pupils' work shows that most have made good progress in the present year. Higher attaining pupils structure their writing well and enliven their work by making good use of a wide vocabulary. Average and higher attaining pupils write extensively when responding to the frequent opportunities they are given to write for different purposes. They use speech marks correctly but there is a tendency for a few pupils to use too much dialogue, which makes their stories difficult to follow. The decline in writing standards, evident in the results of national tests over the last few years, has been halted by teachers adapting literacy sessions and providing more time for pupils to write at length. Pupils' achievement in writing is satisfactory. Pupils make satisfactory use of their ICT skills in drafting their work.

56. Standards in national tests at the end of Year 6 have improved year on year and are above average in the current group of Year 6 pupils. Nearly half of the pupils have only been at the school for a short while, though a scrutiny of written work shows that good progress has been made since September. Pupils' speaking and listening skills are good. This is evident in the way they talk about their work and discuss their opinions about the school. It was also evident in a lesson in personal and social education when Year 6 pupils explained what they were looking forward to when they transfer to secondary school and some of the anxieties they have about this change. Pupils achieve well. Standards of attainment in reading and writing are above expected levels. Standards amongst pupils who have been at the school throughout Years 3 to 6 are very good, with two-thirds of these pupils working at the higher level (Level 5) of the National Curriculum. These pupils achieve well. Most pupils' writing is varied and interesting, and those with higher attainment bring their stories to life with telling detail, such as, 'She crept across', 'He squeezed through', or 'There was a shrill screech'. The work of average attaining pupils shows a wide vocabulary, but they do not always develop their ideas and tend to use mainly simple rather than complex sentences. Lower attaining pupils sequence their sentences logically, but make little use of punctuation or description in their work. Higher attaining pupils read a wide range of difficult texts fluently and expressively, making

good use of inference to deduce the author's meaning. The reading of average and lower attaining pupils is generally accurate but shows less attention to understanding what they have read. Pupils overall are achieving well in relation to their capabilities.

57. Teaching and learning are good. Teachers make good use of the National Literacy Strategy in their planning and are lively and enthusiastic in their approach. Work is adapted to meet the needs of pupils of different abilities or is sufficiently structured to allow pupils to work at their own level. As a result, pupils make good progress and achieve well. Teachers make good use of setting individual targets and this, allied to positive marking, gives pupils a clear indication of what they have to do to improve. Pupils know what their targets are and this helps them to work effectively towards achieving them. In Years 5 and 6, pupils' books contain clear evidence of an ongoing dialogue between the teacher and pupils in identifying successes and areas in need of improvement. The school's detailed analysis of national test results has led to the current focus on improving standards in writing by increasing the opportunities pupils have to write. This is having a positive impact on pupils' standards of attainment this year.

Language and literacy across the curriculum

58. Pupils have good opportunities to use their language and literacy skills in other subjects, for instance in writing up their experiments in science or in history when they imagine what life on board ship was like in Tudor times.

French

Provision in French is **satisfactory**.

Main strengths and weaknesses

- Pupils are very enthusiastic about learning French.
- Pupils' reading and writing are insufficiently developed in Years 5 and 6.
- Pupils make good progress in speaking and listening in Years 2, 3 and 4.
- Pupils develop social skills well, through team games and conversations.
- There are inadequate resources to fully support teaching and learning.

Commentary

59. Standards are typical of primary schools where French is taught and pupils' achievement is satisfactory. In Years 2, 3 and 4, pupils make good progress in listening and speaking; they can understand and use basic language on topics such as family and shopping. However, in Years 5 and 6 pupils make slower progress, and do not fully develop in reading and writing. Pupils with special educational needs make good progress in all years, because of the teacher's good understanding of their learning needs. Pupils are very enthusiastic about learning French, because of enjoyable learning activities, the teacher's encouragement and the occasional but effective use of ICT.

60. Teaching is satisfactory overall. In all lessons, the teacher successfully uses coloured cards, repetition and mime to enable pupils to learn words and simple phrases associated with, for example, animals, colours and classroom items. Pupils learn to work and communicate well with others through role-plays and team games. However, lack of resources, such as posters, notebooks, illustrated reading and writing materials, limits pupils' access to authentic French language and culture, and restricts homework opportunities, especially for able pupils. In Years 5 and 6, pupils have insufficient opportunities for speaking and writing in extended sentences.

61. Leadership and management of the French course are satisfactory. The enthusiastic teacher is committed to ensuring French is a useful addition to the curriculum. The scheme of work needs revising to provide more opportunities for older pupils to read and write in French, and links with other

primary French departments in the area should be developed. Improvement since the last report has been satisfactory.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are above average.
- A good emphasis is placed on mental mathematics.
- More able pupils are not always given enough challenge.
- Test results are analysed well.

Commentary

62. Although all pupils reached the expected level (Level 2) in the 2003 tests, the number of pupils attaining the higher level (Level 3) was below average. That year group contained a high percentage of pupils with special educational needs but their achievement was satisfactory overall, in view of their low starting points. At the end of Year 6 in 2003, attainment was above average and an improvement on the previous inspection. Their achievement over time was satisfactory.

63. Standards are above average in the current Year 2 and Year 6. This is an improvement on last year. The achievement of pupils presently in Year 2 is good compared with their standards on entry to the school. The achievement of Year 6 pupils is satisfactory in relation to their prior attainment.

64. The quality of teaching is good overall. Teachers begin lessons briskly with a sharp focus on mental mathematics. More able pupils in Year 1 confidently count in 2s and recite the 2 times table. All pupils count up to 50, but while the more able manage to count back to 0 almost unaided, the less able struggle though they are given suitable help by the class teacher. In all classes, the daily emphasis on the rapid recall of number facts is successful in helping pupils to become confident in using and applying a developing range of strategies to solve problems. By the time they reach Years 5 and 6, most pupils are skilled in using the four main operations and also in doubling, halving, approximating and using inverse operations. Most are confident in explaining how they arrive at an answer, in checking the accuracy of their results and in using appropriate mathematical vocabulary.

65. Good relationships exist between adults and pupils, and these contribute positively to the effort pupils put into their work. Pupils in Years 5 and 6 are well taught. They display positive attitudes to learning because the pace of learning is brisk and the level of challenge is high for the less able and those of average ability, hence they achieve well. The teacher questions all pupils skilfully, allowing the less able more time to answer their questions, while increasing the level of difficulty for the more able. The less able pupils are well supported by a teaching assistant who helps pupils to gain a better understanding, for instance of the 24-hour clock. She insists that pupils respond with answers that enable her to judge clearly that they have grasped how to read a 24-hour timetable. Due praise is given when they interpret 23.30 as '11.30 in the evening' or 'half past eleven at night'. The work set for pupils of average ability is appropriate. In this lesson, more able pupils completed the differentiated worksheets in record time. However, work of a more challenging nature to extend their learning was not provided, so that their achievement in this lesson was only satisfactory. In a lesson for Year 3 and 4 pupils, where the pace of learning was generally good, the more able pupils found the work too easy and again insufficient challenge had been set.

66. Information obtained from testing and the scrutiny of pupils' work is carefully analysed and areas of weakness in learning are targeted for further development. The achievement of pupils identified as gifted and talented is enhanced by the involvement of staff from the neighbouring high school. Pupils were keen to talk about their success in a recent inter-schools maths quiz, which promoted their enjoyment of the subject.

67. Although the presentation of pupils' work is generally of a good standard, marking of pupils' work does not consistently show them how they may improve.

Mathematics across the curriculum

Pupils sometimes use mathematics as part of their work in other subjects. In their study of weather around the world, pupils in Year 2 have searched the Internet and compared the temperatures experienced, for example in Norway and America.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards at the end of Years 2 and 6 are in line with national expectations.
- Year 6 pupils who have been at the school throughout Years 3 to 6 achieve well.
- Pupils' scientific enquiry skills are promoted well.
- Teaching and learning are good.

Commentary

68. Standards of attainment at the end of Year 2 are average and pupils achieve satisfactorily. Standards have been maintained since the last inspection. Scrutiny of pupils' work shows that most are on track to achieve the expected level (Level 2) and a few pupils will achieve the higher level (Level 3). The teacher makes good use of pupils' assessments of what they already know about a particular topic, such as electricity, at the beginning of a block of work. This information is used well to plan interesting activities that motivate the pupils. The teacher also makes good use of questioning to explore pupils' understanding, such as in a lesson observed about air resistance and how a parachute is designed. In this lesson, the teaching assistant gave good support to lower attaining pupils and those with special educational needs, ensuring that they were fully involved. Through a practical and enquiry-based approach to teaching, pupils are beginning to plan experiments and to consider how they can make their tests scientifically 'fair'.

69. Standards attained by pupils in the current Year 6 are in line with national expectations overall. Their work indicates that they are making good progress this year, due to the good teaching they receive. Two-thirds of the pupils who have been at the school throughout Years 2 to 6 are working at the higher level (Level 5) of the National Curriculum and are achieving well in relation to their attainment at the end of Year 2. Higher and average attaining pupils draw clear conclusions from their investigations and make use of correct scientific vocabulary when describing their work. Lower attaining pupils make accurate predictions when carrying out investigations and set out what they have done in a clear and logical way. Good opportunities are given to pupils to think through their own ideas and to respond to a question posed by their teacher, such as making two bulbs light equally brightly in an electrical circuit. Most pupils are achieving well and enjoy science because of the practical work they are given. Standards have been maintained since the last inspection.

70. Lessons observed during the inspection and a scrutiny of pupils' work indicate that teaching and learning are good. Teachers have a good knowledge and understanding of the curriculum and provide interesting activities for pupils to carry out. In a very good lesson observed in Year 1, the teacher totally engaged the pupils when learning about slugs through a very good example of learning by discovery. Pupils were captivated by the subject and responded well to the teacher's questions about the differences between a slug and a snail. A brisk pace was maintained and pupils made very good progress as a result. Teachers make good use of ongoing assessments to plan future work. Resources are satisfactory and used well by teachers to support pupils' learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses

- Standards of attainment are above average by the end of Years 2 and 6.
- Teachers make good use of assessments to plan work to meet pupils' individual needs.
- Not enough use is made of pupils' ICT skills across the curriculum.

Commentary

71. Pupils attain above average standards by the end of Years 2 and 6 and achieve well. Standards have improved since the last inspection. Discussions with pupils and examples of their work show that they are given regular opportunities to learn a range of skills in word-processing, data handling, control technology and using the internet to find information. Year 2 pupils give instructions to a programmable toy to follow a simple route, while Year 4 pupils can make it travel in a square or rectangle. Even Year 1 pupils are adept at combining text and graphics, and use a range of tools, such as 'floodfill' or 'rubber', when using an art program. Year 6 pupils interpret data well when searching a database about monsters. When using spreadsheets, they create formulae to calculate the perimeter of squares and rectangles. They make good use of their developing word-processing skills to design a pamphlet about the school.

72. No lessons were observed during the inspection so no secure judgement can be made of the standard of teaching. Ongoing teacher assessments indicate how well pupils coped with the work and what they found easy or difficult. Teachers have a good knowledge and understanding of the subject and provide pupils with relevant experiences to develop their computer skills. The ratio of computers to pupils meets government recommendations, with a small computer suite as well as computers in all classrooms. Resources are satisfactory.

Information and communication technology across the curriculum

73. Pupils make satisfactory use of their ICT skills in English, science and art and design, but there is limited evidence of its use in other subjects. In discussion, Year 6 pupils felt that they rarely used the computers in their classrooms.

HUMANITIES

74. No lessons were observed in **geography** or **history**. A scrutiny of pupils' work and discussions with them indicate that standards are in line with expectations. Pupils in Year 2 show an understanding of different weather conditions experienced around the world. In history, they have gained an understanding of the pyramids in Egypt and how the Egyptians wrote on papyrus using hieroglyphics. They have recently visited the Tullie Museum in Carlisle to look at artefacts and further extended their learning. Pupils in Year 6 are learning about the course of a river and have a growing understanding of such technical terms as *delta*, *confluence*, *source* and *tributary*. In history, they have studied the Tudors and their writing shows they have learned of the harsh conditions experienced on board the ships used by explorers such as Cabot, Columbus and Magellan. Resources are adequate in history but need updating in geography.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Themes are thoughtfully pursued and linked to pupils' personal development.

Commentary

75. Standards of attainment are in line with expectations, as they were at the time of the last inspection. The two lessons observed followed the locally agreed syllabus, with all pupils from Years 2 to 6 considering at appropriate levels how relationships and friendships are formed and sustained. In both lessons, teaching, learning and pupils' achievement were satisfactory.

76. Pupils in Years 2 to 4 listened respectfully to the teacher reading the story of 'The Last Supper' with feeling. They were then presented with appropriate opportunities to discuss in small groups and reflect upon the question 'Did the disciple Peter betray Jesus?' Pupils arrived at the explanation that Peter ran away from Jesus in the Garden of Gethsemane because he was scared of being arrested. They understood how guilty he must have felt at letting his friend down and attempted to relate this to their own experiences. A Year 6 lesson was successful in encouraging pupils to identify the qualities which are involved in being a good friend. The teacher made good use of examples from the Bible to demonstrate, for example, the kindly action of the 'Good Samaritan'. A scrutiny of pupils' work shows that they also have a satisfactory knowledge of other major world religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

77. Evidence from a scrutiny of pupils' work and one lesson observed in **art and design** indicates that standards are in line with national expectations at the end of Years 2 and 6. In the one lesson observed in Year 1, teaching and learning were good and pupils achieved well as they learned what a sculpture is and studied how a natural fossil may be used to create a three-dimensional picture. The teacher gave all pupils time to explore pattern and shape and then to choose from a wide selection of leaves, flowers and seeds to create their own arrangement. Pupils worked hard and demonstrated good independent skills as they rearranged their original presentation to reflect improvements.

78. During the inspection, no lessons were observed in **design and technology**. There was little evidence of pupils' work but drawings, plans and evaluations in their books indicate that standards are broadly in line with national expectations. Pupils have regular opportunities to design, make and evaluate a range of products. In Year 1, pupils design plates and enjoy the opportunity to 'throw' their own plates at a local pottery. Pupils in Years 2, 3 and 4 design a coat of many colours for Joseph using a wide variety of materials. Pupils are encouraged to consider carefully their finished products and to evaluate how they might improve them.

79. There was insufficient evidence to make a judgement about the provision for **physical education** as only one lesson was observed during the inspection. However, discussions with pupils and staff indicate that all aspects of the subject are planned. The accommodation and learning resources are good. The provision made for sport outside lessons is very good. The school works hard to provide pupils with a wide variety of sports clubs, which are well attended by pupils from Years 2 to 6. Teachers and specialist coaches provide pupils with a variety of extra-curricular activities, so ensuring that a broad spectrum of sports is taught. The school day begins early (at 8.30 a.m.) and most days begin with physical activities, which prepare pupils well to begin work. Particularly impressive in the good physical education lesson observed in Years 2, 3 and 4 was pupils' stamina and enthusiasm. This was also noted on the school's 'Skipathon' day, when even Foundation Stage pupils were able to prolong energetic physical activity for considerable lengths of time. The school holds a gold Activemark for sport.

Music

Provision in music is **good**.

Main strengths and weaknesses

- Standards of attainment are good at the end of Year 6.
- Opportunities for pupils to learn to play an instrument are very good.

Commentary

80. Standards in music are in line with national expectations at the end of Year 2 and above expectations at the end of Year 6. Pupils achieve well, particularly in Years 5 and 6. Regular opportunities are provided for pupils to sing in assemblies, school performances and area musical events. Most pupils develop good pitch and clear diction in singing a range of songs from memory.

81. Scrutiny of the teacher's planning and discussions with pupils indicate that the curriculum provided for pupils is good. All pupils are given the opportunity to learn to play the recorder and, through good parental support, over 30 pupils receive instrumental music tuition. The specialist music teacher takes weekly lessons in all three classes. Pupils have regular opportunities to sing, listen to music, play tuned and untuned percussion instruments, to compose their own music and to appreciate music from a range of different cultures.

82. Teaching and learning observed during the inspection was satisfactory overall, and in one lesson it was good. The teacher has a good knowledge of the subject and uses this well to provide challenging activities for pupils across the wide range of abilities in each class. Particularly good are the opportunities provided for pupils of all ages to compose their own music and to record it using simple graphic scores. Reception and Year 1 pupils were observed creating a musical background to the story 'The Dark Wood' and clearly enjoyed creating 'noises' representing the monster in the story.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

83. The programme for PSHE offers pupils a very wide range of high quality experiences. It includes such elements as the development of healthy life styles, how to behave responsibly, knowing the school rules and respecting differences between people. It is instrumental in helping pupils to develop very good relationships. Pupils show good understanding of their responsibilities for their environment. They are consulted over matters of school policy, and the school council takes responsibility for representing all members of the school and reporting back their findings. The 'healthy food' tuck shop is an example of one of their successes.

84. The curriculum is extended by the expertise of visiting speakers and active links with the local community. During the inspection, a visiting hockey specialist came to share her experiences with pupils. She held their attention well as she promoted sporting activities, giving good emphasis to the qualities needed to succeed: skill, fitness, personal motivation, preparation and the most important element of team work, which leads to friendships being built. She urged pupils to always strive to succeed whatever their level. Good links were made to studies in geography as pupils helped the visitor to locate on a world map the countries she had visited. A short talk on the importance of keeping our hearts healthy and following a healthy diet was given to pupils by two visitors from the local health centre.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	4
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	4
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	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	3
The school's links with other schools and colleges	3
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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