

INSPECTION REPORT

BROUGHTON MOOR PRIMARY SCHOOL

Maryport

LEA area: Cumbria

Unique reference number: 112129

Headteacher: Mrs J. L. Henderson

Lead inspector: Mr C. Smith

Dates of inspection: 23rd – 24th March 2004

Inspection number: 255642

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:	Community
Age range of pupils:	4 –11
Gender of pupils:	Mixed
Number on roll:	48
School address:	Broughton Moor Maryport Cumbria
Postcode:	CA15 7RZ
Telephone number:	01900 812433
Fax number:	01900 812433
Appropriate authority:	The governing body
Name of chair of governors:	Mrs C Parker
Date of previous inspection:	September 1998

CHARACTERISTICS OF THE SCHOOL

Broughton Moor is a small village primary school that serves a rural community, three miles East of Maryport in Cumbria. Approximately three-quarters of the children live on the nearby council estate and a quarter in private housing in and around the village. There are 48 pupils; 23 boys and 25 girls and all of them are white and English speaking. Pupil numbers have fallen slightly, reflecting the decline in employment in the area. The rate of pupils moving in and out of the school is fairly typical. Twelve per cent of the children are entitled to free school meals, which is broadly average. Twenty one per cent of the children have special educational needs, which is close to the national norm. Only one pupil has a statement. Children's special educational needs are mainly related to social, emotional and behavioural difficulties with associated learning needs. The school has gained a national achievement award for improved results in 2003. The school has also achieved Investors in People status, the Activemark and the Healthy School's Award. A new headteacher was appointed in September 2003. Children enter school with a wide range of levels of attainment but for the majority it is typical for their age.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25211	Mr Colin Smith	Lead inspector	Mathematics
			Science
			Information and communication technology
			Design and technology
			Music
			Physical education
14083	Mr Andy Anderson	Lay inspector	
30834	Mrs Ann Lowson	Team inspector	English
			Religious education
			History
			Geography
			Art and design
			Foundation stage
			Special educational needs
			English as an additional language

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 Tyne & Wear
 NE11 0SR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Broughton Moor Primary is a fairly effective school and offers satisfactory value for money. Teaching is satisfactory overall and often good in the infant and upper junior classes. Pupils achieve steadily and they make good progress in Years 1,2 and 6. Leadership and management are satisfactory. The recently appointed headteacher has made a positive start in guiding the school forward.

The school's main strengths and weaknesses are:

- Infant pupils achieve well in English and mathematics and upper junior pupils, in the headteacher's class, achieve well in most subjects.
- Pupils in all classes achieve well in reading, information and communication technology (ICT), aspects of physical education and citizenship.
- Teaching is often good in the infants and the upper juniors but too much use of worksheets detracts from pupils' learning.
- A few boys sometimes disturb the learning of others.
- Checking on the work of the school, although improving, is still a weakness.

Satisfactory improvements have been made since the last inspection. Standards in the core subjects of English, mathematics and science continue to be broadly satisfactory, although the school has received an achievement award for improving Year 6 trends. There have been significant improvements in ICT and in the planning for religious education. Many of the strong features of the teaching have continued since the last inspection.

STANDARDS ACHIEVED

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

Pupils achieve steadily overall. When children enter school their attainment varies considerably but is broadly typical for their age. They achieve well in their personal development and in acquiring language and mathematical skills and are currently exceeding the levels expected in these areas. Children's physical and creative development and their knowledge and understanding of the world is satisfactory but limited because the children do not have the space or resources to explore and learn for themselves. Infant pupils achieve well overall and this year they are reaching standards higher than expected in reading and mathematics. This contrasts with the well below average standards achieved last year when there was a higher proportion of pupils with special educational needs. Junior pupils achieve steadily but they are accelerating in Year 6. Standards in Year 6, this year, are average in all core subjects but are not as the same high levels of 2003. This simply reflects the variation in results caused by very small cohorts of pupils. Pupils achieve well in reading and in ICT, where standards are higher than the levels expected. More able pupils make satisfactory progress but their achievement is sometimes held back by having to complete worksheets that do not extend their learning. Pupils with special educational needs make satisfactory progress. Those with learning difficulties make good progress towards their targets, however, the small number of boys with behaviour difficulties sometimes distract others from learning. This is partly why boys, in general, do not achieve as well as girls.

Pupils' personal qualities, including their spiritual, moral, social and cultural development, are satisfactory overall but good in the moral and cultural aspects. Attendance is very good. Pupils' attitudes and behaviour are satisfactory. Apart from a small number of boys with negative attitudes, most pupils enjoy school, behave well and enjoy the good opportunities to accept responsibility and gain independence.

QUALITY OF EDUCATION

The quality of education provided is sound and teaching and learning are satisfactory.

Literacy and numeracy skills are taught well so pupils read fluently and handle numbers confidently. Pupils are more hesitant when asked to use their skills to investigate and solve problems in mathematics or science. Although their learning is satisfactory, pupils do not always have opportunities to follow their own lines of enquiry, other than in ICT where plenty of encouragement is provided. Teachers explain new ideas well and use questioning skilfully to probe pupils' understanding. Pupils' learning is conscientiously assessed and the information is used effectively in the beginning and middle part of lessons to ensure that the work provided is well matched to their different learning needs. However, pupils are often asked to record their ideas on worksheets and any helpful teachers' written comments or targets set for improvement tend to be lost within the folders. It is difficult for pupils to reflect on their progress and develop a pride in achievement.

Pupils are kept safe and are well taken care of. Apart from inconsistencies in the way a few pupils with behaviour difficulties are managed, pupils are guided satisfactorily. They develop a sound understanding of how to improve their personal development and academic progress. The school has forged good links with parents, the local community and neighbouring schools.

LEADERSHIP AND MANAGEMENT

Leadership and management are sound. The headteacher has made a positive start, not least through the good example she sets as a class teacher. Her vision, energy and enthusiasm are already evident in the way she has brought teachers, governors and support staff together to form a committed team. With the headteacher's guidance, staff and governors have identified correctly the areas requiring improvement. One of these is to devise procedures to more rigorously check the school's effectiveness, particularly in relation to the work of governors and subject leaders.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are happy with what the school offers them. They appreciate the changes already made by the new headteacher, particularly the increased opportunities to observe the outcomes of their children's work. Most pupils have positive views about the school, apart from a small number of boys who, as yet, are not responding to teachers' encouragement to become actively involved.

IMPROVEMENTS NEEDED

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

- The use of worksheets and the organisation of pupils' completed written work;
- The consistency with which the small number of pupils with behaviour difficulties are handled;
- The systems by which staff and governors measure the school's effectiveness, including the quality of teaching and learning, in order to identify and remedy any weaknesses.

Apart from one or two minor omissions in the school's publications, statutory requirements are met.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils achieve satisfactorily overall, as they did at the time of the last inspection. The standards achieved vary considerably between well below and well above average from one year to the next because of the makeup of the very small year groups moving through school. For example, of the four Year 2 pupils in 2002 and in 2003, two had special educational needs, which gave rise to the low standards recorded. At the same time, the junior year groups contained some able pupils and none with special educational needs. Consequently, trends in Year 6 appeared to rise and standards were well above average in English mathematics and science in 2003, for which the school received a National Achievement Award. This year, the picture has changed again. Standards are currently above average in reading and mathematics in Year 2 and are broadly at the levels expected in Year 6, in all core subjects. Despite the fluctuations in results, teachers use their assessments of pupils' learning well to set challenging but realistic targets and improve their performance through additional booster classes.

Main strengths and weaknesses

- Reception children achieve well in acquiring reading, writing and number skills but their creative and physical development and their knowledge and understanding of the world is more limited.
- Infant pupils achieve above average standards in most aspects of English and mathematics.
- Upper junior pupils are beginning to achieve more in response to the increased pace and challenge exerted by the headteacher.
- Pupils achieve well in ICT and their achievement in religious education has improved.
- Pupils' writing and problem solving skills do not develop as strongly as the other aspects of English, mathematics and science.
- Boys do not achieve as well as girls.

Commentary

1 When children enter school their attainment ranges from below to above average but taken over a number of years it is broadly typical for their age. It is not possible to provide regular opportunities for children to explore and learn for themselves because of restricted classroom space and limited equipment. Staff plan sessions in the hall for children to paint, model, use construction equipment or computers and have their physical education. These activities enable them to make steady progress in their creative and physical development and in their knowledge and understanding of the world. They therefore reach the levels expected by the end of the reception year. Good teaching of words, letters and numbers, enables children to achieve well in their language and mathematical development. The reception children are currently working at levels higher than expected in these areas. The four reception children are mature and well adjusted to school and achieving well in their personal development

2 Year 1 and 2 pupils are achieving well and acquiring good skills in speaking and listening, reading and mathematics. Effective teaching of phonic, spelling and mathematical skills enables infant pupils to achieve above average standards of literacy and numeracy. The infant teacher makes a concerted effort to cater for pupils' different learning needs both within and between the year groups in her class. In reading and mathematics, all pupils achieve well, including the more able ones and those who find learning difficult. Pupils respond well to the good teaching of the technical aspects of writing such as spelling and punctuation. However, most of the written work is completed on worksheets, particularly in subjects such as science, which limits their written work to single words and short sentences. Consequently, their ability to write fluently and at length is satisfactory rather than good and the more able pupils are not sufficiently able to fulfil their potential.

Sensitive nurturing, along with effective support enables the very small number of infant pupils with special educational needs to make good progress.

3 The headteacher has injected a sense of urgency into lessons. The vast majority of Year 5 and 6 pupils are responding well to the increased pace and high level of challenge. Their increasing achievement is noticeable in the core subjects of English, mathematics and science, particularly in the way they are being encouraged to think for themselves and apply their skills to follow specific lines of enquiry.

4 Standards in ICT have risen since the last inspection. Infant and junior pupils achieve well and attain levels higher than expected in most aspects of the subject. ICT is used imaginatively in the teaching of almost all subjects. Consequently pupils have come to regard computers as a tool for learning. Pupils' achievement in religious education, physical education and citizenship is increasing and standards are rising in response to the more structured planning of the curriculum.

5 Pupils' knowledge and understanding in science, their calculation skills in mathematics and their reading and spelling skills in English develop strongly. These aspects are taught well, practised frequently and regularly revised. However, pupils are more hesitant when asked to apply their skills and technical knowledge in problem solving situations. This is largely because the learning of new skills is not always balanced by opportunities to follow lines of enquiry and express their findings through written accounts. This is one of the major disadvantages of asking pupils to complete worksheets, which dwell more on the factual accuracy than on the application of skills.

6 Girls have achieved more than boys over recent years, even though they are all treated equally. Assessments made of children entering school show that girls have consistently started at a higher level than boys and it is noticeable that the pupils with special educational needs are mostly boys with emotional and behavioural difficulties. Pupils with learning, rather than behavioural difficulties, respond well to the good levels of support provided and make good progress. However, a small number of pupils with emotional and social difficulties are easily distracted and occasionally disturb others in lessons, despite the determined action that is being taken to remedy the situation.

Pupils' attitudes, values and other personal qualities

Attendance and punctuality are very good. Pupils' attitudes and behaviour are satisfactory overall. There have been no recent exclusions. Provision for pupils' spiritual, moral, social and cultural development is satisfactory.

Main strengths and weaknesses

- Effective procedures have resulted in well above average attendance.
- Most pupils behave well and have positive attitudes but a very small number of junior boys have poor attitudes to school and sometimes become a distraction in lessons.
- Pupils' cultural development is good.

Commentary

Attendance

Attendance in the latest complete reporting year (95.7%)

Authorised absence	
School data	4.3
National data	5.4

Unauthorised absence	
School data	0.0
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

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	48	0	0

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

7 Almost all pupils enjoy coming to school and attendance is very good. They arrive promptly in the mornings and quickly settle down to the day's lessons.

8 Most pupils are eager to learn, readily join in class activities and willingly answer questions and offer their own opinions. However a small minority of junior boys have poor attitudes towards school and are sometimes unwilling to contribute positively to lessons. Steps are taken to improve their concentration and application and this is sometimes achieved by moving them away from other boys.

9 Behaviour in lessons is generally satisfactory. Behaviour in the Foundation Stage, and in Years 1 and 2, is consistently good. However, two or three junior boys occasionally display challenging behaviour in the classrooms, and this can, and does, disrupt teaching and learning in Years 3 to 6. Behaviour by the same group of boys at breaks and lunchtimes is too boisterous and occasionally harasses other children, who explain that they are sometimes intimidated by this behaviour. The headteacher is very aware of the behaviour problems, has sought appropriate external advice and help, and has initiated good procedures for monitoring and managing pupils' conduct. These have not, however, had time to take full effect.

10 Pupils' personal development is satisfactory overall. Provision for moral and cultural development is good. Children are taught how to distinguish right from wrong and they have a good understanding of the responsibilities of living in a community. The school raises funds for charities and the pupils are learning about others who are less fortunate than themselves. Pupils learn about other faiths and religions in assemblies and religious education lessons. They benefit from broader topics, which raise their awareness of racial equality. Teachers help them to understand and develop respect for other cultures such as life in India and in the South American Rain Forests. Consequently, pupils are being prepared well for life in a culturally diverse society.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

11 The quality of education provided is sound. The curriculum is well planned and enriched by a good range of additional activities.

Teaching and learning

Teaching and the assessment of pupils' learning are satisfactory. Pupils' learning is carefully assessed, although too much of the marking does not explain what they need to do to improve their work.

Main strengths and weaknesses

- Pupils' learning accelerates in the infant and headteachers' class where teaching is strongest.
- The reception children are taught well, although their learning is restricted by lack of resources.
- Effective teaching in the main part of lessons is insufficiently capitalised on in written tasks.
- Teachers and assistants provide good support for pupils who find learning difficult.

Commentary

Summary of teaching observed during the inspection in 16 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	6	9	0	0	0

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

12 The most effective teaching takes place in the infant and the headteachers' class, particularly in English and mathematics. Infant pupils are swept along in the positive learning atmosphere and upper junior pupils are beginning to adjust to the greater demands now being placed upon them. In the infant class, the important skills of reading, writing and calculating are taught effectively. This provides a secure foundation for future learning. These teachers inject a sense of urgency into their lessons, monitor pupils' responses carefully and adjust the pace or content accordingly. For example, the Year 1 and 2 teacher subtly increased the level of challenge the moment she realised that pupils could handle larger sums of money in their shopping game. Teaching in Year 3 and 4 is satisfactory but less flexible in adjusting the flow of the lesson to match pupils' responses.

13 Reception children benefit from good teaching. The small number of mature reception children makes group activities very rewarding. Adults work very closely with them and they receive much personal attention. Consequently, their speaking, listening, reading, writing and number skills develop at a good rate. However, the lack of classroom space and equipment makes it difficult for the children to explore and learn for themselves. There is no outdoor play area where they can develop the skills of climbing and balancing and little opportunity for them to paint, model and use construction toys to develop their creative skills. As a result, their learning overall is satisfactory rather than good.

14 All lessons are well planned and teachers invariably make clear what pupils are expected to learn. Stories, photographs and projected images are often used to capture pupils' interests and teachers make skilful use of questioning to probe their understanding and make them think. In English and mathematics, teachers plan a variety of activities to cater for pupils' different learning needs. Lessons are sufficiently well organised for each group to receive attention and enable teachers to make accurate assessments of pupils' understanding. Through effective use of ICT, pupils are often able to work independently. When the headteacher works with the Year 5 and 6 class, pupils are asked to complete a variety of written assignments. The work is mostly written into books, marked meticulously with specific targets added to help pupils to improve. In the infant and lower junior classes, most of the tasks are completed on worksheets. There are disadvantages in this arrangement. Filling in the missing words or phrases provides little opportunity for pupils to extend and improve their writing and the learning of the more able pupils is restricted when the content of the worksheet is pitched at a low level.

15 On the whole, classroom assistants provide good support. Pupils with special educational needs related to difficulties in learning, benefit from the many purposeful small group activities and opportunities to improve their literacy and numeracy skills using computers. These pupils make good progress towards their individual learning targets. Positive steps are being taken to bring about improvements for the small number of boys with emotional and behavioural difficulties, for example, by pairing them with girls for specific activities. Peripheral distractions are sometimes ignored in the hope that the lesson can flow without interruption. However, on other occasions teachers act immediately by moving the pupil away from others. There is still more to do to ensure that they are treated consistently.

The curriculum

The quality of the curriculum provided is satisfactory. Improvements have been made in religious education and ICT and through the many good extra curricular and enrichment activities. Accommodation and resources are satisfactory overall but inadequate in the reception class.

Main strengths and weaknesses

- Promising links between subjects make learning more enjoyable.
- There is a good range of well-attended, extra-curricular activities.
- An effective programme develops pupils' personal, social, health and citizenship education.
- Limited space and resources restrict children's creative and physical development.
- There are some weaknesses in the provision for more able pupils.

Commentary

16 Subjects are thoroughly planned for in two-year cycles, which caters well for pupils in mixed age classes. This ensures that they build on the knowledge and understanding they have gained previously. Reading, mathematical calculation, knowledge and understanding of science topics and ICT skills are successfully promoted. However, pupils are not set sufficient tasks to improve their problem solving, investigation and enquiry skills. The headteacher has introduced strategies for making the curriculum more stimulating. For example, the whole school has been involved in over arching topics on the rainforest and the Second World War. These have led to exhibitions, displays and performances, which parents feel increases their children's interest and enjoyment.

17 The Healthy Schools Award has been achieved in recognition of regular opportunities for pupils to discuss and reflect on issues that affect their lives. They are prompted to think about healthy living, sex and relationships education and the danger of drugs. As a result, their capacity to make informed decisions is increasing. In addition, pupils are encouraged to discuss and have a greater influence in how their classroom and school operates. These are significant developments. They not only raise pupils' awareness of themselves and others, they are also helping to create a more positive school ethos.

18 Despite the school's small size, a good range of additional activities is provided, particularly in relation to sport. Hockey, rugby and tennis coaches organise successful courses in the school. Pupils have good opportunities to participate in team sports with neighbouring schools. Pupils' wider interests are also well catered for through the ICT and French clubs and instrumental music. Pupils frequently present their work to parents and members of the community.

19 Classroom assistants make a strong contribution to children's learning, particularly in the reception class. Good provision is made for them to acquire reading, writing and number skills, which provide a secure foundation for future learning. However, the limited space and resources in the reception class make it difficult for children to explore and learn for themselves, particularly in relation to developing their creative and physical talents.

20 The provision for pupils with special educational needs is satisfactory overall. Good provision is made in the infant class for the very small number of pupils in this category. The same is true in the junior classes in relation to pupils whose special educational needs are concerned with learning difficulties, rather than behavioural difficulties. Small group work and good levels of individual support enable them to achieve well. More able pupils are well provided for during the introductory and main part of class lessons. At these times, the high level of challenge moves their learning on. Unfortunately, the worksheets they are given to complete to consolidate their learning are not sufficiently demanding to extend their learning further.

Care, guidance and support

The school provides effective care for its pupils. Procedures for ensuring their welfare, health and safety are good. The provision of support, advice and guidance based on monitoring are satisfactory. The involvement of pupils through seeking, valuing and acting on their views is very good.

Main strengths and weaknesses

- The school provides very good pastoral care and guidance for its pupils.
- Very good procedures ensure that pupils work in a safe and healthy environment.
- Helpful targets for improvement are lost within the many worksheets.
- There are very effective ways for pupils to contribute their views on the running the school.

Commentary

21 All staff are very caring and are totally committed to the welfare of the children in their charge. All pupils have access to a good and trusting relationship with one or more adults in the school. The governors and headteacher take their health and safety responsibilities very seriously. They continually strive to provide a safe and secure environment for the pupils to work and play in. This is not made easy by the major building work going on in the school site. During the inspection, the headteacher prepared a very effective assembly on the subject of safety on building sites. All the required checks and inspections are regularly carried out and properly recorded. Although the new headteacher is awaiting training, child protection procedures are securely in place. They are known and understood by all staff.

22 Provision for academic support based on monitoring is satisfactory. Children's work is regularly assessed and good tracking records monitor pupils' progress, indicating areas where support is needed. However, many messages and targets communicated in the marking of pupils' work are hidden among the many worksheets. They therefore do not have sufficient effect on individual pupils' improvement.

23 The headteacher and staff are making a sincere attempt to involve pupils in their decisions about what happens in school. A school council has been set up through which pupil representatives can discuss school matters and make suggestions about the future. More impressively, each class has its own council. This ensures that all pupils are part of the decision making process. The children themselves appreciate this and state freely that they feel their ideas are listened to and valued.

Partnership with parents, other schools and the community

There are good links with links with parents, the community and neighbouring schools.

Main strengths and weaknesses

- The majority of parents hold the school in high regard.
- Most parents fully support their children's education at school and at home.
- Information provided for parents is good.
- Community visits and visitors are used well to support the curriculum.

Commentary

24 The school is open and welcoming to parents. The headteacher and staff are available and very approachable. Many parents talk informally to members of staff at the start and end of each school day.

25 The school provides parents with very good day-to-day information. The regular newsletters and letters about specific events and activities keep parents well informed. Parents are kept well up to date on the progress their children are making through informative written reports and termly consultation evenings. However, the written reports do not set enough formal subject targets for improvement. The prospectus is attractive and informative. The governors hold an annual meeting with parents and publish a useful annual report. However, the prospectus and governors' annual report does not include absence rates or the school's accessibility plan.

26 Parents support their children's education well. A few parents willingly help in classrooms and accompany children on out of school trips. The Friends of Broughton Moor School raise considerable funds for the school. Visits into and informative visitors from the community, give good support to the curriculum and pupils' personal development. Good links with the local secondary school ensure pupils' smooth transition to the next stage of their education.

LEADERSHIP AND MANAGEMENT

Sound leadership and management are provided for the school and governance is satisfactory. The new headteacher has made a good start and is providing a firm steer to the work of the school. The leadership of key staff is satisfactory overall but there are weaknesses with regard to their checking of teaching and learning throughout the school.

Main strengths and weaknesses

- The new headteacher has a clear vision for the school and has made positive changes.
- Teachers are eager to extend their subject leadership roles, which do not yet include checking the quality of teaching and learning.
- Governors have a clear understanding of the strengths and weaknesses and recognise the need to be more involved in critically evaluating the work of the school.

Commentary

27 The new headteacher is a good leader and has invigorated the school. She has a clear vision of what is needed to take the school forward, matched with the ability and enthusiasm to do so. Her leadership of the curriculum and her qualities as a class teacher both provide good role models for all the staff. The headteacher has quickly made a rigorous, honest evaluation of the strengths and weaknesses of the school. One of the key strengths of her good leadership lies in her ability to communicate well and through this, she has quickly won the confidence of all staff and governors. They are very supportive of her and determined to develop their roles further, so as to bring about school improvement. This is a key element in the school's ability to raise achievement, so in consequence it is well placed to move forward.

28 Subject leaders lack the time to check the quality of teaching and learning throughout the school and as a result, they do not have the impact necessary to bring about key improvements. This was a weakness highlighted at the previous inspection, which is only now being addressed, although in a small school evaluating teaching and learning is always a challenge.

29 Governors have a good grasp of the strengths and weaknesses of the school. Apart from minor omissions in school publication, governors fulfil their statutory requirements. They fully understand the impact of reduced pupil numbers on the school budget and what steps are now needed to reduce staffing. However, governors are only just beginning to be involved in evaluating the work of the school. They have recognised this weakness and have arranged to go on training courses to improve their understanding of what 'critical friendship' means. Some governors already take an active role in working alongside teachers in classrooms. They are examining ways to make their visits more purposeful by gathering specific information about the impact of school development and improvements.

30 The management of the school is satisfactory overall. Day-to-day procedures ensure that the school functions smoothly and without undue burdens on teaching staff. However, there have been administrative changes and many of the office systems need to be overhauled, so that relevant information can be retrieved quickly. The school has gained Investors in People status, which reflects the way all of the staff work together to make improvements. There is a strategic direction and development of the school set out in the school improvement plan, which the headteacher is currently revising.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	159,047
Total expenditure	140,946
Expenditure per pupil	2,764

Balances (£)	
Balance from previous year	7,399
Balance carried forward to the next	- 896

31 Financial management is satisfactory. The headteacher has had to set up her own system to provide a way of monitoring the school budget. Support from the Local Education Authority is good, but has to be paid for and the school is not in a position to continue this. In the past the budget has been used to maintain staffing levels, even when pupil numbers were falling. This has led to a shortfall in resources in the Foundation Stage. However, when spending decisions are made, governors try to ensure that they get the best possible value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision for children in the Foundation Stage is **satisfactory**.

32 The four children in the Foundation Stage are taught in a mixed class of Year 1 and 2 children, which makes considerable demands on planning and teaching. However, the teacher is very experienced and has good support from a classroom assistant and as a result, children are taught literacy and numeracy skills well and develop good personal and social skills. There are no children with special educational needs in the Foundation Stage and the current group of children came into school with attainment slightly higher than expected for their age. Standards on entry do however vary considerably and often children enter school with lower levels of attainment, particularly boys.

33 Staff work very hard and the quality of teaching is mainly good, but the children's achievement is satisfactory overall. This is because the limited space and resources restricts the range of activities provided. For example, children have no access to outdoor activities and little space and equipment to encourage them to explore and express their ideas. This has a negative effect on how well children can achieve in their physical and creative development. In spite of this, the current reception children are reaching the levels expected in most areas of learning and surpassing them in their personal, mathematical and language development. The infant teacher soundly co-ordinates the provision for the Foundation Stage.

34 During the two inspection days, it was only possible to observe teaching of language and literacy and mathematics, through which firm judgements were made on children's personal development but the other areas of learning were samples rather than inspected in depth.

35 In **Knowledge and Understanding of the World**, children develop geographical skills well as they learn how to plan journeys and draw simple maps. Early science skills are developed as pupils identify which domestic appliances work by using electricity. ICT skills are taught well and as a result, children soon learn to use computers independently.

36 In **Creative Development**, children have made printing blocks and used bright poster paints to print repeating patterns. The quality of work that the children produce is usually good. There are weaknesses in the variety and range of resources available and so whilst children experience a satisfactory curriculum, they are sometimes restricted in the quality and quantity of media and materials to enable them to experiment and explore.

37 In **Physical Development**, children have access to regular lessons in the hall where they learn to balance, climb and move with increasing confidence using a range of apparatus. As a result, children soon become agile in their movements. However, children do not have regular access to outdoor activities, and resources in this area of learning are unsatisfactory.

Personal, Social and Emotional Development

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

Main strengths and weaknesses

- Teaching is good and children learn quickly.
- Good opportunities are provided for children to become more independent.

Commentary

38 Good teaching enables children to reach higher than expected levels. Activities are thoughtfully planned to give young children time to learn how to work in a group, to take turns and to share resources. As a result, children soon form positive relationships with adults, interact well with other children and are happy and relaxed during their activities. Children show an impressive ability to concentrate for extended periods of time. For example, in a science activity, children selected and sorted a range of pictures to show appliances that use electricity and explained their task maturely to the rest of the class. The teacher's trust in giving them responsibility to work together is fully rewarded in the children's growing confidence and willingness to tackle new challenges.

Communication, Language and Literacy

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

Main strengths and weaknesses

- Children have good opportunities to extend their vocabulary, are eager to read and develop independent writing skills.
- Some activities are too long and hampered by having to work in a restricted area.

Commentary

39 Children achieve well and are currently working at levels higher than expected for their age. Speaking and listening skills are taught well and because there are such small numbers of children, each child's use of words and pronunciation can be regularly checked. This has a positive effect on their acquisition of new vocabulary and children soon become confident speakers. Good teaching of word recognition and letter sounds (phonics) and effective home support with reading enables children to make a good start. Whilst children are not yet reading independently, they can, by looking at pictures, identify the main character in a story and can use the picture clues to predict what may be going to happen next. They listen and respond to stories well. Children develop early writing skills by practising writing the letters of the alphabet on lined paper. Most children write with a clear, legible print and higher attaining children are beginning to attempt writing short accounts and stories. Because of the space and resource restrictions, some learning activities are too long and children do not have the opportunity to extend their learning by pursuing a more active approach. Staff are aware of this and when they can, younger children are taken into the hall where they have more space.

Mathematical Development

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- The teaching of basic number skills is good and children quickly learn to count.
- Some of the learning experiences are rather narrow.

Commentary

40 Good teaching enables children to achieve well and reach levels higher than expected in handling numbers. In the lesson observed, all children could count accurately to 20 and beyond and could recognise coins and knew their value. Children are motivated to learn through playing mathematical games. However, limited space and equipment makes it difficult for the teacher and classroom assistant to provide opportunities for children to use and consolidate their understanding of mathematics through other activities, such as using construction equipment to encourage children to explore ideas of shape and quantity.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Pupils achieve well in acquiring speaking and listening and reading skills.
- Lessons are well planned and teachers make good use of ICT.
- Too much work is written on work sheets, which hampers creative aspects of writing.
- The subject leader does not have time to check the quality of teaching and learning.

Commentary

41 Year 2 pupils achieve well in speaking, listening and reading and reach above average levels. Standards in writing are at the levels expected. Junior pupils achieve steadily and by Year 6, standards in English are broadly at the levels expected, although pupils achieve better in reading than they do in writing. Teaching is satisfactory overall and good in the infant class. Very good teaching was seen in the mixed class of Year 5 and 6 pupils.

42 Pupils achieve well in speaking and listening because of effective teaching and the many good opportunities to ask and answer questions. Discussion is used to good effect, particularly where pupils have a 'talking partner', with whom they share ideas. Infant pupils have many rich opportunities to extend their vocabulary and staff ensure that new words are correctly pronounced. Discussions between Year 6 pupils are animated, focused and provide good support for pupils with special educational needs.

43 Good teaching of reading enables pupils to achieve well. Infant pupils are taught thoroughly to sound out individual letters so as to read new words (phonics). Junior teachers plan good activities where pupils use a wide range of non-fiction texts, or find relevant information from CD ROM, to research science, history and geography topics. Older pupils are taught to make good use of their reading skills to become critical users of the Internet, which they do purposefully and independently. Computers are also used effectively to tackle the lower achievement of some boys. ICT interests and excites them. Consequently, boys are now achieving as well as girls in reading. Many pupils take books home each evening. Their reading records and reading logs show good links between home and school. Parents support the school well in the teaching of reading and write many positive comments in their children's reading diaries.

44 All pupils, including those pupils with special educational needs, achieve steadily in writing. Standards are at the levels expected throughout the school. Infant pupils learn successfully how to plan their characters in stories, set the scene and structure the plot from a series of pictures. More able pupils work well independently, using competent word processing skills to write an initial draft of their story straight onto a computer. Spelling throughout the school is secure because pupils have a good grasp of word sounds and blends. Younger pupils develop neat handwriting skills, but teachers do not draw sufficient attention to errors in the size of letters. These are not, therefore, remedied as pupils move through the school. By Year 6 pupils understand how to adapt their writing for different purposes. However not enough is done to organise pupils' written work. The excessive use of worksheets hampers pupils' creativity because they are not encouraged to extend and improve their writing. This particularly restricts the learning of the more able pupils. Although subject leadership is satisfactory, systems to check how well pupils are learning are only just being introduced. Consequently, some weaknesses have gone undetected.

Language and Literacy across the curriculum

45 Teachers make effective use of other subjects for pupils to improve their reading comprehension. Pupils are taught to be discriminating, critical readers, particularly when

researching information from the Internet. Some opportunities to develop writing are missed because too much work is done on work sheets.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Infant children achieve well to reach standards that are above the levels expected.
- Pupils' calculation skills are stronger than their capacity to solve mathematical problems.
- ICT is used well but there is an over-dependence on the use of worksheets.
- A very small number of pupils sometimes disrupt the learning of others.
- Not enough is done to check on how well pupils are learning.

Commentary

46 Good teaching in Years 1 and 2 enables infant pupils to learn successfully and achieve well. Mathematics lessons are lively, interesting and challenging. A strong feature is the way the teacher skilfully guides pupils to understand number patterns and relationships. In one lesson observed, pupils realised that the difference between four and eight resembled the difference between 94 and 98 and so were able to handle more complex numbers. Year 1 and 2 pupils respond well to the teacher's high expectations of their work in school, therefore both groups reach higher than expected levels for their age.

47 Teaching in Years 3, 4 and 5 is satisfactory and good in Year 6. Standards in Year 6 are at the levels expected. Junior pupils' calculation skills are secure. This aspect of mathematics is taught well throughout the school. Pupils have good opportunities to discuss different ways to calculate. Teachers encourage them to share their ideas and, as a result, they develop a good range of strategies to add, subtract, multiply and divide numbers. Lesson introductions are stimulating. Through a series of games and quick-fire questioning, pupils are encouraged to think quickly and accurately, which improves their mental skills. Lessons are well planned. Teachers explain and illustrate new mathematical topics well, often using charts and overhead projectors. This helps pupils to visualise important ideas, such as separating tens and units to make calculation easier. The lesson moves along quickly and the stiff challenge means that pupils have to think and work hard to keep up. Accurate assessment of their learning enables teachers to provide tasks that match their different learning needs. Despite pupils' good calculation skills, they are more hesitant when asked to apply their skills to solve mathematical problems. Investigations are provided but there is not enough teaching of how to tackle one and two stage written problems.

48 Computer programmes are used effectively to improve pupils' numeracy, such as number bonds in the infant class and multiplication skills in the juniors. Teachers' effective use of computers and good levels of learning support, enable pupils who find learning difficult to gain in confidence and acquire the skills required. Infant and lower junior pupils are frequently asked to complete worksheets as a means of practising skills and consolidating their understanding. Some of these are beneficial, particularly where teachers have designed them to meet pupils' particular learning needs. However, apart from in Year 6, any comments or targets showing pupils what they need to do to improve are lost amongst the sheets kept in folders.

49 Most pupils enjoy mathematics and work together harmoniously. However, a very small number of pupils with special educational needs, relating to social and emotional difficulties, become distracted and disrupt the learning of others. Although such incidents are contained, and these pupils' work is adequate, teachers' responses to their conduct are not consistent. This makes it harder for their behaviour to be improved.

50 The new headteacher has rightly identified the need for subject leaders to be more influential in checking pupils' learning across the school, identifying areas for improvement and taking steps to remedy weaknesses. This has not been the practice previously, which is why there are

some anomalies in teaching and learning. The subject leader is just beginning to look at teaching and learning in other classes but there remains much to do before this rational approach to raising standards becomes central to the work of the school.

Mathematics across the curriculum

51 Pupils' mathematical skills are adequately practised, consolidated and sometimes extended in other subjects. The very strong links between mathematics and ICT are highly beneficial to both subjects. In addition, pupils improve their knowledge of gathering, sorting and organising mathematical data, in subjects such as science and geography.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Pupils' knowledge and understanding of living things, materials and forces develops at a quicker rate than their skills of scientific enquiry. However, strong teaching of investigation skills in Year 6 is helping pupils to catch up.
- The successful aspects of teaching are sometimes diminished by a lack of purpose in the use of worksheets.
- More needs to be done to check the quality of teaching and learning.

Commentary

52 Pupils achieve steadily to reach the standards expected by the end of Year 2 and Year 6, as they did at the time of the last inspection. Science is often extended into other subjects such as geography. This reinforces pupils' understanding of broader topics, such as the water cycle. Consequently, they develop a secure grasp of scientific ideas, such as the functions of parts of a plant, how materials can change and how forces can be measured. Their understanding of scientific vocabulary also improves so pupils begin to use terms such as evaporation and condensation confidently and accurately. However their skills of scientific enquiry do not develop so smoothly. Pupils are given sufficient experimental work, in which they learn to observe, measure results and draw conclusions. However, infant pupils are not always encouraged to predict before carrying out experiments and lower junior pupils are not systematically taught to think beforehand whether a scientific test is fair. This is largely because the teacher determines the experiments and pupils are not required to suggest and follow up their own ideas enough. The recently appointed headteacher has quickly identified the imbalance. To this end, she has introduced specific sessions during which pupils are given scientific problems to investigate. Pupils receive frequent reminders to consider which factors must remain constant and which can be changed. This advice strengthens pupils' understanding of how a scientific enquiry should be carried out.

53 Despite weaknesses in developing pupils' skills of investigation, lessons are purposeful, well prepared and well organised. Teachers use of various approaches to engage pupils' interests and explain clearly what they are expected to learn. They provide valuable discussion time during which pupils can ask and answer questions. In a Year 3 and 4 lesson, for example, the teacher used a flip chart successfully to illustrate the main steps that pupils needed to take to carry out the subsequent practical activity. This served as a useful guide and helped pupils' learning by giving them reference points for structuring their work. In the science lessons observed, pupils were set different tasks according to their specific learning needs. This adaptation ensures that more able pupils receive a good level of challenge, which extends their learning. For example, the more able Year 2 pupils discovered that the luminosity of the bulbs dimmed when more were added to the circuit. Similarly, pupils who find learning difficult receive good levels of support from classroom assistants, particularly in Years 3 and 4. These factors ensure that pupils learn effectively during the beginning and the middle section of lessons. However, the promising start is often mitigated when pupils are given worksheets to complete, some of which do not make sufficient demands on their

learning and restrict opportunities for pupils to extend and improve their writing skills. In the past, the school has not had agreed systems to check the quality of pupils' learning. Subject leadership is strengthening under the guidance of the new headteacher. There is, however, some way to go before rigorous checking of pupils' work guarantees that weaknesses are fully identified and remedied.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Good subject leadership has raised standards since the last inspection.
- Pupils achieve well in virtually all aspects of ICT.
- Teaching is good and pupils enjoy using computers.
- ICT is used very effectively in the learning of other subjects.

Commentary

54 Strong subject leadership has had a significant impact on pupils' achievements. The subject leader provides a good example of how ICT should be taught. This has influenced other teachers to make maximum use of computers to improve and extend pupils' learning. A well-constructed programme of work has been provided for each class, along with helpful guidance on how to assess pupils' learning. Consequently, standards in almost all aspects of ICT are now higher than at the time of the last inspection and above the levels expected throughout the school. Many of the current Year 2 and 6 pupils are well on their way towards achieving the Local Education Authority's gold certificate, which is set at a higher level than the standards expected nationally.

55 Infant pupils achieve particularly well in entering, sorting and classifying information. By Year 2, they show competence in basic word processing tasks such as editing, saving and retrieving their work. They are equally skilled in feeding numerical information into a computer and understand how to present their findings in charts or graphs. They operate graphics programs with ease and confidence to produce pictures and investigate information held on CD-ROM. Junior pupils build effectively on the progress made in infants. Their word processing ability extends to incorporating pictures and charts in the text. Pupils are also adept in sending and receiving attachments via e-mail. Their search for information involves accessing and downloading material from the Internet and organising, sifting and sorting information, using spreadsheets. Junior pupils have also had experience of using control programmes to operate model traffic lights. By Year 6, pupils are competent in organising, improving and presenting information for different purposes. They have confidently used programs such as PowerPoint to produce multimedia presentations of their experiences at an outdoor activity centre.

56 Teaching is effective largely because teachers themselves have expertise and confidence in using computers. Important skills and procedures, such as cutting and pasting text, are taught well and pupils frequently practise and refine their skills. Teachers make effective use of flip charts and small screens to demonstrate procedures. During these sessions, teachers ask probing questions to determine just how much pupils understand before moving on. The level of challenge in the work provided is generally high and once pupils are engaged on operating programs for themselves, teachers and support staff monitor their learning well, intervening as and when necessary. This is particularly effective for pupils who find learning difficult. The handful of pupils who sometimes disrupt learning in other subjects, often settle to work contentedly in ICT.

Information and communication technology across the curriculum

57 Impressive use is made of computers across the curriculum. In particular, pupils' learning in English and mathematics is significantly improved by sharpening their literacy and numeracy skills, through specifically designed computer games. Computers are an integral part of almost all lessons. In science, for example, Year 2 pupils enter data to show how far their toy cars rolled along different surfaces. Year 4 pupils' design and technology project on making biscuits was enhanced by sequencing the instructions correctly using word processing.

HUMANITIES

58 Two lessons were seen in geography but no lessons were observed in history. However, teachers' planning and pupils' work was examined and discussions with teachers and pupils took place.

59 In **geography**, teaching is broadly satisfactory. Teachers plan effective links with other subjects of the curriculum and this means that subjects are taught in some depth. For example, in the juniors, geography work on India has enabled pupils to learn about Hinduism, the main religion in India and to explore the art and musical culture of India. Through their work on the tropical rainforests, pupils explored South American dance in physical education lessons, while visitors into school taught pupils about the music of the country. ICT skills are used well to support learning and pupils extend their reading skills while researching information. Infant pupils benefit from visits on buses and trains to local areas, where they explore methods of transport, practise planning journeys and making maps.

60 In **history**, teachers plan interesting lessons to engage pupils' interest. As a result, lessons are often enriched by visitors in school who talk, for instance, about times past, or by visits to museums. A recent residential visit for junior pupils involved them getting into the role of wartime evacuees. During their stay at a local study centre, pupils experienced eating wartime rations (lots of potatoes!), listening to an air-raid siren and having to 'evacuate' to escape. For the duration of their stay, pupils were required to carry a 'gas mask' with them at all times, to bring home to them how people during the war lived with constant insecurity.

61 A weakness in the work in history and geography is the inadequate way that pupils' work is organised. Work is usually done either on work sheets or pieces of paper. This is often undated and mixed up with work from other subjects. Pupils are therefore unable to see a clear progression to their work in these subjects over time. Opportunities are also lost for pupils, particularly the more able ones, to extend their writing skills by recording their interesting and exciting learning experiences.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Religious education enables pupils to question and shape their own beliefs.
- The planning for religious education has improved since the last inspection.
- There are weaknesses in the way teachers' organise pupils' written work.

Commentary

62 Standards are at the levels expected described in the syllabus for Cumbria schools, as they were at the time of the previous inspection. All pupils, including those with special educational needs achieve steadily. Teaching is satisfactory, a good feature is the way pupils are encouraged to reflect on what they have learnt. For example, in a good Year 5 and 6 lesson pupils were taught about how Jesus was tempted by the devil during the period before the first Easter. The teacher encouraged pupils to discuss with their group times when they had been tempted to do wrong things. One pupil perceptively noted that; "We don't always know that what we do is wrong though do we?" Discussions such as these, which are well led and conducted in some depth, have a positive effect on pupils' personal development. A further opportunity for the pupils to consider the real meaning of 'temptation' arose at the end of the lesson, when each pupil was given a foil wrapped small chocolate Easter egg to take home for the week. They were given instructions not to eat it, but to bring it back to school for next week's lesson and to have faith in the teacher that they would be rewarded for not eating the egg. After a stunned silence, pupils agreed to give this a try!

63 The subject is led and managed satisfactorily. The work is now carefully planned to follow a two-year cycle to accommodate the mixed-age classes and the subject leader has ensured that all plans follow the requirements of the Locally Agreed Syllabus. This represents a good improvement since the previous inspection. The school makes good use of visits and visitors to provide interesting learning activities, which leads to pupils having a good understanding of major world faiths. Whilst much of the pupils' work shows thoughtful writing and careful presentation, it is only recorded on worksheets. The work is regularly marked, but this has insufficient benefit for the pupil because the sheets are kept in a folder along with other subjects. Teachers make effective use of ICT skills to support learning, particularly for researching world religions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64 The subjects of art and design, design and technology and music were sampled as insufficient evidence was collected on their provision to make a firm judgement. However evidence was available from a music and physical education lesson, as well as from school displays and past work in art and design and design and technology. In addition, discussions were held with teachers and pupils about all three subjects.

65 In **art and design**, pupils' work is well displayed and it is evident that teachers' provide them with a broad curriculum. Pupils are encouraged to produce work of a good quality, such as the watercolour paintings inspired by studying the work of by L S Lowry. Interesting learning opportunities are planned which extend specific skills. For example, older pupils have recently completed a joint art and design project to develop their skills in the use of clay. To achieve this, they worked with a local artist and produced a tile mural for their new school building extension.

66 In **design and technology**, the standard of pupils' work is typical for their age. Design and technology projects enhance their learning in other subjects. For example, in religious education Year 5 and 6 pupils are currently involved in designing and making a 'temptation game.' The purpose of designing is well established. Even the youngest infant pupils understand the importance of planning ahead. They produce clearly labelled diagrams, lists of materials needed and instructions. Infant pupils have good opportunities to design and make moving pictures and models of vehicles. Through design and technology projects, junior pupils learn to appreciate the technology of other cultures. For example, there are good examples of fabric designs in the style of Rangoli patterns in Years 3 and 4. Helpful design sheets have been introduced which encourage pupils not only to plan ahead but also to reflect on their work. However, the specific skills needed, for example, to cut and join materials together, are not always taught thoroughly and practised beforehand. Consequently, the accuracy, precision and finish of junior pupils' completed work do not improve sufficiently.

67 **Music** is increasingly being used to enhance learning in other subjects. For example, pupils experience music of other different cultures through topics such as the rainforest. A peripatetic music teacher provides interesting, well-planned lessons for pupils in all three classes. Pupils respond well to the good choice of activities available and the strong emphasis on performing. In the guitar lessons, for example, the tutor provides sensitive accompaniment as pupils play the melody. This creates a rich sound, which convinces pupils they are making progress and performing well. In music lessons, good links are made between listening, singing and playing. Pupils are encouraged to listen to recorded pieces of music to identify instrumental sounds and rhythms. Some are then asked to replicate these patterns or improvise their own, whilst others improve their singing. In a very short time, the singing and the instrumental groups are brought together for a satisfying class performance. Singing is enthusiastic and tuneful and pupils learning to play instruments make good progress. Infant and junior pupils gain much from their music lessons, although the level is sometimes not adjusted sufficiently to enable the reception children to play a full and active part.

68 **Physical education** is well lead and strongly promoted through the school. Developments in the subject are underpinned by a clear policy, which guide teachers well in understanding what to teach and how to assess pupils' learning. These strong features have resulted in the achievement of the National Activemark award. Standards in swimming are good. Virtually all pupils achieve the

25-metre distance award and many of them progress further to achieve proficiency in water survival. The limited space inside and around the school is used to good effect. Pupils are very aware of safety issues and the need to warm up before exercise. Skills are taught effectively. Well-chosen demonstrations draw pupils' attention to the key points, such as holding one's balance securely. Practising skills and commenting on one another's work enable pupils to understand how to improve their performance. The school is heavily involved in sporting events and local competitions. Hockey, rugby and tennis coaches run successful courses. There is a good range of extra curricular sporting activities, which cater well for pupils, particularly those with talent. Pupils thoroughly enjoy their visits to an outdoor activity centre, which enhance both their physical and personal development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

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

Main strengths and weaknesses

- Pupils learn effectively what it means to be a responsible member of a community.
- Many valuable experiences are provided which promote pupils' personal development.

Commentary

69 A number of profitable opportunities are provided for pupils to understand what is required of a citizen in a community, through specific (PSHE) lessons and the work of the class and school councils. During PSHE lessons, pupils are encouraged to share their positive experiences and their concerns. They are frequently asked to think about relationships, their contribution to the school and helping others. School assemblies and lessons in religious education and geography successfully guide pupils well towards forming their own values and respecting those of others. Older junior pupils participate in valuable residential experiences, where they are presented with various physical and mental character-building challenges. The good range of extra curricular sporting activities develops pupils' understanding of teamwork and sportsmanship.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	4
Attendance	2
Attitudes	4
Behaviour, including the extent of exclusions	4
Pupils' spiritual, moral, social and cultural development	4
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	2
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	4
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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