

INSPECTION REPORT

**CROSBY RAVENSWORTH VOLUNTARY AIDED CHURCH
OF ENGLAND PRIMARY SCHOOL**

Crosby Ravensworth, Penrith, Cumbria

LEA area: Cumbria

Unique reference number: 112315

Headteacher: Mr Tim Ayre

Lead inspector: Mr David Carrington

Dates of inspection: 20th – 21st October 2003

Inspection number: 255925

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Aided
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	40
School address:	Crosby Ravensworth Penrith
Postcode:	CA10 3JJ
Telephone number:	01931 715265
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Appropriate authority:	The governing body
Name of chair of governors:	Rev D Wood
Date of previous inspection:	18 th May 1998

CHARACTERISTICS OF THE SCHOOL

Crosby Ravensworth Church of England Primary School is a small, Voluntary Aided, village school. It is located about six miles south west of Appleby in Cumbria. There are 40 pupils in school aged 4 to 11, most of whom live in local villages or in the surrounding rural area. An increasing number come from beyond the school's traditional catchment area. All of the pupils are from white British family backgrounds and no pupils speak English as an additional language. The proportion of pupils with special educational needs is well below average. The school has earned Investors in People status and sees this as one of its most significant achievements in recent years.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics, science, information and communication technology, geography, history, areas of learning for children in the Foundation Stage.
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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Crosby Ravensworth Voluntary Aided Church of England Primary School is an effective school and provides a good quality of education for its pupils. This enables them to achieve soundly and the current Year 6 pupils are on track to reach average standards by the end of the year. The headteacher leads the school very well and has created an effective team of governors and staff. Together they have created a very good ethos in school, which ensures that the pupils are happy and productive learners. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- Standards vary each year, but currently they are on course to be above average at the end of reception and average overall at the end of Years 2 and 6. Standards in English and science are likely to be above average by the end of the school year. Pupils' achievement is sound.
- The headteacher gives very good leadership to the school. Governors work well to ensure the school is successful. Management processes work soundly.
- Attendance rates are well above average. Pupils' attitudes are good, they behave very well and their spiritual, moral, social and cultural development is very good.
- Systems of school self-evaluation, monitoring and assessment are not sufficiently tuned into the process of setting of targets and checking that pupils are on track to achieve these.
- The quality of teaching and learning is good overall.
- There could be more additional teaching assistance, especially for younger children.
- The overall curriculum is good and pupils are prepared well for the next stage of their education.
- The provision for pupils with special educational needs is very good.
- The school works very effectively with parents, the community and other schools and colleges to enhance the quality of learning.

The school has made good improvement since its previous inspection in 1998. Homework quality, especially in mathematics, is very good. Teaching time now matches the national average, the two classes are taught separately for the whole week and lunch time supervision is effective. Lesson planning and teaching methods take account of pupils' ages, though the use of assessment to ensure that pupils of different attainment levels achieve at a good rate could be more rigorous.

STANDARDS ACHIEVED

Caution has to be taken when interpreting the results in school because of the small number of pupils in each year group. The variations from year-to-year in standards are often because just one pupil did or did not reach a particular level. The results for 2002, as shown below, indicate that in Year 6, standards were well above the national average in English and science and average in mathematics. Results in Year 2 in 2002 were well above average in mathematics, above average in reading and average in writing. Higher attaining pupils generally did well in 2002, though their results in writing in Year 2 were not as good as in other subjects. The preliminary results for 2003 show that standards in Years 2 and 6 were not as high last year in school as they were in 2002. The school has improved its test results well since 1998.

Year 6 results in 2002

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	D	A	A*
Mathematics	D	E	C	B
Science	B	C	A	A*

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

Overall, **achievement is satisfactory.**

- Children in reception have settled quickly to their work and are showing positive signs that they will reach above average standards by the end of the year.
- Achievement is satisfactory in Years 1 and 2 and by the end of the infants pupils are likely to attain average standards in reading, writing, mathematics and science.
- Pupils in Years 3 to 6 achieve soundly overall and Year 6 pupils are on course to reach average standards in mathematics and information and communication technology (ICT) by the end of the year. However, in English and science, standards are likely to be above average.
- Attendance levels and behaviour are very good. Pupils are very interested in their work and they develop as mature and sensible learners.
- Pupils' spiritual, moral, social and cultural education is very good.

QUALITY OF EDUCATION

The quality of education is good.

- **Teaching quality is good.** Some very good teaching was observed in the junior class. The quality of teaching is good overall, though additional non-teaching assistance, especially in the reception and infant class would enhance it further.
- **Pupils learn well.** Most pupils are interested in their tasks and work productively. They become mature, sensible and independent learners by the age of eleven.
- **Assessment is satisfactory.** The school is working hard to develop effective assessment systems. However, they are not yet fully linked to the target setting and tracking process.
- **The curriculum is good.** The curriculum is generally of good quality and the enrichment from visits, visitors and out of school activities is good. Pupils with special educational needs have a very good curriculum.
- **The partnership with parents, the community and other schools and colleges is very good.** This benefits the quality of education immensely.

LEADERSHIP AND MANAGEMENT

Leadership and governance are good. Management is satisfactory.

- The headteacher's leadership is very good and this has ensured the school has moved ahead successfully.
- Governors are active and committed and very effective in influencing the educational direction of the school.

- School self-evaluation and monitoring systems and the target setting and tracking process could be more rigorous.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold very positive views of the school.

Parents are pleased they chose this school for their children and identify its small size and family atmosphere as particular strengths. The pupils like their school a lot and they speak proudly of it. Most pupils say there is little they would change, though some have strong ideas about particular things, which the school takes seriously. As one infant wrote, *I'd like Longer play time have toorcky burls evry day!*

IMPROVEMENTS NEEDED

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

- Enhance the systems of assessment so that targets are set for individual achievement and tracking takes place to ensure pupils are on course to meet them.
- Broaden the scope and improve the rigour of monitoring and evaluation processes in order to improve school self-evaluation and target setting and tracking processes.
- Review, and as funding permits, increase the provision of additional in-class assistance in the reception and infant class.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards this year are average in Year 2 and 6 and pupils achieve satisfactorily through the school.

I like... Techerse, The work, maths, working hard¹

Main strengths and weaknesses

- Standards are average this year in Year 6 in mathematics and information and communication technology (ICT) and are above average in English and science.
- Standards in writing have been below those in other subjects for a number of years.
- Standards in science are higher than those in other subjects due to a curriculum that is well focused on practical investigation and problem solving.
- Pupils' achievement is satisfactory overall.
- Boys and girls generally achieve as well as each other, though some infant boys are more restless than the girls at times. Boys did particularly well in science in 2002.
- Higher attaining pupils generally do soundly in school.
- The achievement of pupils with special educational needs is very good.

Commentary

1. Caution. It is important to remember that the small number of pupils in each year group in school may mean that the broad evaluation of standards is inaccurate. This is because one more or one less pupil achieving a given level will have a profound impact on the results for that year group.
2. Standards in school have varied from year-to-year since the previous inspection in 1998, but the overall trend to rising standards has been above the national average. As shown in the following table of the 2002 SATs², pupils in Year 2 attained standards that were well above average in mathematics, above average in reading and average in writing.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	17.0 (17.0)	15.8 (15.7)
writing	14.1 (13.0)	14.4 (14.3)
mathematics	18.1 (18.0)	16.5 (16.2)

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

3. The results for 2002 in Year 6 show that standards were well above the national average in English and science and average in mathematics. In comparison with the results when this class was in Year 2 in 1998, standards were high in English and science and above average in mathematics.

¹ The quotations are from the pupils' questionnaires and comments made to inspectors

² Standardised attainment tests

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	29.0 (25.8)	27.0 (27.0)
mathematics	27.0 (23.4)	26.7 (26.6)
science	31.0 (28.2)	28.3 (28.3)

There were 6 pupils in the year group. Figures in brackets are for the previous year

4. The preliminary results for 2003 indicate that standards in Years 2 and 6 were lower overall than they were in 2002. In Year 6, pupils appear to have³ attained low standards in English and mathematics and average standards in science. The proportion of pupils with special educational needs for learning difficulties was higher last year than it was in 2002. The pupils were generally more successful in science than they were in English and mathematics.
5. In 2002, higher attaining pupils did well overall, although the higher attainers in Year 2 did not do as well in writing. Overall, the proportion achieving the higher level 3 in Year 2 was below average, compared to an above average proportion for reading and mathematics. During the inspection, higher attaining pupils achieved satisfactorily in lessons through the school.
6. The pupils currently in Years 2 and 6 are on track to achieve average standards overall by the end of the school year. It is likely that standards in English and science will be above those in mathematics and ICT. Enhanced monitoring and evaluation systems will help school managers identify the characteristics of work in science that result in higher standards and apply these to other subjects. Inspection evidence points to a well balanced curriculum in science that affords ample opportunities for pupils to plan, predict, hypothesise, test, observe and record outcomes in a variety of ways as particular strengths of the work. Standards in other subjects, including ICT are average this year. There are more details of these subjects in Part C of this report.
7. Over the years from 2000, there has generally been no significant difference in the achievement of boys and girls in the SATs. However, in 2002, boys did particularly well in science. Inspectors noted that boys and girls generally work as successfully as each other in lessons. In some sessions in the infants, boys are sometimes more talkative than the girls and show an impatience to start their individual or group tasks.
8. This year, the children in reception have settled quickly to school and their work. They are starting from an above average base level and early indicators suggest they are likely to reach their early learning goals before the end of the school year.
9. In all, achievement is steady through the school and is at a satisfactory level. There is however, one group for whom achievement is accelerated. The achievement of pupils with special educational needs is very good due to the highly effective input of the teaching assistants. Their individual needs are known thoroughly, their individual work programmes are tailored carefully and they are supported very effectively. This ensures that these pupils are fully part of the school and benefit from very good teaching.

³ The 2003 results are awaiting final confirmation

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are very good overall.

I like to do my work. I like to count and draw

Main strengths and weaknesses

- Children in the reception class settle in quickly and benefit from the good role models set by staff and older pupils.
- Boys and girls work and play together across the age groups, creating a truly family atmosphere. They are overwhelmingly positive about the school and enjoy coming.
- Parents are equally supportive of the attitudes their children show towards school.
- Pupils have good attitudes to learning; they enjoy the many and varied experiences provided for them and they try hard.
- Behaviour is very good; relationships are extremely tolerant and caring-the *safety patrol* at play times works well to reassure everyone, as does the *bully bench* that gives time out when there are disputes.
- Pupils are trusted to manage the target setting system that is displayed on class walls and take a very honest approach to so doing.
- Pupils' cultural development is good and their spiritual, moral and social development is very good.
- Attendance is very good and punctuality is good. There is no unauthorised absence.

Commentary

10. Attendance is very good and well above the national average. Punctuality is good and this allows a smart start to the day.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data:	3.0
National data:	5.9

Unauthorised absence	
School data:	0.0
National data:	0.5

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

11. Pupils' attitudes, behaviour and personal qualities are one of the school's many strengths and are a reflection of the importance placed on developing this aspect of pupils' education. The school has a very warm ethos and is very successful in meeting its aims that are focused on helping pupils develop into kind, caring and confident young people.
12. Pupils work hard in lessons, enjoy discovering new things, and as they grow older they use their initiative well. Most say they like being in school and their lessons are interesting and fun. This was very evident in a history lesson in the junior class about Ancient Egypt. Older pupils became *scribes* as they researched what invited guests would wear and eat at *Nebamun*, a nobleman's party, and then word -processed invitations. Meanwhile, Year 3 and 4 pupils thought carefully about the dress of rich Egyptians and created original designs in watercolours that accurately reflected the ornate decoration that reflected the high society of the times. Additionally, pupils mixed their own colours using powder paint and so extended their technical skills too.
13. Behaviour is very good. A very positive feature of the school is the way in which pupils work and play together across a range of age groups, showing excellent consideration for one another. The Code of Behaviour, that pupils helped to write, is based on kindness and trust and

these are very much in evidence. For example, pupils take responsibility for managing the house point and target setting systems and are fair and honest in so doing. The school takes a zero-tolerance stance on bullying and on the rare occasions when this happens it is sorted out positively. Pupils told inspectors that they feel safe and well looked after at school. At lunch times a system of playground friends operates; these are the first reference point for pupils with problems or concerns and they report directly to the lunchtime supervisor. The *safety patrol* at play times works well to reassure everyone as does the *bully bench* that gives time out when there are disputes. These features are all improvements since the time of the previous inspection.

Ethnic background of pupils

There were no 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	38	0	0

14. There are very good relationships between all members of the school community, young and old, and adults provide very good role models. Pupils develop strong moral and social values, and are particularly concerned for their community. In the infants, pupils have hung labels on real branches that say what they like best about their environment. Events such as the *Zoolab* Indian dance, mask-making and drama workshops enable them to appreciate the richness of a culture different from their own. They are active supporters of charity appeals, for example the *Seeds for Africa Appeal*, and particularly enjoyed working in support of the RSPCA following a visit from one of the officers to explain how best to look after pets. The school uses circle times, lessons and assemblies to introduce and develop themes of social justice and to give pupils an understanding of what life is like in different parts of the world. Pupils' overall personal development is very good, with particular strengths in the way they become confident young people with high self-esteem, ready to take their place in society as responsible future citizens.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Pupils are well taught and they learn effectively. The curriculum is good and the school has developed very good partnerships with parents, the community and other schools and colleges in order to provide pupils with an enriched curriculum.

Teaching and learning

Teaching quality is good and pupils learn well. Assessment is satisfactory.
I like it when (my teacher) makes our lessons fun

Main strengths and weaknesses

- The overall quality of teaching, as shown in lessons and by pupils' past work, is good.
- Some very good teaching was observed in the junior class. The overall quality of teaching is good but is more focused in the reception and infant class when there is additional teaching assistance.
- Most pupils are interested in their tasks and work productively. They become mature, sensible and independent learners by the age of eleven.
- The school is working hard to develop effective assessment systems. However, they are not yet fully linked to the target setting and tracking process.

Commentary

15. During the inspection, 19 lessons or part lessons were observed, which were all at least of satisfactory quality and the majority were of good or better teaching quality. There was no unsatisfactory teaching. The evidence for good teaching, as summarised in the following table, is underpinned by the evidence from the scrutiny of pupils' past work.

Overall evaluation

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	9	8	0	0	0

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

16. The overall quality of teaching is good in both classes. It is more focused in the reception and infant class when there is additional teaching assistance. There is a wide range of age and attainment in this class and the needs of, say, children who have just started reception are very different from the higher attainers in Year 2. There are times when all these pupils are taught together and whilst a valiant effort is made to pitch the work at appropriate levels for the different groups within the class, this is often difficult to support in practical terms, as the teacher has to concentrate on one group in turn. When additional assistance is provided, the work is more easily matched to particular needs, as observed in a reception session on mathematical development, for example, where the support assistant worked for much of the time with the youngest children as the teacher worked with the older ones. Teaching, learning and achievement were good in this lesson.
17. The two lessons of very good teaching quality were both observed in the junior class. In these, the work was very well focused on the needs of different groups of pupils, expectations of output and behaviour were high, the pace brisk and the pupils knew clearly what they had to achieve. The group work was very well chosen and the teacher and the other adult supported each group very effectively. The pupils set about their work with enthusiasm and enjoyment, worked hard and accomplished much. They were impatient to return for more at the end of the sessions.
18. The quality of additional teaching assistance is good overall. Support staff are included in all aspects of planning and in the development of school procedures and systems. They know and carry out their work well and give particularly valuable support to pupils with special educational needs.
19. Particular strengths of teaching include the effective use of resources and time and the insistence staff place on high standards of behaviour. Homework has a very good place in learning as it is very well structured into the lesson and consolidates and extends skills and knowledge very effectively. Planning is thorough and well focused on the age spread within the class. It could, however, take more account of prior attainment in order to ensure that all pupils make good progress.
20. Pupils learn well. They are interested and well involved in the work, know what they have to do and set about their tasks in an enthusiastic manner. Their level of productivity is good, showing a significant increase over their time in the junior class. The pupils become mature and sensible learners by Year 6 and they work well independently and in collaboration with others. Overall, pupils build skills, knowledge and understanding at a good rate.

21. The school has worked hard to develop its system of assessment. Much data is collected about the standards reached and progress made by each pupil. However, it is often difficult to disentangle trends from the data, which tends to look back at past performance, rather than to check whether individual pupils are on target to meet the expectations held of them. A simplification of the data and its form of presentation is necessary in order to streamline the process. School managers are aware of the need for this and are determined to make the necessary improvements, including the focusing of marking, especially the use of comments, to pupils' targets.

The curriculum

The curriculum meets pupils' needs well and is well enhanced by other activities.

- *I like most...colouring, dinner and play time, my friends, doing work, painting, P.E. and swimming, art DT,*

Main strengths and weaknesses

- The curriculum is of good quality and is enhanced well by new technology.
- The enrichment from visits, visitors and out of school activities is good.
- Pupils with special educational needs have a very good curriculum.
- The accommodation is satisfactory, though it is cramped in parts and this restricts some opportunities for learning.
- There are ample teachers for the school's work, though the amount of additional teaching assistance is insufficient to ensure pupils always achieve as well as possible.

Commentary

22. In general, the quality of the curriculum is good, though there are one or two instances where the lack of space or non-teaching staff impact adversely. The school has done a good job of keeping its curriculum up-to-date and in maintaining a good balance between the focus on basic skills of literacy and numeracy and the demands of the wider curriculum. However, writing continues to be an appropriate priority of curriculum development. At present there are not enough planned opportunities for pupils to write extended pieces in English lessons or in other subjects.
23. The school makes some very good and imaginative use of new technology to broaden the curriculum for its pupils. For example, ICT is used to enrich learning well, as in the junior class when pupils used the computer to check their calculation of areas of rectangles and in an infant science session when the pupils used a professional spreadsheet to represent the data they had collected to show how far they could throw a bean bag. The school is to the fore of video-conferencing developments locally that enable it to link with other schools to extend the curriculum. At present, the older pupils are linked with a school in Devon in this way, and the pupils showed extensive knowledge of the geography of England when they explained this link to inspectors.
24. The work of visitors is successful in assisting pupils build skills and knowledge successfully. Thus, the music curriculum is supported well by the work of the visiting specialist who works with individuals and groups of pupils to develop their instrumental music skills. There is a good programme of out of school activities, which pupils are eager to join, and the sports and arts are well promoted both within school time and outside it. Here again, the school has some very good links with other schools in order to build its curriculum. Recently, for example, there has been a very successful drama session hosted at another local school in which pupils' skills were developed very effectively.
25. Pupils with special educational needs generally make very good progress because they study from a curriculum that is very well matched to their individual needs. The school has comprehensive planning and assessment procedures for these pupils and their work is set out

in small step-by-step increments that build skills and knowledge very effectively, albeit very gradually. The quality of additional teaching assistance for pupils with special educational needs is a strength of the school and contributes much to the effectiveness of their education.

26. The accommodation has been improved well in the five years since the previous inspection. A new wing of the building has enabled the establishment of a school library and rooms that are shared with the local pre-school provider. However, parts of the accommodation used for children in reception are still cramped and there is no suitable indoor space for physical education. At times the multi-purpose junior classroom has to be transformed into a mini-gym, which whilst valuable, is far from ideal. This impacts on the development of gymnastics and dance skills in particular. Outdoors, the accommodation is spacious and attractive and pupils have good access to facilities that encourage the development of good games skills.
27. As discussed above, the amount of additional teaching assistance is not ideal to ensure that pupils, the youngest especially, develop skills and knowledge at brisk rate. For some of the time the reception children work alongside their older friends. Whilst the teacher provides work that is graded according to prior experience, the practical support provided as pupils work is sometimes limited. The actual work of the non-teaching staff, and the other voluntary adults involved is of good quality and is helpful in ensuring learning progresses soundly. However, overall achievement is held back by the relative shortage of additional teaching assistance in the reception and infant class.
28. It is evident that pupils are well prepared for the next stage of their education because of the good quality curriculum, which develops skills and knowledge systematically as they grow older. In addition, the nurture provided in school through the care, guidance and support systems is another key factor in readying pupils for secondary school.

Care, guidance and support

The quality of care, guidance and support is good and there are very supportive relationships for pupils to build upon.

I like the kindness that the children are to you and the Teachers are nice to you.

Main strengths and weaknesses

- Pupils' care, welfare, health and safety are well taken care of.
- Relationships are very good all-round and pupils' needs are known thoroughly.
- Pupils' views are valued and acted upon well.

Commentary

29. The pupils are very much at the heart of the school. All adults, whether teachers, teaching assistants, caterers, administrators, cleaners or visitors work hard to create a welcoming, friendly and supportive learning environment in school where every pupil feels valued and valuable. The quality of additional teaching assistance for pupils with special educational needs is very good.
30. The procedures to ensure that pupils are looked after properly are good overall. There are appropriate child protection procedures in place; the governors undertake regular risk-assessments and all staff are alert to potential health and safety issues. The playground is cramped at times, though supervision of pupils at breaks and lunchtimes is much improved over the situation reported in 1998. Generally, pupils play and work safely and their health is well promoted through the sensitive support shown when pupils feel unwell.
31. A significant strength of the school is the very good quality of relationships between pupils themselves and between pupils and the staff. The pupils reported unanimously to inspectors that they have trusting and reliable relationships with the adults in school. They feel safe in

school and say that the system where older pupils patrol outside during break and lunchtimes works very effectively to reduce bullying and rough play. Pupils are in frequent dialogue with adults throughout the school day and parents are rightly very pleased with the caring, sharing atmosphere that the school fosters so effectively.

32. The school takes the pupils' views seriously. There are ample and appropriate opportunities, largely informal, for pupils to discuss their ideas. The pupils report that staff are responsive to their views and take great pains to follow up requests, ideas, worries and praise. The confidence that pupils have in the staff is very well justified. In all, learning takes place in a school that is a happy and content community where the individual pupil is at the heart of the school.

Partnership with parents, other schools and the community

The school has a very good partnership with parents and has forged strong links with its community.

We are sometimes coached in rugby by people from outside.

Main strengths and weaknesses

- The family, friendly ethos is the number one reason why parents choose the school for their children.
- Parents are very supportive of the school's work.
- Strong and valued links with parents and the community support the curriculum extremely well and benefit the pupils' education considerably.

Commentary

33. Parents view the *open door policy* very positively. The family, friendly ethos is the number one reason why parents choose the school for their children. Communication at all levels works very well. The joint prospectus and governors' annual report to parents is a positive feature. The school's good strategy of canvassing parental views bi-annually through the circulation of a questionnaire is very effective in maintaining a meaningful school-home partnership. The feedback from parents following the open days when they visit to see the work of the school, demonstrates the high value that parents place on the education being provided.
34. Parents give a lot of time to supporting the school, through volunteer help, for example in running after school clubs. The school swimming sessions would be under severe pressure if it were not for parents' efforts. The very active *Friends of CRS* group, which is made up of representatives of the whole community, supports well the life and development of the school. Parents' support of homework is very good. There is very good attendance by parents at school events including formal meetings to discuss their children's work. The written pupils' reports sent home in the summer term, are very informative and usefully include literacy and numeracy targets to aid individual improvement. Pupils write their own comments about *interests, achievements and goals*, on the written reports alongside the comments of parents and staff.
35. The school has close links with the local Anglican Church and Methodist Chapel and values greatly its Christian ethos. There are shared services and joint charitable endeavours that enable pupils to play a full role in supporting their community. The school is the centre of a number of activities and events in the local community. For example, over £3 000 is raised at the school fair, which is a keynote of the community calendar. The school participates at the village Agricultural Show and Appleby Fun Run. Strong enrichment is provided by these links. The school buildings have been extended in the past year or so to provide a library and other workspace. The local nursery, of charitable status, is housed in the school and operates three half-day sessions per week. The links forged with the nursery work to the great benefit of children and help them transfer smoothly and settle very confidently into the reception class.

There are productive links maintained with feeder and receiving schools, for example through consortium meetings as well as collaboration between other small schools in the locality. The recent visit to the Sands Centre at Carlisle with other primary schools for rock climbing, ballpark play and other energetic activities, is a tangible example of how effectively such links benefit the pupils.

LEADERSHIP AND MANAGEMENT

The quality of both leadership and management is good and the school is governed well.

I like everything (about my school)

Main strengths and weaknesses

- The headteacher gives very good leadership to the school.
- The quality of management is sound overall.
- The school's *Investor in People* status is a very positive feature.
- The process of performance management is very effective.
- Governors are active and committed and very effective in holding the school to account.
- School improvement planning is thorough, though it could be more focused on pupils' achievement and leadership and management.
- School self- evaluation, monitoring and evaluation systems and the target tracking process are not yet rigorous enough.

Commentary

36. Crosby Ravensworth Church of England Primary School is very well led by the committed, hard working and determined headteacher. He contributes a great deal of time outside his normal working day to lead the school successfully and to provide a good quality of education for the pupils. He is insistent that the school will move ahead despite the difficulties that being a small school sometimes brings. For example, he has led the process of curriculum development very effectively through such initiatives as the video-conferencing sessions and the partnership with local school in the promotion of arts and sports events and residential visits.
37. Management systems work soundly. The many processes and systems devolve to just a few people for completion. Everyone takes on their share of responsibility cheerfully and willingly. Staff are well involved in the whole range of management duties and communication is a significant strength. In one or two aspects of management, chiefly in school self-evaluation, there is room for continued improvement, as discussed below. However, the quality of financial management is good. The school's budget is well planned, controlled and administered and governors and the administrative staff keep a careful eye on finance to ensure needs are met properly. The lack of enough additional teaching assistance, especially in the reception and infant class, has implications for future budgeting.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	147 403
Total expenditure	136 006
Expenditure per pupil	34 387

Balances (£)	
Balance from previous year	6 444
Balance carried forward to the next	10 357

38. The sense of teamwork is pronounced in school and the *Investor in People* status is something that everyone worked hard to achieve. The school reckons that *Investor in People*

status is one of its most important strides in recent years and the external assessor for the process rated the school's work in this sphere highly. The *Investor in People* status has resulted in the streamlining and improvement of systems in school that ensure the provision for pupils is of improved quality. There has been similar attention to detail in establishing the school's performance management system. This is very effective and ensures that the priorities of the school are reflected fully in the staff development and training process.

39. The governors are very supportive, interested and involved in the school's work. More than this, they are very effective in holding the school to account. Governors play a very good role in shaping the direction of the school and they understand its strengths and weaknesses well. Governors ensure that all statutory requirements are met and they ask the necessary questions of school management to ensure that it succeeds in its work.
40. Whilst school improvement planning is detailed, there could be greater emphasis on progress, achievement and standards and the role of leadership and management in promoting best learning for every pupil. Currently, the school improvement plan does not have specific details of how the different priorities are expected to impact on standards and there is no section on the role and improvement of leadership and management.
41. The process of school self- evaluation, monitoring and evaluation is satisfactory though it is not honed enough to ensure every pupil is on track to meet their individual targets. Aspects of the system of assessment, target setting and tracking require improvement to ensure that there is a clear statement for every pupil of what is expected by the end of the year. Further enhancement is also required in the use of the available data to show what progress is being made. The system of planning is not yet sufficiently focused on *achievement* by different attainment groups. Instead, it identifies what pupils of different ages *will do*. These two elements need combining in the revamped system of assessment that is the focus of one of the key issues from this inspection. The monitoring and evaluation of work in lessons also requires more consistent rigour. There are good qualities in some of this work that school managers accept should be characteristic of the whole process.
42. The school gives sound value for money. One of its greatest advantages in terms of improved standards and achievements is its small size and family-orientated approach to education. The need to hone monitoring, assessment and evaluation systems and the comparative lack of additional teaching assistance, especially in the infant class, are what slow the rate of improvement. School managers and the governors are alert to these requirements and are determined to make the necessary advances.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation Stage is satisfactory.

I like P.A.T. sheets, learning, P.E., colouring, swimming, playing with the cars, playing games

Main strengths and weaknesses

- Children are making a good start to their first year in school and are on track to reach above average standards by the end of next summer.
- Teaching is good overall, though the amount of additional teaching assistance is more limited than in many schools.
- There is a good induction programme that enables children to settle quickly and happily into school.
- The accommodation is satisfactory though there is pressure of space, which affects the quality of provision.

Commentary

43. The children in the reception group had settled well into school when the inspection took place in mid October. The school's records and the evidence from the inspection indicate that the children started with an above average level of skill and knowledge. They are clearly on track to meet the goals of the six areas of learning and to progress to the early stages of the National Curriculum during their year in reception. In part, this is due to the good induction programme that is in place to ensure that children transfer happily and successfully from home and pre-school experience to the reception class.
44. Whilst teaching and learning are of good quality overall, achievement is satisfactory. This is due to the fact that for some of the time the children in reception work alongside their older friends in years 1 and 2. Whilst this is not unusual in small primary schools, the amount of additional teaching assistance at Crosby Ravensworth School is less than in many other schools. Thus, the children's particular needs as very young learners are sometimes subsumed alongside those of the older ones. Where additional teaching assistance is provided, it is of good quality and this ensures that the children do well. At such times, the reception children work as a separate group for much of the time and their needs are more closely met.

Personal, social and emotional development

Provision in personal, social and emotional development is good.

(I would like to change...) Make sure everybody is nice

Main strengths and weaknesses

- Children are well known as individuals by the staff and this helps to ensure they work and play happily.
- They develop as friendly children who enjoy very good relationships with other children and with adults in school.
- The children behave very well and show good levels of maturity in their approach to school work.

Commentary

45. The visitor is immediately struck by how happily and confidently the youngest children come to school and join in their lessons. Staff are adept at getting to know the newest children quickly and thoroughly and in taking care of their worries and concerns. The children play happily together outside and in and they work successfully together, as when observed counting and identifying money in a mathematics session.
46. The children develop successfully as young people. They show a comparatively mature approach to their work and play and can be trusted to work on their own for short periods. The quality of relationships is very good and there is a harmonious atmosphere in class. The staff treat the children as responsible learners and valuable individuals and this is repaid by the way in which the children quickly adapt to life in school. In all, current indications suggest that the children are well on track to achieve their learning goals in personal, social and emotional development by the end of the school year.

Communication, language and literacy

Provision in communication, language and literacy is satisfactory.

We type stories into the computer

Main strengths and weaknesses

- Most children start school with good speaking skills and satisfactory listening skills.
- Many are familiar with books and enjoy reading them with adults.
- Some children quickly learn to write simple words with guidance from an adult.
- The quality of teaching and learning is satisfactory.

Commentary

47. The children are confident speakers with a fairly wide vocabulary when they start school. Most answer questions in sentences, often extended. Staff give helpful opportunities for the children to speak at length when they answer questions, work on tasks and play, for example in the class shop. Most children listen carefully to adults, though sometimes there is a bit of fidgeting, especially when the reception children take their place amongst the whole class.
48. Many children can recognise the difference between the sounds made by two letters. A higher attaining child, for example, was heard to say *I have the letter o in my name, it comes after t*. They are able to sound the letter and name it. In general, the children enjoy looking at books and many recognise basic words as they are revealed. The higher attainers do this independently, but some children require support and encouragement to do so, making plausible attempts to sound out the word phonetically.
49. Writing skills are developed soundly. Most of the children have a good pencil grip and control them carefully as they write. They write their names from memory and when copying simple words they form their letters appropriately.
50. The quality of teaching and learning in the development of communication, language and literacy skills are satisfactory. Children experience appropriate activities to build skills and knowledge and are likely to achieve the early learning goals for this area by the end of reception. The higher attaining children are likely to be working from the first level of the National Curriculum English programme by that time.

Mathematical development

Provision in mathematical development is satisfactory

Granddad is very old

Main strengths and weaknesses

- Children start with above average levels of mathematical skill and knowledge.
- They achieve soundly during the year.
- Most children will reach the early learning goals before the end of reception.
- Teaching and learning are satisfactory.

Commentary

51. During the inspection, which was early in the school year, it was apparent that the children in reception already have good levels of mathematical skill and knowledge. They enjoy their mathematics sessions, particularly when learning as a reception group, and they work industriously to complete their tasks.
52. During one observed session the children worked in the class shop. They worked cheerfully with a volunteer adult to buy things in the shop and to calculate the cost of the items. Their speaking skills were promoted well in this work and the children attempted to write simple shopping lists, though many of the marks were just lines. When the children returned to the rest of the class for the concluding session, their learning was less successful because the main focus was on what the other pupils had achieved. However, in a later lesson on coin recognition, the reception children made good progress because they had the focused attention of the learning support assistant for most of the time and the teacher came to their workspace to check their learning from time to time.
53. In all, teaching and learning are satisfactory. Over the year, children achieve soundly in their mathematical development. This year they are likely to meet the early learning goals before they move to Year 1.

Knowledge and understanding of the world

Provision in knowledge and understanding of the world is good.

I like to get to do activities

Main strengths and weaknesses

- Children have ample opportunity to discover more about the world around them.
- Teaching and learning are good.

Commentary

54. The school's practice of employing specialist science teaching has a positive impact on the knowledge and understanding of the world shown by reception children. The children meet the same basic science curriculum as their friends in years 1 and 2 but it is well planned to ensure that they have good opportunities to work at their own level and to enjoy appropriate experiences that go beyond those of science. Thus, in the joint reception-infant science lesson on moving a bean bag along a track, the reception children had opportunity to think about the direction of their throw, making the test fair and recording their results on the computer. They worked well at these tasks and were able to talk about the numbers on the track, the effort and technique required to push the bean bag in a straight line along the track and the differences in the results. They talked animatedly, for example about the different numbers reached and the patterns emerging.

55. The work is practically based and gives opportunities for the children to observe and then talk about what they have seen. Overall, the quality of teaching and learning is good and the children are most likely to achieve their learning goals in this area of learning well before they finish in the reception class.

Physical development

No lessons were observed that were devoted to provision in physical development.

I like climbing (on the equipment) outside and making a den with my friends

Main strengths and weaknesses

- The curriculum is appropriate, though resources and the accommodation are not ideal.

Commentary

56. There were no opportunities to observe work in physical development during the inspection. However, it is apparent that the work is planned appropriately and that children have enough opportunities to develop the necessary skills and knowledge. Casual observation of the children as they move around school and in the playground showed them to be assured, confident and quite nimble.
57. The accommodation for physical development has limitations indoors. This is because there is no school hall and any work is done in the junior classroom, which has been cleared for the occasion. The lesson is shared then with the infant children. Outside, there is ample space and a good enclosed play area with large climbing apparatus. At breaks and lunchtime this area is shared with pupils up to the age of eleven. The stock of resources to encourage physical development, such as large wheeled toys, is adequate.

Creative development

No lessons were observed that were devoted to provision in creative development.

I like to do my work. I like to count and draw

Main strengths and weaknesses

- The curriculum is planned appropriately for the needs of the children.

Commentary

58. Inspectors were not able to see specific provision for creative development during the two days of the inspection. During some sessions, children worked with wet sand, play dough and paint, for example to paint a prepared octopus orange. In this work, achievement was satisfactory, though its limited range makes it impossible to generalise across the whole area of creative development.
59. The curriculum is planned properly to the requirements of the early learning goals and there are ample opportunities during the year for pupils to develop the necessary skills and knowledge. The level of resourcing is good for this work and the school's links with other schools, its visits programme and the work of visitors do much to foster an enjoyment of creativity amongst the reception children.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is satisfactory.

We typed a recipe for making a cup of tea into the computer

Main strengths and weaknesses

- Standards are average in Year 2 and above average in Year 6
- Teaching and learning are skills and knowledge focused and good teaching is driving good learning in the junior class.
- Assessment information could be used more effectively to track that pupils are on course to meet their targets.
- Pupils with special educational needs are supported well in English lessons.
- Opportunities for writing extended pieces are not sufficiently developed in English or through other lessons.
- *Reflective Diaries*, which are a new and positive initiative, are providing good opportunities for writing activities chosen by the pupils.

Commentary

60. Standards from work seen are average in Year 2 and above average in Year 6. Achievement from work seen is satisfactory. The scrutiny of work shows that in the infant class the range of attainment is centred on the average with a few pupils in line to achieve Level 3 in both reading and writing. Current Year 6 pupils have been set challenging targets for 2004 and are indeed on track for above average SATs results. There is however considerable work still ahead if the Level 5 target, particularly in writing, is also to be met.
61. Pupils' speaking and listening skills are average. Most pupils communicate well and express opinions confidently. In a shared reading activity most Year 1 and Year 2 pupils listened attentively while individuals read aloud from *Whatever the Weather*, offering well thought out predictions with assurance. Year 6 pupils are at ease discussing prefixes, suffixes and Greek and Latin roots of words, adapting their range and vocabulary appropriately.
62. Higher attaining pupils in Year 2 read their books fluently and refer to the text when retelling a story. Pupils select a range of books to read, some of which are not always well matched to their skill level, particularly those at the early stages. Both younger pupils and lower attaining Year 2 pupils apply their growing range of phonetic skills and concentrate well in quiet reading time.
63. Older pupils are taught well in group-reading sessions where carefully selected materials capture the interest of boys and girls. In an effective lesson using the book *Tales of Robin Hood*, Year 3 and Year 4 pupils excitedly tracked character development, lifting evidence from the text accurately and enthusiastically. Most Year 6 pupils show a real love of books and some choose quite challenging material often brought from home, which they discuss in a quite sophisticated way. They understand the nature of plot and theme, literary asides and character development. They offer evidence from the text to justify their answers and confidently compare authors and genres.
64. Standards of writing from the work seen are average in both classes. Spelling has rightly been identified as an area for development and an appropriate scheme introduced across the school. Pupils enjoy the regular spelling activities although as yet they are not fully transferring their growing skills into their own writing. Most Year 2 pupils use full stops and capital letters correctly and they are challenged to create more detailed sentences through the inclusion of adjectives and adverbs. Their letters are mainly well formed and some higher attaining pupils use a good cursive, joined style.

65. Writing is also properly identified as an area for further development in the junior class. Higher attaining pupils write with increasing control, but both presentation and the use of a wide range of punctuation develop inconsistently for others. Pupils' writing forms a part of most classroom and corridor displays and includes interesting reflective poetry about feelings. Notice boards show a range of information, generated by junior pupils, including the lively word-processed school newsletter. Pupils speak with pride of their role as reporters and how the opportunity to report is fairly arrived at. There are, however, few planned opportunities to write extended pieces in English lessons or through other subjects. The *Reflective Diaries* are a good initiative in this area and could form the basis for further writing development opportunities which are needed if challenging targets are to be secured.
66. The quality of teachers' feedback to pupils in lessons is good. The school gathers a range of assessment material but as yet has not sufficiently focussed this on to individual pupils' targets and the ways in which progress can be tracked to ensure that cohort targets are on course to be met.
67. Subject leadership is satisfactory with areas for development being appropriately identified and new resources and strategies introduced. The curriculum is improving and higher standards are expected to result.

Language and literacy across the curriculum

68. Speaking, listening and reading skills are effectively developed through other subjects. The opportunity to practice writing skills is provided across the curriculum, including science and ICT, when pupils are required to record their findings. However, opportunities for pupils to write extended pieces, particularly in history and geography, are missed.

MATHEMATICS

Provision in mathematics is satisfactory.

Maths is my favourite subject; I like to get to do sums.

Main strengths and weaknesses

- Standards are average in Year 2 and 6 and pupils achieve satisfactorily.
- The quality of teaching and learning is good overall.
- Assessment systems are not well enough linked into the process of setting and tracking targets for individual pupils.
- There is a good curriculum for mathematics that makes good use of ICT.
- Monitoring and evaluation procedures require more rigour.

Commentary

69. As in other subjects, standards in mathematics fluctuate from year to year because of the make-up of individual year groups and the small number of pupils, which makes comparisons complex. Nonetheless, it is evident that the current Year 6 pupils are likely to attain average standards by the end of this school year. Similarly, the Year 2 pupils are on track for average standards by July 2004. For these pupils, and also for pupils in the other year groups, achievement is satisfactory because skills, knowledge and understanding are built at an appropriate rate. Pupils with special educational needs achieve at a steady rate because the support provided by teachers and non-teaching staff is well focused on their specific needs and they are encouraged to work with good application to their tasks.
70. In the lessons observed and from the evidence provided by pupils' past work, it is clear that teaching and learning are both of good quality. Mathematics lessons are productive sessions where the focus is on learning in a pleasant and supportive atmosphere. Staff have good

subject knowledge and use resources well to support learning. For example, ICT is used effectively to foster improved mathematical competence and to provide additional challenges to the pupils. The mathematics curriculum is well planned and balances the demands of basic numeracy well against the other elements, such as problem solving and investigation and data handling.

71. In the short term, progress is good but over the longer term it is satisfactory. In part, this is due to some imperfections in the system of assessment and target setting. Much data is collected about pupils' mathematical prowess though it is sometimes difficult to detect trends clearly, whether for individuals, groups or years. The school is building a useful assessment system but simplification is required in order to give speedy access to vital information about the expected achievement for a pupil, the current progress being made towards that target, including any spurts or easing-up and clear indication of the areas requiring a boost. The school has introduced a system of setting targets for pupils' short-term achievement, which are shared with the pupils. These are discussed with the pupils and their parents but are not yet consistently tied in to the marking system in the books. Thus, at present, there is incomplete information available about individual pupils' progress and so, staff cannot always be certain that achievement is at its best. There is good determination in school to tighten the assessment system for mathematics and the potential for improvement is positive.
72. Monitoring and evaluation of standards, achievement and the quality of education require greater rigour. There is some good monitoring taking place, the task is now to build on this to ensure that all means of determining how successful is the schools work in mathematics are focused on the learning of skills and knowledge and the development of understanding.
73. Overall, mathematics is led and managed well and sound improvement has been made since the previous inspection. The school is in a good position to build on the improvements of the past.

Mathematics across the curriculum

74. Good links are developed between mathematics and other subjects, so that pupils' mathematical skills and knowledge are put to good application. In science, for example, pupils present their work in many different forms, including tables, charts and a variety of graphs. In design and technology, careful measurement is made when planning and making products. As stated above, the links with ICT are especially strong and this benefits work in both subjects.

SCIENCE

Provision in science is good.

We have science books and we draw things and label them.

Main strengths and weaknesses

- Standards are above average by the end of Years 2 and 6.
- Pupils achieve well in science because of the practical and investigational nature of much of the work.
- Teaching and learning are of good quality and skills and knowledge are developed systematically in each class.
- Assessment is not yet sufficiently focused on setting and tracking of targets for individual pupils.
- There is a richness to the curriculum that is a good model for other subjects.
- Science is led and managed very well and specialist provision in the subject is very successful in improving standards.

Commentary

75. Following the previous inspection, school managers increased the focus on science within the school and engaged specialist teaching support for the subject. This resulted in each of the two classes working with the visiting teacher one afternoon per week for science. The outcome of this development was much improved results. The current Year 2 and 6 pupils are working at an above average level across the science curriculum, and this holds for pupils in other years too. All pupils achieve well in science, including those with special educational needs. The higher attaining pupils do particularly well and the school's record at level 3 in Year 2 and level 5 in Year 6 is much improved over previous years. In all, standards and achievement in science are one of the school's strengths and serve as a model for other subjects.
76. The curriculum for science is first and foremost a hands-on experience. Pupils have ample opportunities to plan and conduct fair tests, from Year 1 on. They are educated to make careful observations, predict outcomes sensibly and to check their results thoroughly. They become young scientists in every sense. The scope of their recording of science is broad and makes effective use of literacy and numeracy skills. There is a good link made to ICT as many results are entered into databases or spreadsheets and graphs, charts and tables are produced to show the results of tests and investigations. In a Year 1/2 investigation into the force required to send a beanbag down a measured track, pupils entered their own data and produced a graph of results that was the subject of detailed examination and discussion.
77. The quality of teaching and learning is good, with some very good features. The expertise of staff is a strength and the methods used, challenge provided by the work and the pace of learning all stand out as effective. Learning is productive, focused and enjoyable. The pupils are keen on science and respond in a positive way to the opportunities provided.
78. As in other subjects, assessment is an aspect for further refinement in order to track the achievement of pupils consistently. There is a good bank of assessment materials and these are used successfully to gauge attainment. The results could be used in a more focused way to ensure that pupils of different attainment levels always achieve the standards that are appropriate for them.
79. Science is led and managed well. There is a very clear commitment to improvement and the subject leader is thorough, enthusiastic and successful in her work. Science is a success story at Crosby Ravensworth School and one that parents and pupils are rightly proud of. Enhanced monitoring and evaluation systems in school will help to pinpoint the characteristics of learning in science that make it a subject strength and apply more widely to other work.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in ICT is satisfactory.

I like that it (the school) has lots of things to do like or computers you can play on

Main strengths and weaknesses

- Standards are average through the school and pupils achieve soundly.
- There are some good opportunities to use ICT across the curriculum.
- The quality of teaching and learning is good.
- The school uses new technology well to add enrichment to pupils' experiences.
- Assessment system are not sharply enough focused on whether pupils are achieving at best levels.

Commentary

80. The school has invested considerable amounts in ICT equipment since the previous inspection. The headteacher is determined that, although situated in a rural area, the school will not be disadvantaged by its apparent remoteness and small size. ICT is seen as a bridge to wider educational experiences and the pupils have good access to a range of resources that cover the whole spectrum of ICT, including monitoring, control, data processing and communication. The school puts its ICT to good use in furthering pupils' learning and in broadening the overall curriculum.
81. This year, standards are average in ICT in Years 2 and 6 and in some of the work, such as elements of the communications strand, attainment is above average. Achievement is sound for pupils of all ages and attainment levels. Sharper assessment systems should ensure that achievement is optimised. Currently, it is not always possible to be sure that an individual pupil is rising to the expectations that are right for him or her.
82. ICT is taught well and the quality of learning is good. Staff have good subject knowledge, they use time and resources well and the methods used are effective in building skills and knowledge. Lessons are planned to ensure pupils have ample opportunities to build information about the subject as well as time to practice and refine their skills. ICT is a participative subject that pupils enjoy and work hard in.
83. The subject is led and managed well. It has been improved well since the 1998 inspection and the prospect for future gains is good.

Information and communication technology across the curriculum

84. The school has worked successfully to build the use of ICT across the curriculum. In many lessons its use is virtually automatic. The pupils are used to using the Internet to research in, say, mathematics, history, science and art and design, to use professional presentation software to write up and publish their work and audio-visual technology to communicate with pupils in schools across the country. Enhanced use of ICT to promote the wider range of writing skills being developed in school is the next step in the cross-curricular use of the subject. The school newsletter is an already successful means of extending writing that can be built on in order to improve pupils' skills, especially those in the junior class.

HUMANITIES

Geography and history

Not enough work was observed in either geography or history to make reliable judgements about provision.

We have had a video conference with Tim in Devon...it's down south, next to Cornwall, past London.

Main strengths and weaknesses

- The curricula for geography and history are good.
- ICT is used well to broaden pupils' geographical and historical knowledge and skills.

Commentary

85. It is not possible to judge standards, achievement or the quality of education in geography and history as work in these subjects was sampled rather than the focus of exhaustive inspection. It is, however, possible to rate the curriculum as planning and some past work was available to assist this process. In all, it is evident that the curricula for both subjects are good and well linked in to other subjects via the topics chosen. Links to ICT are also well in evidence and

these clearly enhance pupils' geographical and historical knowledge. The pupils talked at length to inspectors about their work and a lesson was observed in the juniors on the Ancient Egyptians where the pupils used the Internet to find out more about this topic. Geography and history are obviously popular amongst the pupils and their basic geographical knowledge is good on the evidence of these discussions.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design technology

Provision for both subjects is satisfactory.

I like doing art lessons and music

Main strengths and weaknesses

- Experiences are enriched through visits and opportunities to work alongside artists in residence
- Stimulating multicultural pieces and artefacts effectively support the curriculum
- Policy documents and schemes of work provide appropriate guidance

Commentary

86. Based on a sample of work from pupils' portfolios, standards achieved are average throughout the school and achievement is satisfactory. No art and design lessons were observed.
87. Pupils' work is attractively displayed and it is evident that they are given good opportunities to study the work of artists and craftspeople. This work reflects an appropriate range of experiences for both infant and junior pupils, which is undertaken with an increasing skill level. Sketchbooks are being used effectively by pupils to plan and record, and by teachers as they begin to assess and identify progress.
88. Infant class entries to the *Crosby Show* are displayed with pride and the work, mainly in paint, is executed well. Junior pupils talk knowledgeably of their two- and three-dimensional work including card sculptures based on the work of Kandinsky and they produce attractive collage work in a range of media, based on African images. Design technology work develops skills and knowledge systematically. On going work on photograph frames reflects well the processes undertaken from construction kits in order to develop understanding of the stability required for free standing objects.
89. The impact of a visiting artist is clearly evident from the Celtic cross panels of the *Ceramics for Community Project*. The good quality murals reflect the nature of the local environment and in their newsletter to parents one pupil reports, *It was like making a jigsaw puzzle*. The securing of such partnerships by the school significantly enriches their pupils' experiences in these subjects.

Music and Physical Education

Provision for both subjects is satisfactory.

I like to play football, I like to learn about God. I like to go swimming.

Main strengths and weaknesses

- Music and physical education have a high profile in school and are regarded as important aspects of school life.
- Restricted space is available for teaching gymnastics.
- The commitment of school and parents ensures swimming provision for all.

Commentary

90. Based on one lesson observed in each of physical education and peripatetic music provision, it is not possible to judge the standards achieved and the progress made by pupils as they move through the school.
91. The high profile of music and physical education in school reflects the pupils' enthusiasm for both subjects. Pupils of all ages sing lustily in assemblies. A peripatetic instrumental teacher provides pupils with an enjoyable range of activities in recorder, clarinet and flute playing. The *Crosby Crackers Orchestra* involves over a third of the pupils and opportunities to perform with groups from other schools and in the community are regularly taken. Pupils are sporting enthusiasts with physical education coming out as their favourite subject on their questionnaire. Cultural aspects of both subjects are well promoted through interesting initiatives including Celtic and Asian music-making and dance opportunities.
92. There is comprehensive planning for both subjects and a good range of resources are available. The school improvement plan identifies that both policies are to be reviewed in the current academic year. This will be an opportunity to strengthen the assessment processes in order to more readily identify strengths and weaknesses within areas and to develop systems for tracking both individual and groups of pupils progress.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision for pupils' personal, social, health and citizenship education is good.

We do lifecycles; a baby grows up and mum has another and it goes on.

Main strengths and weaknesses

- Pupils achieve well in their personal, social, health and citizenship education.
- The *Reflective Diaries* are a good feature, which encourage pupils to think deeply about what they are learning.
- The school's links with the community, other schools and parents makes a strong contribution to the quality of provision.

Commentary

93. There are planned opportunities for personal, social and health education and the school is broadening its coverage of citizenship successfully. It is evident that the lessons in these aspects are effective. Pupils achieve well in their personal, social and emotional development. They are very aware of the health issues that surround smoking and drug taking, and have good knowledge and understanding of the workings of the human body. The pupils develop a very good empathy with other people, whether children or adults. They are polite, well mannered, friendly and caring. They respect each other well and relationships are a particular strength of the school. Consideration, encouragement and caring for others are traits that are developed very well. Pupils are given ample opportunities to reflect on the experiences they meet and the *Reflection Diaries* are a promising development in this field.
94. The school uses its strong links with parents, the community and other schools and colleges effectively to further foster pupils' personal, social and health education and citizenship. The pupils know how these people help them and are appreciative of their efforts. There is a resounding welcome for visitors and thanks are proffered spontaneously when their work is done.

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	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	2
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	3
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	2
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	4

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

