

INSPECTION REPORT

BURGH-BY-SANDS PRIMARY SCHOOL

Carlisle

LEA area: Cumbria

Unique reference number: 112106

Headteacher: Mr K Reid

Lead inspector: Mr B J Gosling

Dates of inspection: 4th – 6th May 2004

Inspection number: 255659

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 to 11 years
Gender of pupils:	Mixed
Number on roll;	90
School address:	Burgh-by-Sands Carlisle Cumbria
Postcode:	CA5 6AP
Telephone number:	01228 576397
Fax number:	01228 576397
Appropriate authority:	The governing body
Name of chair of governors:	Mrs V Stonebridge
Date of previous inspection:	April 1998

CHARACTERISTICS OF THE SCHOOL

Burgh-by-Sands Primary School occupies an attractive site about six miles west of Carlisle. It was built in 1874 to replace an earlier school. The school building was extended in 1988 and a new Reception classroom was added in 1999. The school is organised into four classes, the children in the Reception class being taught in a separate class that is shared with the pre-school group each morning. A playgroup for children under three is also held at the school for three sessions each week. There are currently 90 pupils on roll, with significantly more girls than boys in some year groups, particularly Year 6. The pupils come from a wide range of social backgrounds, although the proportion of pupils who are eligible for free school meals is very low and no pupils are learning English as an additional language. The proportion of pupils with special educational needs or statements of special educational need is broadly average. The proportion of pupils who join the school other than in Reception is generally average. The attainment of pupils joining the school is broadly in line with the expectations for children of this age, although it fluctuates because of the small numbers involved. The school was awarded the schools achievement award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
22453	Brian Gosling	<i>Lead inspector</i>	Mathematics; Information and Communication Technology.
9843	Sarah Drake	<i>Lay inspector</i>	
26519	Margaret Hatfield	<i>Team inspector</i>	Science; Art and Design; Design and Technology; Music; Physical Education; Foundation Stage.
22657	Mark Madeley	<i>Team inspector</i>	English; Geography; History; Religious Education; Special Educational Needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Burgh-by-Sands Primary School is an **effective** school. Children make good progress in the Reception class and the attainment of most pupils when they enter Year 1 exceeds expectations. They make good progress across the school and attain high standards in English, mathematics and science by the time they leave the school. Pupils' achievement is very good. The good leadership and management of the school have ensured that the high test results at the time of the last inspection have been maintained. The school provides good value for money.

The school's main strengths and weaknesses are:

- Pupils' achievement is very good in English, mathematics and science, although they do not achieve as well in writing.
- The very positive attitudes of pupils and their very good behaviour make a strong contribution to their learning.
- Teaching is good across the school, and a substantial proportion is very good.
- Pupils' writing skills are not developed sufficiently in subjects other than English.
- There is a wide range of clubs, visits and visitors that make pupils' learning interesting.
- The school has strong links with parents and the local community.
- The headteacher's very good leadership has been successful in maintaining high results in the national tests since the last inspection.
- The role of co-ordinators has not been developed sufficiently for them to identify strengths and weaknesses clearly in their subjects.

The school has made good improvement since the last inspection. The quality of teaching and learning has improved and unsatisfactory teaching has been eliminated. This has been achieved predominantly, although not entirely, through the addition of a separate Reception class that has also resulted in smaller class sizes. The learning intentions of lessons are now identified clearly, although more remains to be done in assessing pupils' learning and using this information to plan for the full range of age and ability. Outdoor play areas have been significantly improved.

STANDARDS ACHIEVED

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

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

Pupils' achievement is **very good**. Standards are high in mathematics and science across the school and in English in Years 3 - 6. Standards in English are good in Years 1 - 2 and pupils' achievement is satisfactory. Children achieve well in the Reception class.

The results of the national tests at the end of Year 6 in 2003 were very high in mathematics and science. (Very high means that the results were in the top five per cent of schools.) These high standards have, generally, been maintained over recent years. The results compare very favourably with similar schools, because these pupils did not attain high standards at the end of Year 2 in 1999 and they achieved very well in Years 3 - 6. High results were also attained in Years

1 - 2, although results were not as high in reading and writing as they were in mathematics and science. Inspection judgements confirm that standards are high, but also that standards are not as high in writing in Years 1 - 2. This is the result of an overuse of worksheets that limit pupils' opportunities to practise and develop their writing skills.

Pupils' personal qualities, including their spiritual, moral, social and cultural development are **very good**. They have very positive attitudes to school and their behaviour is very good. This contributes significantly to their very good achievement, as does their very good attendance.

QUALITY OF EDUCATION

The quality of education provided by the school is **good**. The quality of teaching is **good** throughout the school and has improved since the last inspection because there is now no unsatisfactory teaching and the proportion of very good teaching has increased significantly since the last inspection. Pupils are enthusiastic and co-operative and this contributes well to their good rate of learning. The basic skills are taught systematically and regularly, although there is an over-reliance on worksheets that limit opportunities for pupils to develop their writing skills.

The curriculum provided is good as it is enhanced with a very good range of extra-curricular activities as well as a variety of visitors and visits to places of interest. The care, guidance and support given to pupils are good and the links with parents and the community are very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **good**. The headteacher's leadership is very good and has ensured that high standards have been maintained. Although the headteacher has a large teaching commitment, the school is managed well. The leadership of subject co-ordinators is satisfactory but time and financial constraints have prevented their roles being developed fully. Governance is good because governors have a clear understanding of the school's strengths and weaknesses, and careful financial management has enabled small classes to be maintained with a separate Reception class. Statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the education the school provides. They are particularly appreciative of the progress their children make, the way their children are treated and the leadership of the school. Pupils are also very pleased with their life at school and they enjoy lessons.

IMPROVEMENTS NEEDED

The most important things the school should do to maintain its rate of improvement are:

- Improve the standards of pupils' writing.
- Develop the role of subject co-ordinators, as time and finances permit, to share best practice and clearly identify areas for improvement.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievement is very good. Standards are high in all the core subjects, although standards of pupils' writing are not as high as they are for speaking and listening and reading.

Main strengths and weaknesses:

- Children achieve well in the Reception Year.
- Pupils' achievement is very good in mathematics and science across the school, and in English in Years 3 - 6.
- Standards are high in mathematics and science.
- Standards in English, particularly writing, are not as high as in the other core subjects.

Commentary

1. Children enter the Reception class with attainment that meets national expectations, although there are some weaknesses in some children's writing skills. The school's new arrangements for the children under five ensure that most children achieve well and their attainment exceeds the Early Learning Goals¹ in all areas of learning by the time they enter Year 1.

2. The school's results² in the national tests at the end of Year 2 were very high in mathematics and well above average in reading and writing. All pupils attained the nationally expected Level 2³ in reading, writing and mathematics. However, the reason for the lower results in English was that far fewer pupils attained the higher Level 3 in English than in mathematics. The proportion of pupils who attained Level 2 in science was very high. The school's results at the end of Year 6 in 2003 were also very high in mathematics and science and well above average in English. The school has identified the need to improve standards in English, particularly writing. High results have been maintained over recent years and the trend in the school's results is broadly in line with the national trend. The school's results are similarly high when compared to schools with similar attainment at the end of Year 2. This is because this group of pupils did not attain high standards at the end of Year 2 in 1999. Although girls tend to do better than boys, this tends to vary from year to year because groups of pupils are small, and there are significantly more boys or girls in some year groups. For example, of the 11 pupils who took the national tests in Year 6 in 2003, only four were girls.

¹ On Early Learning Goals: QCA (Qualifications and Curriculum Authority) has produced a set of early learning goals for children in the Foundation Stage of education. These outcomes are a set of skills, knowledge and understanding that children might be expected to achieve by the time they start the National Curriculum in Year 1 in six areas of learning: communication, language and literacy; mathematical development; knowledge and understanding of the world; creative development; physical development; and personal social and emotional development. The Foundation Stage continues until pupils enter Year 1, when they begin Key Stage 1 of the National Curriculum.

² On the school's results: An average points score provides schools with a single statistic with which to compare the overall grades attained by their pupils with the grades attained by pupils in other schools. At Key Stage 1, the National Curriculum Levels of attainment are given a score. For example, in mathematics Level 1=9 points and Level 2=15 points, and so on. The average test score achieved by a school is calculated by adding up all the scores achieved by the pupils and then dividing by the number of pupils who took the test. These comparisons are the ones used in the figures printed in the summary of the report. When the percentage of pupils attaining a particular level is compared to that in other schools, this is stated clearly in the text.

³ On Levels: The National Curriculum has been written on the basis that, by the end of Year 2, pupils are expected to attain Level 2 in all National Curriculum subjects. Those who achieve Level 3 are therefore attaining above nationally expected levels. It is a national expectation that all pupils should reach Level 4 by the end of Year 6. Pupils who reach Level 5 are therefore attaining above the nationally expected level for their age.

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

Standards in:	School results	National results
English	28.6 (28.8)	26.8 (27.0)
mathematics	30.3 (28.8)	26.8 (26.7)
science	31.9 (30.6)	28.6 (28.3)

There were 11 pupils in the year group. Figures in brackets are for the previous year.

3. Inspectors' judgements are that standards are high in Years 1 - 2 in mathematics, science and reading, and above average in writing. In Years 3 - 6 standards are high in all three core subjects although, in English, reading is better than writing. Pupils' achievement is very good in all core subjects. High standards are being maintained through the systematic teaching of basic skills in preparation for the national tests. The reason for the lower standards in English is that there is an over-reliance on commercially produced schemes. This results in an overuse of worksheets that limit the opportunities for pupils to fully develop their writing skills. Pupils with special educational needs (SEN) make good progress towards the targets set for them in their individual education plans and some pupils no longer need additional support. Teachers know their pupils' needs well and provide extra help for these pupils. Most of the pupils' targets are focused on developing their literacy skills and teachers generally ensure that they receive tasks that are appropriate to their ability.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes are very good and their behaviour is of a consistently high standard. Pupils' personal development is good. Attendance is well above average and pupils' punctuality is very good.

Main strengths and weaknesses:

- There is a strong 'family atmosphere' in the school.
- Pupils' very good behaviour and very positive attitudes to learning help lessons run smoothly.
- Pupils recognise the importance of contributing to the community.
- There is little information about other cultures.

Commentary

4. Pupils are happy to come to school because it is a friendly and welcoming place. They enjoy lessons and the very good range of activities outside lessons. They are keen and interested learners and this promotes a positive atmosphere in which teachers can use the time fully for teaching without distraction. The family atmosphere promotes mutual trust and respect among pupils and between pupils and adults. All pupils consulted felt that there was somebody they could turn to if they needed. They are polite and very well behaved at all times and play together very harmoniously. Older pupils willingly do jobs for the adults and take care of the younger pupils. Responsibilities, such as school council representative, are taken very seriously.

5. Pupils' very good behaviour and positive attitudes are a strength of the school. The school brochure outlines the behaviour policy clearly and this is followed by all teachers. There is an expectation from both teachers and pupils that everyone will behave well and this is reinforced in assemblies through stories with a moral message. Pupils with SEN behave very well in small-group situations and they support each other's learning well. Parents acknowledge that the school treats their children fairly and that it has very effective procedures for dealing with incidents of unacceptable behaviour.

6. The school encourages pupils' self-awareness and self-confidence by involving them in school plays, for instance. Assemblies and religious education are used well to give pupils time to reflect on many topics, such as the rules we have to keep us safe, and pupils are socially aware, recognising the importance of contributing to the school community. They also raise funds for those less fortunate than themselves, like the local hospice. Pupils have a very good knowledge of British culture through studies in English, music, history and geography but they are much less aware of the multicultural nature of British society.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.2
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.

7. Attendance and punctuality are very good. This has a positive influence of pupils' attitudes towards school and the progress they make. Pupils look forward to coming to school and the parents' questionnaire confirms that the overwhelming majority feels that their children like school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is **good**. Teaching and learning, the curriculum provided and the care of the pupils are all consistently good. The school's links with parents and the community are very good and this makes a significant contribution to pupils' learning.

Teaching and learning

The quality of teaching and learning is consistently good across the school. Assessment and its use are very good in the Reception class and satisfactory in Years 1 - 6.

Main strengths and weaknesses:

- The systematic teaching of basic skills supports pupils' learning effectively.
- Clear explanations combined with pupils' enthusiasm for learning helps pupils to understand what is expected of them and to work well.
- An atmosphere of mutual respect creates a positive climate for learning.
- The overuse of worksheets restricts opportunities to develop pupils' writing skills.

Commentary

Summary of teaching observed during the inspection in 30 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0 (0%)	9 (30%)	13 (43%)	8 (27%)	0 (0%)	0 (0%)	0 (0%)

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

8. Teaching is good, overall, and has improved since the last inspection because there is now no unsatisfactory teaching and the proportion of very good teaching has increased substantially. Lessons are calm and orderly due to the very good relationships that are maintained throughout the school. Pupils are very co-operative and set about the tasks they are given quickly and enthusiastically.

9. Teachers prepare lessons with clear learning intentions that are shared with pupils at the start of the lesson. Pupils listen attentively and, consequently, they understand clearly what they are

expected to achieve. Teachers know the pupils well and they provide very good encouragement and assistance, which pupils acknowledge in the questionnaire. Good support is also provided by a substantial number of parents and other volunteers who are well-informed and work well with teachers. Teachers make good use of the limited amount of time available from learning support assistants who make a good contribution to pupils' learning. In particular, information and communication technology (ICT) is taught by specialist teaching assistant and music is taught by a teacher from the local education authority. Although music was not taught during the inspection, due to illness, ICT was taught skilfully to small groups of pupils.

10. Teaching in the Reception class is consistently good, with some very good teaching. Very good relationships between children and adults, high expectations, very good support for all the children and effective planning result in children achieving well. Children's progress is constantly assessed to plan the next steps in learning, carefully building on what they already know and can do. However, when introductions are too long and the pace of the lesson is too slow, the rate of pupils' learning is less good.

11. The teaching of pupils with SEN is satisfactory. Some pupils receive excellent individual support by teachers from outside agencies. They use a variety of methods that helps pupils to maintain interest and concentration. Tasks are carefully prepared to help pupils learn in small, considered steps. Learning-support assistants provide good support to the few pupils they work with. In English especially, teachers often help pupils learn by providing work at a level at which they can succeed. In other lessons, teachers do not always specifically mention in their planning what these pupils will do and they are sometimes expected to attempt the same work as the rest of the class with little additional support, and this does not help their learning.

12. Pupils' learning is effective because teachers focus on regular and systematic development of the basic skills. There is, however, an over-reliance on commercially produced schemes and this leads to the overuse of worksheets that limits opportunities to develop pupils' writing skills. Nevertheless, pupils report that they enjoy lessons and like the challenge of completing tasks. Although the quality of marking is variable, there are many good examples that show pupils how to improve their work, particularly in Years 5 and 6. Parents are keen to help their children and homework is used suitably to extend and enhance pupils' learning. However, the homework policy does not provide much information for parents and the setting of homework is generally left to the discretion of the individual teacher.

13. There are sound procedures to monitor pupils' learning over time through the use of tests and assessments. This provides useful information to teachers about areas of learning that need to be developed with particular groups of pupils. Teachers know their pupils well and they assess learning in lessons informally. This is not always effective and sometimes leads to the setting of tasks that are insufficiently different to accommodate the wide range of age and ability in the class.

The curriculum

The curriculum for the Foundation Stage and for Years 1 - 6 is good and has improved since the previous inspection report.

Main strengths and weaknesses:

- The provision for the Foundation Stage has improved significantly since the last inspection.
- Planned opportunities for developing literacy and numeracy skills across the curriculum are limited and there is an over-reliance on worksheets.
- Pupils are prepared for the next stage in education very well.
- A very good range of activities enriches the curriculum.
- The provision for pupils' personal, social and health education (PSHE) is good.
- Good use is made of the school's limited space.

Commentary

14. The Foundation Stage curriculum is good and has been considerably improved since the last inspection, when it was found to be unsatisfactory. Curriculum planning is now securely based on the six areas of learning and the recommended Early Learning Goals. The provision for imaginative, structured play, independent learning and children's physical development has improved. The curriculum provides a range of interesting, relevant, purposeful, practical activities that are well matched to children's needs. A good balance between activities taught by adults and those initiated by the children increases children's capacity for independent learning. The linking of different areas of learning also enhances children's learning.

15. The curriculum for Years 1 to 6 provides effective opportunities to support, develop and extend pupils' learning and personal development, and promote good achievement. The broad curriculum is regularly reviewed to take account of new developments, such as citizenship. Enrichment is provided by a varied programme of activities. Statutory requirements are met. Although the provision for literacy and numeracy is effective, the application of them in other areas of the curriculum is incidental rather than planned and the over-reliance on commercially produced schemes and worksheets limits the further development of writing skills. Provision for PSHE, including citizenship is good. Effectively planned programmes and opportunities for pupils to take responsibility contribute well to this aspect of their learning. A very good range of popular after-school clubs, including a well-attended French club, visits, visitors and inter-school sporting and musical events, enrich pupils' learning outside the classroom and make learning more interesting. Pupils are prepared well for the next stage in their education, which is an improvement since the last inspection report. Pupils' transition to both the infant and junior classes is very good. Visits and effective curricular links, in physical education for example, ease the transfer of pupils to the secondary school.

16. The provision for pupils with SEN is satisfactory. Procedures for identifying and assessing pupils' learning needs are effective. Individual education plans are well written for each pupil. Appropriate targets with clear success criteria identify the small steps necessary to help pupils' learning. Good use is made of outside agencies but teachers do not always plan clearly how these pupils will be supported in lessons.

17. The teaching staff is appropriately qualified and experienced and sufficient in number, but there are not enough learning support assistants. Nevertheless, teachers make very good use of voluntary help from parents and others to support pupils, including those in the Reception class. The school contributes usefully to initial teacher training by hosting a number of trainees during the year. Staff development procedures are effective and are based on the needs of the school's planning for development and staff performance-management targets.

18. The accommodation and resources for learning are satisfactory, overall. Classrooms are attractive and bright, and teachers enhance the learning environment with interesting displays. The school has worked well to develop the accommodation since the last inspection. Improvements include the addition of a separate classroom for the Reception children, including an enclosed corridor to enable these children to reach toilet facilities under cover. Previously 'open-plan' teaching areas have been developed into separate classrooms, the library has been re-designed and a computer suite has been created. However, the limited space available for the library restricts its development for pupils' independent learning and library skills. The information technology suite has been a positive development; its size permits only small groups of pupils to work there at any one time, but the space is well used. Outdoor accommodation provides good space for games and play areas are well developed. A secure outdoor play area and improved resources have been provided for the Reception class so that they have more scope to develop their physical skills, as was required in the last inspection report.

Care, guidance and support

The school provides a good quality of care for its pupils and offers them good support. The school listens to pupils' views and involves them in its development.

Main strengths and weaknesses:

- Excellent arrangements are in place to help pupils to settle into school life swiftly.
- Pupils feel happy in school and are confident about sharing their concerns with staff.
- Teachers have very good knowledge of pupils as individuals, but this is not always translated into clear academic guidance.
- Procedures relating to welfare, health and safety are not always put into rigorous practice.

Commentary

19. Both parents and pupils are very pleased with the level of care provided by the school. Induction procedures into the Reception class are excellent. Close links between the Reception class and the pre-school group, which shares the classroom, ensure an exceptionally smooth entry to school. The children are used to the school's routines, expectations and accommodation, know the staff and are therefore able to concentrate fully on their learning. Older pupils who arrive during their schooling also settle happily and quickly resume their academic progress, helped by the friendliness of other pupils and members of staff.

20. Members of staff show interest in their pupils and know them well. They listen to them and take their ideas seriously, so that pupils feel comfortable about sharing concerns and asking adults for help. The school also acts on the ideas of the school council, and has recently increased the frequency of its meetings, at the pupils' request, because members felt that they needed an even bigger say in school life. One of the benefits of this small school is the knowledge that members of staff have of individuals and their family circumstances that allows them to provide appropriate support. They also build up extensive information about pupils' academic progress but, other than in the Reception class, do not always use this information to best effect when catering for pupils' learning needs or marking their work.

21. The school takes its responsibilities in relation to child protection and health and safety very seriously and governors are closely involved in these areas of care. All members of staff are aware of who the named person is with responsibility for child protection and what to do should they have concerns. The school undertakes suitable risk assessments and it has taken the necessary action in response to a recent local authority report regarding its arrangements. However, some routines, such as playground supervision, are not always maintained on a daily basis in line with written procedures.

Partnership with parents, other schools and the community

The school's partnerships with parents and the community are very good. Links with other schools are satisfactory.

Main strengths and weaknesses:

- Parents are very supportive of the school and their children's education.
- Members of staff are very welcoming and approachable.
- The information provided about pupils' learning is not always sufficiently detailed.
- The school acts as a hub for the local community, which has significant benefits for pupils' education.
- Links with teacher training colleges enhance the provision for pupils.

Commentary

22. All parents who were spoken to during the inspection expressed great satisfaction with the school. They particularly appreciate the openness of staff and the fact that their children are so happy there. Teachers are available at either end of the day and it is clear that parents feel comfortable in school, with many of them helping in the classroom on a regular basis. This means that pupils can be supported in small groups or receive expert guidance about, for instance, the use of ICT. Parents are involved in running many of the extra-curricular activities and also support their own children's learning at home. The Friends of Burgh Association is a lively group that helps to fund the extras of school life, such as a digital camera or transport for sports teams, and thereby enhances the overall provision for pupils.

23. The school keeps parents well informed about events and important dates through weekly newsletters, which also include community news. It also offers information evenings, most recently about citizenship, and how to help their children with reading, although these are not always well attended. Teachers provide brief outlines of the topics pupils will be studying in the coming months but do not expand on how parents might assist their children. Together with the two meetings each year to discuss pupils' progress, the informal contact that teachers have with parents keeps those who enquire up to date with what is happening in the classroom. However, the information contained in pupils' written reports about subjects other than English, mathematics and science is very general, as are the areas for improvement identified in the core subjects. Comments such as 'Continue to maintain his/her interest in science' do not give pupils a sufficiently clear idea about what they need to concentrate on specifically. A high priority is given to encouraging Reception class parents to be closely involved as partners in the education of their children, and relationships with parents are very positive. A number of well-informed parents are committed to helping in the Reception class.

24. The school's very strong links with the community enhance its provision for pupils. Recent work with the magistrates' court in Carlisle has deepened pupils' understanding of citizenship and led to the school receiving a county 'Primary School Education Award'. Opening the school for community use, particularly as the base for the playgroup, pre-school group and 'out-of-school club', ensures that children feel at home in its surroundings, and also provides much needed extra funds. Pupils explore the local area and visit, for example, a neighbouring Buddhist community, all of which helps them to widen their horizons beyond their immediate surroundings. Very close working with the local college also ensures that pupils benefit from a number of teacher training students who, like parent volunteers, increase the individual help available for pupils as well as bringing new ideas into the classroom. The school has suitable links with other schools that enhance pupils' learning experiences and ease their transfer to secondary school.

25. Parents of pupils with SEN are kept informed of their child's needs and the measures the school is taking to remedy his or her difficulties. The school reports low attendance by parents at review meetings and parents are not always fully involved in the setting of targets for their child.

LEADERSHIP AND MANAGEMENT

The leadership of the headteacher is very good and the management of the school is good. The leadership of subject co-ordinators is satisfactory but their roles have not been developed fully. Governance is good.

Main strengths and weaknesses:

- The headteacher leads the school very well and he has ensured that high standards are being maintained.
- Governors work closely with the school and they know the school well.
- Very good financial management has addressed the identified weaknesses in the school.
- Time and financial constraints have restricted the full development of subject co-ordinators' roles.

Commentary

26. The very good leadership of the headteacher has established a supportive team and ensured that the school's results in the national tests have remained high over recent years. He has a clear idea of how the school should develop and is committed to high standards. Very effective strategic decisions have been made, including the formation of a separate Reception class and the deployment of specialist personnel to teach music and ICT throughout the school. Despite a very large teaching commitment as a result of these arrangements, the headteacher ensures that the school is managed well. The procedures for performance management have been implemented suitably and regular tests and assessments monitor pupils' progress and identify strengths and weaknesses in their learning. Good support is provided by the very efficient school secretary who ensures that the day-to-day management of the school is good.

27. The governing body is well organised with a suitable number of sub-committees. Almost all governors are also parents of children at the school and this allows them to benefit from a close relationship with the school. Additionally, they take advantage of frequent opportunities to visit the school informally and are increasingly making more formal visits on which they produce a written account. Nevertheless, governors have a clear understanding of the strengths and weaknesses of the school, which allows them to make a greater contribution to strategic planning and the school development plan. The development plan provides a useful focus for school improvement and contains suitable information relating to targets for improvement together with performance indicators, although there is little information about how these targets are to be met. Statutory requirements are met.

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	236,316.00
Total expenditure	229,831.00
Expenditure per pupil	2,873.00

Balances (£)	
Balance from previous year	-322.00
Balance carried forward to the next	6,163.00

28. Financial planning is very good because it is clearly focused on the school's priorities and the causes of deficit budgets have been addressed. This has led to the establishment of a separate Reception class that has eliminated the unsatisfactory teaching identified in the last inspection report, and improved the provision for the children under five. Although this is a very small class, this arrangement has allowed the Reception class teacher to work closely with the pre-school groups that use the school facilities during the school day. As a result, these children's learning has benefited immensely and they have received an excellent induction into the school. Additionally, teaching and learning in music and ICT have been improved through the appointment of specialists in these areas.

29. Although the above arrangements have improved the quality of teaching and learning in the school, it has meant that there is little time available for classes to be supported by learning support assistants. Additionally, the headteacher has had to maintain a very large teaching commitment that restricts the time available for management tasks and to release subject co-ordinators to carry out their responsibilities. Nevertheless, the leadership of subject co-ordinators is satisfactory and the school is developing procedures for them to monitor standards and provision in their subjects as time and finances permit. The co-ordinator for special educational needs (SENCO) is very well informed about SEN and handles the extensive paperwork well. However, she has little time available for her role and, consequently, she is unable to support colleagues and pupils in class on any regular basis.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

30. Provision in the Foundation Stage is good and has improved significantly since the last inspection, when it was unsatisfactory. The school has established a separate Reception class and appointed a teacher with good knowledge of early years' education. She also takes responsibility for the planning for the pre-school group that shares the Reception classroom in the mornings. This arrangement works very well. The close liaison between adults results in excellent induction procedures that facilitate an outstandingly smooth entry to the Reception class. The areas for improvement, highlighted in the last inspection report, have been very well met. Improvements include good curriculum planning, which is based securely on the six areas of learning and recommended Early Learning Goals, provision for imaginative, structured play, independent learning and outdoor physical development. When children enter the Reception class, they meet the standards expected of children of this age in all areas of learning although some have immature writing skills. The leadership and management of the Foundation Stage are good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses:

- Teaching and learning are consistently good.
- Very good class management.
- Strategies for developing independence are effective.

Commentary

31. Children achieve well, which reflects the good teaching. By the time they leave Reception, they are on course to exceed the Early Learning Goals. Members of staff value children's ideas, encouraging them to feel confident about what they can achieve. Adults set good examples and their high expectations and very good class management contribute very positively to trusting relationships, very good attitudes and behaviour and a good understanding of right and wrong. The teacher ensures that resources are easily accessible and that there is a good balance between activities taught by adults and activities initiated by children that successfully promotes children's independence. An effective strategy, in the form of a 'planning board', encourages children to organise themselves independently.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses:

- Teaching and learning are good.
- It is well led and managed.
- Strategies for teaching reading and writing are effective.
- Occasionally, the pace of the lesson is too slow.

Commentary

32. Teaching is good and, as a result, children achieve well. By the end of Reception, most are likely to exceed the Early Learning Goals in speaking and listening, reading and writing. The teacher and well-briefed volunteer adult helpers work together effectively, supporting all the children very well. Adults use talk to good effect, listening to and valuing children's ideas. The teacher expects the most of the children and uses resources well. For example, a telephone in the class 'estate agent's' effectively stimulates children's speaking and listening skills. When, occasionally, the pace of the lesson is too slow, children lose interest and this has a negative effect on their learning.

33. Children respond eagerly to the teacher's imaginative use of toy animals, laptop projector and computer to match sounds with letters and words with pictures. Good creative activities stimulate imaginative play outdoors, helping children to recognise rhyming words when acting 'Little Boy Blue'. They enjoy books and stories, understand their structure and know that print carries meaning. More able children read familiar texts independently and the teacher encourages writing for different purposes, such as stories, letters and news. Most children form most letters correctly and begin to use their knowledge of sounds to write simple words, with some making plausible attempts at more complex words. A few find this difficult but they are supported very well. Good support for language development permeates the life of the Reception class.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses:

- Teaching and learning are very good.
- Very good assessments guide the planning of the next steps in children's learning.
- Very effective learning opportunities enable children to practise, reinforce and extend their skills.

Commentary

34. This area is very well taught and, consequently, children achieve very well. Almost all are set to exceed, and many to well exceed, the Early Learning Goals by the end of the Reception Year. Very high expectations and constant assessments that guide planning build on what children already know and can do. Elements of the National Numeracy Strategy are used very effectively to encourage them to count, match, order and recognise numbers. A very good balance of child-initiated and adult-taught activities enables children to practise, reinforce and extend their skills co-operatively and independently. Exciting use is made of resources, such as a variety of parcels in a practical weighing activity. Children expressed real wonder on finding a very large parcel to be light and a tiny one very heavy, raising awareness of both size and weight. By the end of the Reception Year, almost all children count accurately well beyond 10, solve problems and understand addition and subtraction. Effective practical activities help them to understand shape, space and measures.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD AND CREATIVE DEVELOPMENT

Provision for knowledge and understanding of the world and creative development is **good**.

Main strengths and weaknesses:

- Teaching and learning are good.
- The exciting use of resources engages children and helps them to understand the world.
- Stimulating activities are planned to develop children's creative skills.
- Well-organised, purposeful and practical play activities often link areas of learning successfully.
- Occasionally, some lesson introductions are too long.

Commentary

35. By the end of the Reception Year, most children are set to exceed the Early Learning Goals in their knowledge and understanding of the world and creative development. They achieve well and teaching is good, with some very good teaching seen in creative development. The teacher's exciting use of old household objects to foster a sense of time, real building materials to investigate using their senses and the use of household utensils as musical instruments to explore sounds, effectively engage children's curiosity and stimulate their interest and efforts. These well organised, purposeful and practical activities link areas of learning effectively and extend children's knowledge and understanding of the world, language and creative skills. Good opportunities for children to use computers help them begin to control the mouse independently. Stimulating activities such as creating church window pictures, animal paintings, role-play in the 'estate agent's' and dressing up, add considerably to children's creativity. When the introductions to lesson are too long, children lose concentration and their learning slows.

PHYSICAL DEVELOPMENT

36. No specific lessons were seen in this area during the inspection, although related activities were observed within other areas of learning. As a result, a secure judgement on teaching in this area is not possible. However, children were observed in the secure outdoor play area where they were encouraged to develop a good awareness of space and of others, and move safely; their control and co-ordination are developing well. Activities such as threading and handling small tools help children to develop increasing control in their fine physical skills. The provision of a secure outdoor area has had a positive impact on physical development since the last inspection.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

The quality of provision is **good**.

Main strengths and weaknesses:

- Standards are high.
- Very strong parental support for reading helps pupils improve.
- Good marking in Years 5 and 6 helps pupils improve their work.
- The overuse of worksheets restricts the development of pupils' writing skills.

Commentary

37. Standards in Year 2 exceed national expectations and pupils' achievement in Years 1 and 2 is satisfactory. They enter Year 1 with standards that are above expectations and these are maintained by satisfactory teaching. Most pupils show confidence in talking to adults and they listen attentively to each other and to their teachers. Reading is of a very high quality. Pupils read at school regularly and most read at home with their parents every evening. The quality of writing is good but it is the weakest of the three skills. Pupils spend too little time developing their extended writing skills because worksheets are used too often as a means of recording pupils' thoughts.

38. Standards in Year 6 are well above national expectations and are similar to last year's national test results. Pupils speak really well. They are fluent and confident, and use a very wide vocabulary. They are generally enthusiastic and engage their audience well. Reading is exceptionally strong. Most pupils are very keen on reading; they can say which parts of a book are humorous and why, and they can locate key detail in their books when retelling the story. Many pupils write well, translating their very good oral vocabulary into print. Pupils' achievement in Years 3 to 6 is good and their literacy skills are extended by good, challenging teaching.

39. Pupils with SEN make good progress. Work is usually set at the right level for these pupils and this helps them achieve the small steps of progress they need in order to improve. They receive good additional support from teachers and learning support assistants, and teaching by the reading support teacher is exceptionally strong and helps her pupils make very good progress.

40. In all lessons, pupils are keen to learn and encouraged to behave well, and so lessons run smoothly. In Years 1 and 2 teaching is satisfactory but tasks do not fully extend more able pupils. Additionally, pupils do not continue to use the handwriting style they have practised in literacy sessions. In Years 3 to 6 teaching is good. Teachers' marking accentuates the positive and regularly provides pupils with ways to improve their work. What will be taught in the lesson is shared with the class clearly in language that the pupils can understand and this helps them use their previous knowledge well. For instance, 'We are going to look at the characters in the Betsy Byars books we read recently' introduces a lesson where the teacher expects them to compare and contrast the three books.

41. Leadership and management are satisfactory. The co-ordinator has little time to maintain an understanding of standards and teaching. She has begun to monitor pupils' work and reviews teaching when time allows. The school has identified creative writing as a comparative weakness in provision but has not yet made much progress in tackling it.

Literacy across the curriculum

42. Pupils' use of their literacy skills in other subjects is satisfactory. Teachers develop pupils' speaking and listening skills quite well, usually through question and answer sessions or by pupils reading their answers back to the class. However, teachers do not make sufficient use of the opportunities available in other subjects to improve pupils' writing skills, and the over-reliance on worksheets in subjects such as geography, history and religious education restricts pupils' opportunities to write freely.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses:

- Standards are high throughout the school.
- Teaching is good in all year groups.
- Pupils enjoy lessons and work well.
- The co-ordinator's role has not been developed fully.

Commentary

43. Standards are high at the end of Year 2 and Year 6, as is shown by the national test results, and pupils' achievement is good throughout the school. Pupils develop a very good understanding of the number system through the regular and systematic teaching of the basic skills. They demonstrate a very good and quick mental recall of number facts, and older pupils recall multiplication and division facts easily and accurately. This allows them to engage in complex number problems and focus clearly on the problem to be solved. Pupils use their knowledge effectively to make accurate measurements. They also have a good knowledge and understanding of the properties of shapes. Pupils with SEN achieve well.

44. The quality of teaching and learning is good across the school. All teachers set clear learning intentions for the lesson and share them with the pupils. Explanations and instructions are also clear and, consequently, pupils understand what they are expected to do in the lesson. Teachers generally use questioning well and they focus their questions to ensure that all pupils are involved in the lesson. They have high expectations of the pupils, who listen attentively and apply themselves well to their tasks. Pupils' very good behaviour and enthusiasm help to ensure that lessons are calm and productive. Teachers make suitable use of a commercially produced scheme, which individual teachers adapt as they see fit. However, this practice tends to lead to an over-reliance on worksheets and creates difficulties in monitoring teachers' planning. In many lessons, tasks are planned with different levels of challenge to accommodate the range of age and ability in each class. In some lessons, however, the same task is set for all pupils because insufficient assessment is made of each pupil's previous learning. Information and computer technology is used suitably to develop pupils' numeracy skills and good use is made of voluntary help to support pupils.

45. The co-ordinator has a sound knowledge of standards in the subject from regular formal assessments and has identified the need to develop opportunities in using and applying mathematics. Although she observed each class last academic year, she has not had the opportunity to observe lessons this year. Most monitoring is conducted informally, but this does not allow the co-ordinator to identify clearly strengths and weaknesses in the subject in order to share the best practice throughout the school.

Mathematics across the curriculum

46. Pupils' numeracy skills are used suitably in other subjects, such as science and design and technology. For example, pupils make accurate measurements when making models. However, these opportunities tend to arise incidentally and are not linked clearly to pupils' learning in mathematics.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses:

- High standards for infant and junior pupils have been maintained.
- Teaching and learning are good.
- Pupils' skills of science enquiry are developed well.
- The role of the co-ordinator in monitoring and evaluating teaching and learning is not fully developed.

Commentary

47. Pupils start in Year 1 with standards that exceed those that are expected for their age. They achieve well and by the end of Year 2 and Year 6, pupils' attainment is high, reflecting the results of the 2003 statutory assessments. This is an improvement since the previous inspection report. Pupils, including those with SEN, achieve well as a consequence of consistently good teaching and a strong emphasis on developing pupils' enquiry skills through effectively planned, practical investigative work.

48. Teaching and learning are good, overall. Some features of very good teaching were seen in all classes. Teachers are enthusiastic and insist on high standards of behaviour and involvement in lessons. This motivates the pupils, who are keen and develop very good attitudes and behaviour. Lessons begin with an effective revision of previous learning and teachers build systematically on what pupils already understand and can do, enabling them to achieve well. Teachers have high expectations of pupils and give priority to the practical and investigative aspect of the subject in order to develop pupils' skills of inquiry. This strategy contributes considerably to their good achievement in the other aspects of the subject. When Year 2 pupils investigate the permeability of soils, they make predictions and carry out fair tests with growing confidence and skill. Tasks are planned effectively to interest and engage pupils in their learning. Throughout the school, teachers organise lessons well, have good questioning skills and use the correct scientific vocabulary. This contributes to pupils collaborating well, encourages them think for themselves and to use and understand scientific terms.

49. Although investigative work is strongly emphasised, the recording of pupils' findings varies between classes. An examination of pupils' work shows that where much work is recorded on commercial worksheets, the use and development of writing skills are restricted. This limits opportunities to support pupils' literacy skills in the subject. Numeracy skills are used effectively, as seen in a Year 4 experiment to measure lung capacity. The marking of pupils' work is generally helpful, showing them how to improve. Pupils are assessed regularly and the use of assessment to guide the planning of new work is suitably effective. The leadership of the subject is sound. The co-ordinator is a science specialist and continues to attend courses for professional development. She has monitored teachers' planning. However, her role in the monitoring and evaluation of teaching and learning is not fully developed. This limits an effective overview of strengths and areas for development in the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is **satisfactory**.

Main strengths and weaknesses:

- Pupils are enthusiastic about the subject.
- Information and communication technology (ICT) skills are taught effectively to small groups of pupils by a learning support assistant.
- The small computer suite has increased opportunities for teaching.
- Greater use of pupils' ICT skills could be made in other subjects

Commentary

50. Standards at the end of Year 2 and Year 6 meet national expectations and pupils' achievement is satisfactory. Pupils gain extensive experience of combining text and images to produce, for example, Easter cards in Year 2 and more complex greetings cards in Year 6. They also use digital photographs to illustrate and illuminate their work. Pupils have a good understanding of data handling and they interrogate databases well to find, for example, the number of pupils with blonde hair and blue eyes. An awareness of control technology is developed through the use of a programmable toy in Years 1 and 2, and a dedicated computer program in Years 5 and 6. A small computer suite has been established that allows ICT to be taught to small groups of pupils.

51. Teaching is satisfactory, overall, in both key stages. A specialist is employed as a learning support assistant to teach ICT to all pupils in small groups. She has a very good knowledge of the subject and works well with these groups of pupils. For example, in one session seen, pupils were refining their control of a programmable toy to travel a given route. This group was organised well and good planning encouraged the pupils to consider the commands needed, before trying them out and amending them. Only one other lesson was seen in which pupils in Years 5 and 6 were introduced to the use of a multimedia program. This lesson was also prepared well and clear explanations helped the pupils to appreciate the possible uses of the program to present their work in other subjects. However, these skills are not used often enough in other subjects.

Information and communication technology across the curriculum

52. Pupils make suitable use of ICT in other subjects. Many have computers at home and they use the internet to access information about their work in other subjects. Computers in each class allow pupils to use programs that improve their knowledge and understanding of other subjects. However, opportunities to further develop and use pupils' higher level ICT skills across the curriculum require careful planning, as the teaching of ICT skills is predominantly carried out by a single member of staff.

HUMANITIES

53. Only one lesson was seen in each of **geography** and **history** during the inspection. However, from a review of pupils' work, teachers' planning, and observations of displays around the school, the provision for geography and history meets the requirements of the National Curriculum. Pupils enjoy both subjects. Pupils' studies in history give them a good appreciation of British history and an understanding of the contribution of ancient cultures to their own. They develop their knowledge suitably and put in sequence important periods of history. In a Year 6 lesson, pupils were able to infer details of the life and character of Henry VIII from a portrait. The provision for geography makes good use of the national guidance and the local environment with pupils going on educational visits, such as a residential visit to West Yorkshire. Pupils learn to contrast their home with places elsewhere, such as a Scottish island, and Year 2 pupils record their responses on published worksheets. However, too much of the pupils' work is recorded on worksheets or is presented as

pages downloaded from the internet, and this approach limits pupils' opportunities to develop their writing skills in both history and geography. Regular assessments of pupils' learning are made, but there is little indication of how this information is used to develop teaching and the curriculum.

Religious Education

Provision is **satisfactory**.

Main strengths and weaknesses:

- Pupils know a great deal about Islam and are keen to know more.
- Younger pupils complete too many worksheets.

Commentary

54. Standards in Year 2 and Year 6 are in line with the expectations of the local Agreed Syllabus. Pupils have a great deal of knowledge about the major religions. For instance, Year 5 and 6 know about the Five Pillars of Islam, artefacts of Judaism, Buddhist beliefs and the stories from the Bible. However their understanding of the similarities and differences between religions, whilst satisfactory, is less well developed than their factual knowledge. Younger pupils learn to appreciate the beauty of God's world. They have a sound knowledge of the role of monks in early Christianity and appreciate the symbolism of the poppy and Remembrance Day. Throughout the school, pupils' achievement is satisfactory. The subject is enriched by visits to places of worship and visits by local Christian leaders.

55. Teaching is satisfactory. Few lessons were observed and none were seen in Years 1 and 2. Pupils are motivated to learn and behave very well because teachers make good use of resources, such as Islamic objects, to help pupils understand the sacred nature of the Qu'ran and prayer mats. Pupils treat the Holy Book with great sensitivity. Discussion is prompted well by the teacher moving between groups and asking key questions, such as 'What is the meaning of the pictures on the prayer mat?' Pupils use the computer easily to gain information from the internet on 'the Hajj', but too little time is spent comparing the rituals of Islam with other religions. The book on the life of Moses gave Year 5 and 6 pupils good opportunities to improve their writing skills but work in Years 1 and 2 indicates that there is an over reliance on worksheets. Assessment is satisfactory. Teachers evaluate pupils' work and their understanding at the end of each topic and record it on a sheet that is kept in each pupil's record of achievement. The co-ordinator has little time in which to fulfil her role fully, although pupils' work is shared amongst teachers for evaluation.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

56. One art and design lesson and one design and technology lesson were seen during the inspection. No music lessons were taught during the inspection as the music specialist who teaches the subject throughout the school was absent through illness. No lessons were seen in physical education. Teachers' plans show that National Curriculum requirements are fully met. Resources are satisfactory for music, design and technology and art and design, and are good for physical education.

57. In **art and design** and **design and technology**, inspectors looked at pupils' work in folders, workbooks and on display. Sketchbooks are used appropriately to practise elements of art and design, such as shade and texture. Scrutiny of pupils' work indicates that they experience a suitable range of skills and techniques, using a variety of media, materials and tools. This is exemplified by attractive displays that enhance the learning environment and include some high quality still life drawings by pupils in Years 3 to 6, moveable models of 'The Body Machine' and some interesting weavings by pupils in Years 1 and 2.

58. In **music**, standards of instrumental playing and two-part singing during assemblies were good. Pupils sing tunefully, expressively and with enjoyment, employing good diction and use of dynamics. Pupils have opportunities to learn stringed, brass and woodwind instruments in sessions taught by county peripatetic specialists; extra-curricular activities include recorder and guitar clubs, performances, the school band, visits to concerts and visiting music groups. Overall pupils have a rich musical experience.

59. The school field, the hall and hard play areas provide effective spaces for **physical education**. Competitions with local schools, coaching by a local cricket club and very good extra-curricular provision of sports clubs, run by staff, parents and community members, supplement the curriculum. By the time they leave school, almost all pupils can swim at least 25 metres unaided. A major concern in the last report was the lack of 'an appropriately equipped and safe outdoor area so that children under five can develop their physical development'. This issue has been addressed and the secure outdoor Reception class area and resources are having a positive impact on children's physical development.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, Social and Health Education and Citizenship

Provision in PSHE and citizenship is **good**.

Main strengths and weaknesses:

- Planned curriculum provision is good.
- The aspect of citizenship is being established effectively.
- The very good provision for out of school learning opportunities supports this aspect of learning very effectively.

Commentary

60. Provision for PSHE is a priority in the school development plan and has recently been reviewed. Planned programmes include work on diet, health, sex and relationships, drugs misuse, personal safety and citizenship, that help pupils to develop an understanding of the importance of a safe, healthy life style. This was seen in a very good Year 5 - 6 lesson on bullying, when pupils debated the role of a mediator in this issue with great assurance. The lesson also made an effective contribution to the development of pupils' speaking and listening skills.

61. Pupils' personal and social skills, as well as their understanding of citizenship, are also developed through their involvement in the school council, the very good extra-curricular activities, charity events, numerous visitors, such as the local community policeman, and visits that include a residential visit to Robinwood.

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	2
Pupils' achievement	2
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	4
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).