

INSPECTION REPORT

FAIRFIELD INFANT SCHOOL

Cockermouth

LEA area: Cumbria

Unique reference number: 112131

Headteacher: Fran Dryden

Lead inspector: Carrie Branigan

Dates of inspection: 10th – 12th February 2004

Inspection number: 256094

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and nursery
School category:	Community
Age range of pupils:	3-7
Gender of pupils:	Mixed
Number on roll:	220
School address:	Gallowbarrow Cockermouth Cumbria
Postcode:	CA13 0DX
Telephone number:	01900 325 933
Fax number:	01900 325934
Appropriate authority:	Governing Body
Name of chair of governors:	Gill Mason
Date of previous inspection:	June 1998

CHARACTERISTICS OF THE SCHOOL

Fairfield Infant is situated near the town centre of Cockermouth, Cumbria, and draws its pupils from the town and some outlying villages. The socio-economic circumstances of the pupils are generally above average. Children's attainments on entry to the nursery are broadly above average, but cover the full range of attainment. The vast majority of pupils are of white British extraction and very few pupils are from other ethnic groups or who speak English as an additional language, which is below average. At the time of the inspection, there were 220 pupils on roll, which is an average size for infant schools. The number of pupils with special educational needs and those with a statement of special educational need is well below average. Pupils with special education needs have moderate learning difficulties. The number of pupils leaving and joining the school other than at the usual times is below average. The school has received an Effective Early Learning Award in 2001 and a Healthy Schools Award in 2003.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18113	Carrie Branigan	Lead inspector	The Foundation Stage Science Geography History English as an additional language
13706	Gill Marsland	Lay inspector	
17757	Judith Willis	Team inspector	English Information and communication technology (ICT) Design and Technology
32636	Gill Hepworth	Team inspector	Special educational needs Mathematics Art and Design Music Religious education Physical Education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

The school's **effectiveness** is **good**, and it provides very good value for money. Children enter the nursery with standards that are broadly above average, but cover the full range of attainment. By the time the pupils leave the school at the end of Year 2, standards are well above average. The quality of teaching is good overall and all pupils achieve well. The school is well led and managed and the school works hard to ensure that pupils have a good range of experiences.

The school's main strengths and weaknesses are:

- Standards are well above average in reading, writing, mathematics and science by the end of Year 2. The good quality of the teaching ensures that all pupils achieve well.
- The provision for information and communication technology (ICT) is very good, pupils achieve very well and standards are well above average.
- Very good teaching in the Foundation Stage means that children have a very good start.
- The school is very inclusive and ensures that all pupils have very good support and guidance. As a result, pupils have very good attitudes to learning and behave very well but pupils could be involved more about deciding what happens in school.
- The school's links with parents are very effective and pupils' attendance is well above average.
- The school is well led and managed, but some subject managers do not fully evaluate all the information about pupils' progress in their subject.
- Governors are fully involved in the work of the school, but do not, as yet, formally evaluate the effectiveness of the school's spending.

Overall, the school's improvement since the last inspection is good. The previous strengths of the school have been maintained and pupils' high standards have improved because more pupils now reach the expected levels in reading, writing, mathematics and science by the end of Year 2. There is more very good teaching and all the key issues have been successfully addressed, particularly those relating to pupils' spiritual and cultural development, both of which are now very good.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	All schools			similar schools
	2001	2002	2003	2003
reading	A*	A*	A*	A
Writing	A	A	A	B
mathematics	A*	A*	B	C

Key: A - well above average; B - above average; C - average; D - below average; E - well below average. A means that results were in the top 5 per cent in the country.*

Similar schools are those with similar percentages of pupils eligible for free school meals.

Achievement is **good** overall and standards in the current Year 2 are well above average in reading, writing, mathematics, science and ICT. They are above average in art and design. Although the results for 2003 showed that fewer pupils reached the expected higher level in writing and mathematics, the school's records show that this year group of pupils have achieved well since they started school. Pupils have consistently done well in relation to those in similar schools, although the fewer number of high attainers in 2003 did make this record dip. By the end of the Foundation Stage children achieve very well so that most children confidently exceed all the expected goals.

Pupils' personal qualities are **very good** overall. Their attitudes and behaviour are very good although the school has not currently used pupils' views when making decisions about the school. **Pupils' spiritual, moral, social and cultural development** is **very good**, as is their attendance.

QUALITY OF EDUCATION

The quality of education provided by the school is good.

Teaching and learning are **good** overall. All groups of pupils, including those with special educational needs, are well provided for. Teaching is very good in the nursery and the reception classes. Throughout the school in very good lessons, teachers manage their pupils very well, which means that pupils work very well together and they try hard to succeed. Pupils have a good understanding about their learning and talk enthusiastically about what they do. Teaching assistants give very good and confident support to pupils. The curriculum is good in Years 1 and 2 and has effective links across the subjects. The curriculum in the Foundation Stage is very good and the outdoor area has improved well so that the activities children do are exciting and have been very well planned. Links with the community and other schools are good.

LEADERSHIP AND MANAGEMENT

Leadership and management are good.

Leadership is good. The headteacher has a clear vision and is committed to continual improvement. The governors and other key staff also provide good leadership and the school works very effectively as a team. Management is also good. Teaching is monitored effectively by the headteacher and key staff, and so improvements for pupils' experiences are well understood across the school. Although pupils' progress is well tracked by the headteacher, some subject managers are currently not checking all pupils' progress themselves, particularly in reading, writing and mathematics. Governors use their own areas of expertise very effectively and have a good understanding of strengths and areas for development in the school. The budget is carefully managed, although the governing body recognise that they need to evaluate more formally how effectively the budget is spent. Statutory requirements are fully met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

There was a very high return for the parents' questionnaire. These indicated that parents are very satisfied with the work of the school in all areas, such as the school's approachability and also that their children like school. Although individual parents would like lunchtimes and their child's induction into the Foundation Stage organised differently, the findings of the inspection agree with parents' very positive views. Parents say they are very well informed about any organisational changes. Pupils like most things about their school, but a few think that other pupils could behave better. The inspection team agrees with all the positive comments from pupils and did not find any problems with pupils' behaviour, which is judged as very good overall.

IMPROVEMENTS NEEDED

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

- Develop the subject managers' use of whole-school information so that they are clearer about pupils' achievement in reading, writing and mathematics through the school.
- Develop the role of governors further so that spending decisions are more formally evaluated.
- Increase the involvement of pupils in the work of the school.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is good overall across the school, regardless of gender, ethnic background, level of attainment or special educational needs. Achievement is very good in the Foundation Stage. Standards are well above average in reading, writing, mathematics and science by the end of Year 2, and these standards have generally been maintained since the last inspection.

Main strengths and weaknesses

- Pupils achieve well in all the subjects observed because of consistently good teaching. Pupils achieve very well in information and communication technology (ICT) because of a very carefully planned curriculum and very good teamwork by staff and other adults.
- Children in the Foundation Stage achieve very well and most children confidently exceed the expected goals at the end of the reception year.

Commentary

1. Children start in the nursery with broadly above average skills and achieve very well so that, by the end of their time in the reception classes, they are confidently using their communication, mathematical, physical and creative skills. Children also achieve very well in the development of their personal, social and emotional skills, because of the high quality teaching and the very good teamwork between teaching and support staff.
2. The information held by the headteacher clearly shows the good progress children have made as they move through the school. Pupils build on the above average skills they show at the beginning of Year 1, and continue to achieve well, reaching well above average standards by the end of Year 2.
3. In the Year 2 national tests for 2002, standards were well above average in reading, writing and mathematics. Teacher assessments in science also show standards to be well above average. In 2003, standards were well above average in reading and writing and above average for mathematics. These Year 2 pupils had achieved as well as all other pupils, as the information in the school shows although there were fewer higher attaining pupils in this group when they started school.

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

Standards in:	School results	National results
Reading	18.8 (18.3)	15.7 (15.8)
Writing	16.8 (16.1)	14.6 (14.4)
Mathematics	18.8 (17.2)	16.3 (16.5)

There were 57 pupils in the year group. Figures in brackets are for the previous year

4. There are several reasons why all pupils achieve well. Inspection evidence confirms that standards are well above average by the end of Year 2. The school provides a rich curriculum that stimulates the pupils, the quality of teaching is good and careful assessment of individuals ensures that tasks are well matched to the needs of all pupils. As a result, pupils with special educational needs and those with English as an additional language achieve well and show good levels of confidence in their learning.
5. The emphasis placed on reading and writing leads to pupils' well above average standards and the school's work on making pupils confident, creative writers is having a positive effect. Pupils enjoy their work in mathematics and use their counting and measuring skills well in other subjects, such as science, and this consolidates their learning well. Pupils also enjoy science, because teachers plan interesting activities which make pupils think carefully about their work and question the methods they are using. Pupils do very well in ICT and their skills are developed well in other subjects. Standards are above average in art and

design because of the teachers' enthusiasm for the subject and the interesting way the lessons are planned.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good. Attendance and punctuality are very good. Spiritual, moral, social and cultural development is very good.

Main strengths and weaknesses

- Pupils are very well behaved and have very good attitudes to learning. These very good attitudes and behaviour support pupils' good achievement.
- Pupils enjoy coming to school and are very motivated to succeed.
- The school actively promotes pupils' spiritual, moral, social and cultural development, resulting in very good achievement in pupils' personal development overall.

Commentary

6. Pupils enjoy coming to school and their attendance rate for the previous three years has been well above average. There were no unauthorised absences in the last year, and there have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	4.8	School data	0.0
National data	5.4	National data	0.5

The table gives the percentage of half days (sessions) missed through absence for the latest complete reporting year (2003).

7. In most lessons, pupils display very good attitudes to learning. They listen attentively and are eager to contribute in discussions and in question and answer sessions. They settle well to work, both individually and in groups, and demonstrate sustained concentration and application. This is because lessons are stimulating and tasks are well matched to pupils' abilities, which enables them to achieve well. The very positive attitudes reported in the previous inspection have been maintained.
8. Standards of behaviour are very good in lessons, around the school and in the playground. All staff have high expectations of behaviour and pupils respond well to these. No signs of aggressive behaviour were seen during the inspection and discussions with pupils confirm that no children are bullied. There are very few incidents of unacceptable behaviour and these are dealt with well by staff and the headteacher. When pupils talked about these issues, they said that there might sometimes be some bad behaviour, but they agreed that the headteacher and staff made sure that this behaviour was stopped immediately. As a result, pupils have a very good understanding of the difference between right and wrong.
9. Pupils' personal and social development is a strength of the school and pupils are encouraged to respect and care for the feelings and values of others from the start of their time in the nursery. As a result, pupils form very good relationships with their peers and with the adults throughout the school.
10. The school's provision for pupils' spiritual and cultural development is very good and underpins the very good ethos of the school. Lessons stimulate curiosity and imagination well. Pupils are encouraged to listen to and consider other's opinions, and to show care and respect for each other. For example, pupils in Years 2 are able to discuss the feelings of characters in stories well and compare them with their own experiences. In a good religious education lesson about the story of Joseph, pupils reflected on love and forgiveness, and how difficult it can be to forgive someone when one has been hurt. In addition, the very good 'philosophy for children' lesson seen, which is a new initiative in the school, showed that pupils confidently considered the feeling of anger and its destructive effect on relationships.
11. The school very effectively raises pupils' awareness of festivals and traditions from a range of cultures and faiths by giving them opportunities to experience and make comparisons. Year 2 pupils recently celebrated

the Chinese New Year and have compared the different ways in which babies are welcomed into the Christian and Islamic faiths. Children in the Foundation Stage have listened to the story of Baboushka and looked at traditional Russian clothes, plates and toys. Music, art and design and dance lessons all feature very well work from different cultures and visitors have included Japanese drummers and an African dance workshop. The school makes every effort to develop pupils' understanding and awareness of the multi-cultural society in which they live. This represents very good improvement since the previous inspection.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Good teaching and the very good teamwork by staff enable all pupils to develop new knowledge and skills confidently and all pupils to achieve well. The curriculum is good in Years 1 and 2 and very good in the Foundation Stage. It is enriched very well by the use of the local area and the expertise of visitors. Pupils are very well cared for and supported.

Teaching and learning

Teaching and learning are good overall in Years 1 and 2. The quality of teaching in the Foundation Stage is very good. Assessment of pupils' work is good overall.

Main strengths and weaknesses

- Very high expectations and the very good use of support staff mean that children in the Foundation Stage have a very good start.
- Teachers manage their pupils well and, as a result, pupils work well both independently and collaboratively, but in the small number of satisfactory lessons, tasks were not always explained well enough by the teachers.
- Good assessment procedures provide teachers with a clear view about individual pupils' progress and so support how they report this to parents.

Commentary

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1 (4%)	9 (36%)	13 (52%)	2 (8%)	0	0	0

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

12. The staff in the Foundation Stage have very high expectations of children's learning from when they start the school. They have established very clear, secure routines that children understand very well. Staff strongly believe that all children can achieve very well and so work very hard together to plan activities that develop children's confidence. For example, the children in the nursery had been read the story, 'We're going on a bear hunt', and were then led outside to where a set of decorated apparatus was used to represent the journey in the story. As a result of this very carefully planned activity, the children were very motivated and were able to enact the story and talk about what they were doing. The children made good gains in their communication and social skills, and in their understanding of stories. The use of the outdoor area was very effective.

Example of outstanding practice

The use of story is outstanding in this reception class lesson.

The children were seated quietly after the registration session and were eagerly awaiting the beginning of the lesson because the teacher had used her photograph on the whiteboard with the question "which character is the smallest?" inside a speech bubble. This was normal practice and it very purposefully alerted the class to the continuing discussion about the story of 'The Enormous Turnip'. The teaching assistant provided outstanding support to the teacher in analysing each child's response to the question. There was general agreement that the mouse was the smallest character, but the children recognised clearly that it was the mouse that helped finally pull out the turnip from the ground. Individual children were able to make statements such as, "The more people

there are the stronger it gets,” referring to the line of characters pulling at the turnip. By using these types of response, the teacher then ensured all children could understand what was being discussed by using children to enact the story with another group of children telling the story. The mutual support between pupils was excellent, and they were genuinely interested in each others’ responses because this was so clearly demonstrated by the teacher and teaching assistant throughout.

13. The work in the Foundation Stage contributes very positively to the very good attitudes and behaviour throughout the rest of the school. Pupils in Years 1 and 2 are very enthusiastic to learn and are very willing to join in with group activities or work independently with very good levels of concentration. In a very good science lesson in Year 2, pupils were asked to devise a test to see which part of the room melted ice the quickest. The lesson clearly demonstrated how the teacher not only made all pupils question the validity of what they were doing, but also the problems associated with making the test fair. Pupils were very focused on the task, excited by the prospect of recording their findings and couldn’t wait to compare their tests with other groups. The teacher’s subject knowledge combined with her energetic approach was a very good basis for pupils to use their scientific knowledge and their communication and measuring skills to good effect.
14. Teachers are ambitious in their planning of lessons and are willing to try new ideas energetically, such as ‘philosophy for children’, or combine subjects such as geography and history. However, teachers occasionally need to think through the lesson a little more to ensure that all individuals understand quickly what it is they have to do. It was in the lessons judged as satisfactory that some pupils lost interest and became a little fussy. However, due to the teachers’ good management of pupils, they responded well both to the teacher’s further explanation of the task and the correction of their behaviour.
15. Teachers clearly plan a series of stimulating lessons and assess pupils’ needs well overall so that all pupils do as well as they can, including pupils with special educational needs and those speaking English as an additional language. Teachers’ marking celebrates pupils’ achievements well and provides pointers for improvement. As a result, pupils are clear about what they have to do and talk knowledgeably about the targets they and their teachers have set. On occasions, teachers need to make sure that pupils, some of whom are keen to complete their work, are taking care of their presentation and accuracy.

The curriculum

The quality of the curriculum is good overall and is very good in the Foundation Stage. There are very good opportunities for enriching the curriculum, for example through visits and visitors to school and through good links across subjects. Accommodation and resources are good.

Main strengths and weaknesses

- The curriculum planned for children in the Foundation Stage concentrates very well on children’s personal development, their communication skills and learning through play.
- The curriculum in Years 1 and 2 is planned to make effective links between different subjects, such as geography and history.
- The school makes very effective use of the local area and visitors’ expertise so that pupils’ learning outside of school fully supports their classroom lessons.
- The provision for pupils with special educational needs and for those with English as an additional language is good.

Commentary

16. The curriculum within the Foundation Stage is very good. It continually draws upon the different areas of learning to provide a very good range of activities that stimulate and encourage pupils’ communication and creative skills very well. Role play is very well planned, for example, to extend children’s understanding of ‘story’ through the theme of ‘traditional stories’ planned during the inspection. The activities planned on this theme very effectively developed children’s abilities to collaborate on problems, use their imagination in acting out ‘the enormous turnip’ story, organise the accommodation for the ‘three bears’ and discuss the problems associated with Goldilocks’ visit.

17. Staff in Years 1 and 2 have worked well together to ensure a good improvement in the curriculum since the last inspection. For example, the school's development for pupils' spiritual and cultural development is now very good. The school makes good use of 'circle time' where pupils are free to express personal feelings and concerns. They do this with confidence and use language maturely with an understanding of the context in which they are working. In this way, all pupils are included within a secure environment and are supported in their individual offerings. The recent introduction of the 'Philosophy for Children' sessions supports pupils personal development well.
18. The school strives to provide pupils with a range of good experiences, for example ensuring that their ICT skills are used well in other subjects, as seen in the art and design examples displayed around the school. In addition, teachers have successfully planned across subjects. For example, pupils studied the local area, then used their geographical and historical research skills well to write and illustrate a leaflet about important sites in Cockermouth. As a result, pupils talked confidently about their maps and the age and use of the buildings.
19. The school uses such visits to enrich the curriculum very well. For example, children in the nursery made their own bread then visited the duck pond to feed the ducks. Visitors are also used very well to enrich the curriculum. For example, the expertise both of parents and of governors supports issues related to pupils' personal development. Workshops delivered by musicians and dancers ensure that pupils' have a very good view of the different world cultures. These events are well displayed within the school.
20. As a result of the school's work on the curriculum and the recent successful change in the organisation of the Years 1 and 2 classes, the school provides well for all groups of pupils. The beneficial way the curriculum has developed was recognised very positively by parents.
21. The standard of accommodation and outdoor areas is good and the building has been thoughtfully updated. This, including the outdoor area for the Foundation Stage, makes a positive impact on pupils' learning, Each classroom is large, brightly decorated and offers much opportunity for practical activities. The overall quality and quantity of resources are good, and they are used well.

Care, guidance and support

The school makes very good provision for ensuring pupils' care, welfare, health and safety. Provision for support, advice and guidance based on monitoring is very good. Involvement of pupils through seeking, valuing and acting on their views is satisfactory.

Main strengths and weaknesses

- The staff take very good care of the pupils, so they feel safe and secure.
- The support, advice and guidance available to the pupils supports their learning and personal development very well. Pupils achieve well overall because their progress is closely monitored.
- The school's very good induction procedures in the Foundation Stage help the children to settle very swiftly into school.
- Pupils' views are responded to well in lessons, but pupils are currently not involved enough in the work of the school.

Commentary

22. The staff know the pupils very well and ensure that they have a safe, caring environment in which to work and play. All staff, including lunchtime supervisors, are vigilant and fully understand procedures, for example those related to, child protection and first aid. The headteacher regularly updates the staff on new procedures or concerns.
23. Relationships between the pupils and staff are very good. For example, the lunchtime supervisors are caring and friendly towards the pupils and, as a result, pupils behave very well and respect their authority. The school received a Healthy School Award in 2003 and it continually promotes a healthy lifestyle by encouraging pupils to eat fresh fruit, drink water and participate in the annual Cockermouth Walk to School Week.
24. Pupils who need additional support are clearly identified and receive support from their teachers and outside agencies, such as speech and occupational therapists. Teachers set the pupils effective targets for improving their work in literacy and numeracy, and by Year 2, most pupils are beginning to formulate their own. All pupils have an 'I can do' book, which is used well. Pupils list their expectations for their learning and highlight those that have been achieved and the improvements that are needed.
25. Personal and social education is taught discreetly within subjects such as science and religious education. In a discussion period called 'circle time' pupils openly discuss such issues as friendship and respect for others. Parents and governors who are health professionals or who serve in the police force support many of these sessions very well. Sessions such as 'circle time' are used well to listen to pupils' views about their personal development. Although seeking pupils views has been a feature of the work of the school in the past, there are currently few opportunities for pupils to be involved in decisions made about the work of the school, such as creating school and classroom rules.
26. Very well planned and organised induction procedures support children entering the Foundation Stage and meetings are held regularly with parents. The Foundation Stage staff have worked hard to ensure all children have met certain whole-school routines, such as lunchtimes, in very effective and sensitive ways. A few parents feel that the induction procedures appear to be too complex.

Partnership with parents, other schools and the community

The school maintains very good links with parents. The quality of links with the community and other schools is good.

Main strengths and weaknesses

- The school's work with parents supports pupil's learning and progress very well.
- Information for parents keeps them very well informed about school events and their child's achievements.
- Good arrangements with the local junior school ensure a smooth transition when these pupils leave and transfer to it.

Commentary

27. The school has a very good partnership with parents. Parents hold the school in high regard and confirm that it is a safe place where their children are very well cared for. Parents are very satisfied with the school and feel comfortable about approaching staff with concerns. They feel that their children are encouraged to be mature and responsible and they appreciate the good range of extra-curricular activities. Individual parents are not happy with some of the school's organisation, such as for their child's induction into the school and lunchtime procedures. The inspection showed that each of these areas is very good and parents are very well informed about any changes. For example, parents of nursery children receive very good advice on how to help their child settle in and how to help with their development.
28. Class teachers are available at the beginning and end of each day, and many parents take the opportunity to speak to them regarding any concerns or worries. However, the inspection questionnaire indicated that a small but significant number of parents had concerns about communication between home and school. Parents spoken to during the inspection, and their comments at the parents' meeting confirm that communication is in fact very good. For example, pupils' reports are now very good and have improved well since the last inspection.
29. The school distributes an annual parents' questionnaire and frequently consults parents about their views on issues such as the lunchtime menu. Where possible, the headteacher responds to and acts upon their suggestions effectively. The school has very good procedures for dealing with concerns and complaints, and problems are solved swiftly by the headteacher or member of staff. Other ways that the school communicates very well with parents include newsletters and regular class letters, which have timetables and information about what children will be studying in future weeks. Parents' notice boards are also prominently placed in the nursery and playground.
30. Parents raise substantial funds each year to benefit the pupils, by providing additional resources in areas such as the library or playground. Many parents also act as voluntary helpers in the classrooms, on educational visits and they help with making resources.
31. Parents are happy with the amount of homework their children are asked to do and provide very good support by helping with reading and research tasks. Parents spoke very enthusiastically about the 'story sack' initiatives in the Foundation Stage at the parents' meeting. The school holds evening workshops for parents, and the recent workshop to explain the National Numeracy Strategy was well attended and appreciated by parents.
32. Good links with the local junior school are in place, and parents are encouraged to visit with their children. Pupils have the opportunity to experience a day at the junior school. Additional visits for pupils with special educational needs, who feel they need further support, can be arranged. Every pupil is introduced to a junior 'buddy' who will provide personal support during their first weeks in the new school. These procedures ensure that the pupils settle quickly, feel well supported and that their education continues with little disruption.

LEADERSHIP AND MANAGEMENT

Leadership and management are good overall. The headteacher and key staff provide effective leadership. Management is good, as is the governance of the school.

Main strengths and weaknesses

- The headteacher is committed to continual improvement and has created a strong, stable team of staff.
- The Foundation Stage is very well led and managed, which contributes to the overall effectiveness of the nursery and reception classes.
- Subject managers lead and manage their subjects well, but some do not currently have the responsibility for analysing school data in detail.
- The governors have a good understanding of the strengths and weaknesses of the school, and use their own expertise very effectively.
- Finances are well managed, but governors do not formally evaluate the effectiveness of spending.

Commentary

33. The headteacher provides strong and caring leadership. The commitment she shows in ensuring pupils have a good range of experiences has ensured that teaching has improved and high standards have been maintained since the previous inspection. She is very well supported by all staff and by the strong sense of teamwork due to all adults, including teaching assistants, working very well together. Consequently, the school has few areas of weakness. Parents regularly help in the school and provide additional good support to the staff team.
34. The commitment that all staff show to the inclusion of all pupils, regardless of background or level of attainment, contributes strongly to the very good ethos. Subject managers monitor the development of their subject well and address any areas for improvement effectively. For example, the provision for ICT has maintained its strength since the last inspection. The subject manager works very closely with a specialist teacher, who teaches for one day, ensuring that ICT continues to develop and pupils' achievement continues to be very good.
35. Subject managers work effectively alongside the headteacher to monitor the quality of teaching in their subjects. They evaluate the specific outcomes of the school's development plan well, for example, in science, writing in Year 1 and multicultural education. Subject managers use teachers' own assessments of pupils well to examine standards, particularly in ICT and science. They do not, however, currently analyse whole-school data, such as pupils' tracking documents or the data available to the school from external sources. As a result, subject managers are very clear about the curriculum and teaching in their subject. They would benefit from having responsibility for tracking pupils' achievement across their particular subject and targeting support for individuals or groups of pupils more clearly.
36. The senior teachers fulfil their role effectively, working in a good partnership with the headteacher. They have a clear view of the day-to-day management of the school and ensure that any new systems, such as changes to lunchtimes, are effectively discussed and monitored, by listening and responding well to the views of lunchtime supervisors and parents.
37. The very good teamwork in the school means that teachers and support staff work confidently together and know pupils' capabilities well. The headteacher has a regular teaching commitment to release teaching staff so that they can manage their planning and assessment responsibilities. In addition, the recent change from mixed-age classes to separate year groups for Years 1 and 2 has had a positive effect on the work of staff and parents have greatly appreciated the changes. The leadership and management of the Foundation Stage are very good because of very secure teamwork. Children show very good levels of confidence in whatever they are tackling and are confident that staff will celebrate their individual achievements.
38. The governors are also part of the team. They play a strong role in the development of the school and share their expertise very effectively. For example, several governors visit the school each week to help in the classroom and contribute very well to lessons on personal, social and health education.

39. The chair of governors has a good understanding of her role and provides a firm steer to the work of the school. A positive feature of the governing body is the way that governors, with staff, analyse the work of the school and contribute effectively to its development plan. As a result, all governors and staff are aware of each focus of attention in the school and seek to support the initiative wherever possible. For example, governors are currently monitoring the school's race equality policy with the knowledge that staff have developed a range of good teaching activities to support this aspect of provision. As a result, the school's provision for multi-cultural education is now very good. This strong teamwork contributes very positively to the high standards attained in many aspects of the school's work.
40. Spending decisions focus sharply on pupils' experiences and on raising standards still further, such as in aspects of mathematics and the future development of physical education. The school manages its budget well, ensuring that staffing levels are maintained and that there is enough to pay for the upkeep of the school's old building. The school understands where the focus of spending will be, but does not have a formal approach to evaluating spending in relation to pupils' standards. Such an approach would allow governors to gain a more formalised, detailed account of the value for money given by the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	418,093
Total expenditure	392,270
Expenditure per pupil	2,011

Balances (£)	
Balance from previous year	27,236
Balance carried forward to the next	25,823

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage, in both the nursery and reception classes, is one of the strengths of the school and has been well maintained since the last inspection. Leadership and management are very good and ensure that all staff and other adult helpers work very confidently together across the classes. Consequently, teaching is very good and children's progress is very carefully assessed and monitored.

Children enter the nursery with attainment that is generally above average overall, but which covers the full range of attainment. Very good induction procedures mean that children are very well prepared for nursery and for when they transfer to the reception class or into Year 1. All parents are kept very well informed about the whole process.

The curriculum planned for Foundation Stage is very good because staff ensure that children's personal, emotional and social skills are very well linked to the other areas of learning. In addition, staff plan a wide range of activities so that children can use their maturing communication skills very well, particularly through play activities. As a result, pupils achieve very well in all areas of learning and confidently exceed the expected goals by the time they leave the Foundation Stage.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Very good teaching and the very good emphasis placed on the development of these skills provides children with very good levels of confidence.

Commentary

41. From their first days in nursery, children are expected to join in with all the activities available to them. They are reassured by friendly, thoughtful staff and other adult helpers who ensure that they feel safe and secure in what they are doing. For example, during the inspection, the youngest children in the nursery were being introduced to the outdoor activities. They quickly followed the lead of the older children, who were more familiar with these activities. The trust placed in them by the staff and adult helpers meant that the children chose their activities with no fuss. They settled in the various areas and began their activities independently, as the adults moved around the groups. The imaginative and exciting activities ensured that the children showed sustained levels of concentration and behaved very well.
42. Children in the reception classes are equally confident and take responsibility for what they choose to do well. Numerous examples were seen where children worked unsupervised, and behaving sensibly. They tried, for example, to make sure that sand or paint was not spilled onto the floor of the classroom. Teachers purposefully focused children's attention on helping each other by making statements such as: "Can you help? She can't decide about which type of paper to use". The children are very good at sharing resources and are polite to each other when discussing what they are doing. As in the nursery, pupils behave very well and clearly understand classroom routines, so that any changes to how they work do not cause any fuss.
43. As a result of very good teaching, children achieve very well in developing their personal, social and emotional skills, so most children exceed the expected goals by the end of the Foundation Stage.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Teaching and learning are very good overall and staff provide many opportunities for children to develop these skills and achieve very well.
- The use of role play in a variety of contexts supports pupils' communication skills very well.

Commentary

44. Emphasis is placed on children speaking and listening from an early age, which contributes positively to the way they confidently talk about what they are doing, ask questions and negotiate resources with each other. For example, in the nursery children talked well about the familiar 'three bears' story because of the very clear way the nursery practitioner was talking to them about the characters and events. The use of the home made 'story sacks' for encouraging children's enthusiasm for stories was recognised very positively by parents.
45. Role play fully supports and extends this area of work so that children continually familiarise themselves with a story. Costumes, puppets and small objects are provided throughout the Foundation Stage so that children are encouraged to talk about what they are doing and to decide what resources are necessary for each character in a story. For example, a group of older reception class children successfully negotiated the story of 'the enormous turnip' so that the group involved confidently and safely enacted the events.
46. Children throughout the Foundation Stage enjoy looking at and reading books, and the theme of 'traditional stories' planned during the inspection provided a very strong focus for the development of children's reading skills. Books related to the current story being studied were freely available and children in each class happily sat with each other to share the books. Children in the reception classes read the books they take home with confidence in group sessions with the teacher. Children recognise the different types of expression in the stories, such as humour, and openly talk about this with the teacher. Their reading diaries provide a good dialogue with both the children and their parents, as teachers provide an additional activity for children to do at home. They set questions such as 'what is your favourite part of the story?' or 'how many words can you see beginning with b?'
47. As a result of the very carefully planned activities and the use of play, most children exceed the expected goals by the end of the Foundation Stage.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Adults take every opportunity to develop children's mathematical understanding so that children achieve very well and are confident in counting, as well as using addition and subtraction.

Commentary

48. Teaching and learning are very good overall. In the nursery, adults question them whilst they are engaged in a variety of activities, always trying to draw out and encourage their understanding. For example, during a discussion about matching different clothes to different sized teddies, the children were using the language of 'big', 'small', 'bigger' and 'smaller' with increasing confidence. Individual children that needed support in this activity responded very well to the adult present. Children enjoyed the activity and began to use their learning about size of clothing confidently in the role play area, acting out 'Goldilocks and the three bears'.
49. In the reception class, children made very good progress in number recognition because of the small group work involving games and role play. For example, one game involved a crow eating beans supported the children's understanding of subtraction well within an interesting context. In addition, one group's focused work on measuring with the teacher and of another group with a governor showed that children were developing their confidence in the concepts of 'longer', 'shorter', 'heavier' and 'lighter'. The children were also beginning to measure using classroom objects confidently.

50. As a result of the very carefully planned activities and the continuous focus of staff on mathematical vocabulary and calculations, children achieve very well, so most children exceed the expected goals by the end of the Foundation Stage.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Very good teaching and the well equipped classrooms mean that children select resources very confidently and enjoy finding things out for themselves.

Commentary

51. A wide variety of activities and resources help children to learn about their world using their senses, such as water play, sand play and role play. For example, children in the nursery used binoculars on their 'bear hunt' and happily talked about the things, real and imaginary, that they could see through them,. In the water play area they worked with the lead practitioner to add colouring to their mixture to make 'mud', thus ensuring that the part of the 'bear hunt' story about going through mud was brought to life.
52. Throughout the Foundation Stage children frequently explore materials, construct models, use the computer and talk about their lives and local surroundings. For example, in the reception classes the children confidently used computer programmes and helped each other very well when they were unsure of what to do next. Children's high level of maturity and taking turns was particularly good when they were working with the computer.
53. Staff also extend children's learning very well by ensuring that children's ideas and investigations are taken further. For example, some children in the nursery were enjoying the loud metallic sounds made by using hammers on the metal pillars outside the classroom. Staff encouraged their investigations so that children were very pleased with what they were doing and confidently moved on to other resources available to them.
54. Children achieve very well in this area of learning so that most are in line to exceed the expected goals by the end of the Foundation Stage.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Staff plan a very good variety of activities for children so that they achieve very well, showing very good levels of confidence in their skills.

Commentary

55. Teaching and learning are very good, so children have very good opportunities within and outside the classrooms to develop their co-ordination and movement skills. For example, children in the nursery used their good balancing skills on wooden blocks depicting a pathway for the 'bear hunt'. The boxes, decorated by staff for the story's journey, presented no problems for children's good climbing skills. In addition, the very good range of outdoor equipment is used well to climb, balance and slide for all children in the Foundation Stage. The outdoor area has recently been improved and every opportunity is made for children to work outside.
56. Staff plan a variety of activities so that children manipulate materials such as 'dough' and shaping paper and also use equipment such as scissors and a variety of brushes. As in other areas of learning, role play and stories are used very well to support children's physical development, such as in mask making. While children are using equipment such as brushes, staff make sure that they use them correctly, so that children have success in what they are making.

57. Children achieve very well, so that by the end of the Foundation Stage most children exceed the goals expected.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- The very good use of play activities ensures that children achieve very well across the other areas of learning.
- Staff are fully involved in children's role play activities so that pupils' creativity and personal, social and communication skills are very well developed.

Commentary

58. The displays around each classroom show that children's skills in painting and collage are above average in the nursery and reception classes. During art activities children concentrate very well on what they are creating and respond very well to staff when they are asked about their work. In one reception class the teaching assistant ensured that children focused on how they were creating their collage, using descriptive words that children readily repeated, such as "mine's got scrunchy paper".
59. The very good teaching and strong team work by staff ensure that there are very good opportunities for children to develop their imaginary skills through role play experiences. For example, adults were fully involved in play activities with children, ensuring that they were confident in what they were doing. As a result, children either played alone or with others in a variety of scenarios. For example, they enacted 'Three Billy Goats Gruff' with puppets, as well as 'Goldilocks and the Three Bears' with models in the doll's house and with children dressed in costumes.
60. Other 'play' opportunities using water and sand were also used very well so that children could use their knowledge of the stories to act out imaginary sequences with others. Once more, staff were fully involved in the imaginary play, ensuring that all children could understand the story sequence or helping them to make up their own story.
61. Music and singing are a natural part of the day in the nursery and reception classes. Children respond very well to songs and other musical activities when they are asked to play instruments or copy sounds. Such activities show that children are well co-ordinated and happily join in with clapping rhythms and songs with actions. Children in the nursery responded very well to a game for matching an instrument to the sound an unseen instrument was making. The children concentrated very well and helped each other when they were a bit unsure.
62. As a result of the very good teaching and learning in this area, children achieve very well so that most exceed the expected goals at the end of the Foundation Stage.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- By the end of Year 2 standards are well above average in reading, writing and speaking and listening.
- Pupils achieve well because of good teaching of interesting, well planned lessons.
- Teachers effectively stimulate pupils' imagination and encourage them to express their ideas creatively in writing.
- Pupils are not sufficiently encouraged to present their work carefully, so handwriting can be untidy.
- The subject manager is currently not clear about pupils' progress as they move through the school.

Commentary

63. Standards are high because teachers work hard to make lessons interesting and challenging, so that pupils are stimulated and want to learn. Teachers use questioning and discussion well to draw out pupils' ideas. They constantly encourage the use of imaginative vocabulary and phrases in their creative writing. For example, in a good lesson seen, Year 2 pupils developed their creative writing skills well in composing an alternative ending to the story: 'Something in the fridge'. The writing activities, carefully matched to pupils' abilities, provided challenge and developed their learning.
64. Pupils respond well to teachers' encouragement of creativity and fluency in writing, and boys and girls are equally keen to express their ideas in writing. The recent use of the local Beacon School Initiative for creative writing is having a good impact on pupils' achievement. Pupils have good ideas for the content of their writing, but some, in their haste to record them, do not take sufficient care over presentation and style. Lesson plans indicate that literacy skills are taught well. In a good Year 1 lesson pupils made good progress in their understanding of blending letters when spelling words such as 'glide' and 'slide'.
65. Texts to support pupils' reading are well chosen to capture their imagination. In a Year 2 lesson, the teacher's lively style of reading and good questions elicited equally good responses from pupils, who were eager to join in with the reading and to make imaginative suggestions of their own. Discussion of the text was well led, developing pupils' speaking and listening skills effectively and developing their ability to infer meaning from the text.
66. The library is used regularly to change books and pupils enjoy reading both at home and in school. They are able to discuss the books they have read and many older pupils have favourite authors. Year 1 pupils made good progress during the inspection in learning to find non-fiction books in the library and looking for information in them. However, the coding system does not currently match the labels on the shelves, making it difficult for pupils to locate books.
67. The subject is well led by the subject manager, assisted by the Year 2 teacher with a responsibility for English. Both are committed to improving provision and regularly introduce new initiatives to staff and pupils, leading by example. Assessment systems in the classroom are used well by teachers to plan the next stages of pupils' work. However, the subject manager does not currently take responsibility for monitoring pupil performance data so that individuals and groups of pupils are not tracked closely across the school.
68. The school has maintained the high standards achieved at the time of the previous inspection. The introduction of individual writing targets is effective in helping pupils understand how to improve their work.

Language and literacy across the curriculum

69. Speaking and listening skills are well developed across the curriculum. Pupils are encouraged to take part in class discussions and to talk with partners about specific issues. For example, in one lesson, pupils discussed anger and its effects on relationships. They listened well to each other's comments and were encouraged to agree or disagree, and give reasons. Other literacy skills are applied appropriately across the curriculum. Pupils regularly use word processing in literacy lessons and both bullet points and labelling are used to record their science work. Information texts related to science or other areas of the curriculum are used well in literacy sessions.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards are well above average.
- Teaching and learning are good and as a result pupils achieve well.
- The subject manager has a good understanding of pupils' classroom experiences, but is not as clear about pupils' progress.

Commentary

70. Standards have been maintained since the last inspection apart from the results in 2003, when standards fell, while still remaining above average. Although this cohort of pupils had fewer higher attainers when they started school, the overall fall in results was not fully realised by the subject manager as she, like the English subject manager, currently does not have responsibility for tracking and analysing all pupils' standards. The school has already begun to address the issue by evaluating their strategies for tracking pupils' progress and targeting the weaker areas.
71. Teaching is good overall, with elements of very good teaching. Teachers have good knowledge of their pupils' capability because of good assessment procedures. As a result, teachers' planning is always clear and appropriate to the capabilities of all. Teaching includes clear explanations and instructions and pupils quickly respond. As a result, pupils' attitudes and behaviour are very good, making a significant contribution to their learning and achievement. Effective use is made of the opening and closing of lessons when pupils are challenged and are willing to explore, for example, numbers in new ways. Teachers set a good pace and make these sessions enjoyable, so pupils are willing to try hard.
72. Pupils with special educational needs and those with English as an additional language achieve well in relation to their abilities. All pupils are well challenged and teachers make the learning purposeful by putting activities into practical contexts. Pupils respond well to this by showing good levels of motivation and interest in the subject.
73. The 'maths at home' system allows all pupils to take a work card home and complete an activity with their parents or carers. A scrutiny of the workbooks, which include comments from home and school, show that this initiative is a success because the activities are interesting and fun and pupils make good progress.
74. The leadership and management of the subject are good. The subject manager has strong commitment to raising standards and has a vision of improving the provision for mathematics. Other teachers' planning is monitored and they get the help they need to make any changes necessary to the teaching programme.

Mathematics across the curriculum

75. Pupils use their mathematical skills well as part of their work in other subjects. The school has organised the curriculum so that all subjects can be taught through topic areas. Because of this, pupils are able to develop an appreciation of the practical use of their mathematical skills. For example, they use the organisation of shape and form in art and design to make two-dimensional drawings. Mathematical skills are also used confidently in geography when pupils work with co-ordinates.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are well above average by the end of Year 2 and pupils achieve well because teaching is good.
- The recent development of science by the subject manager is having a good impact on teaching and pupils' achievement.

Commentary

76. Teachers plan science lessons for pupils that are not only interesting, but also challenge pupils' thinking skills. For example, a good lesson in Year 2 used a poem about 'chocolate' to bring together pupils' learning about how materials can change because of heat. The selection of the poem and the use of real chocolate sustained pupils' interest well and they were able to compare the differences between chocolate on their hands and on a plate. Many pupils were able to give explanations about what was happening, for example, "The chocolate gets hotter so it melts", which indicates well above average standards overall.
77. This type of approach was replicated in a good Year 1 lesson on materials, where pupils were asked to give reasons why objects were made from certain materials. As a result of the range of investigations, pupils were able to provide reasons why, for example, spoons were not made of paper and why a particular material was good for mopping up water. Pupils maintained their interest well and talked together about their findings, for example, "...a paper spoon won't work because the paper will get too soggy". In both these lessons, pupils were using their speaking and listening skills very well and showed very good levels

of behaviour and maturity in their work with the teacher. The lessons were well supported by adult helpers, which included a number of regular parents. However, because the teacher was leading a group or half the class, she was not able to monitor all the activities to make sure that all pupils were attending to their writing or a group investigation.

78. Very good teaching was observed in Year 2, where each group of pupils was given responsibility for organising a test on melting ice. The teacher led the lesson confidently and with energy, so that pupils maintained a very good level of attention throughout and all groups of pupils achieved very well. Where there was heated discussion about the decisions they were making, pupils were considerate and listened closely to each other's point of view. The lesson showed, as in Year 1, that standards were well above average and that many pupils would achieve much more than the national expectation by the end of Year 2.
79. The recent focus on science in the school's development plan has been successful in developing the subject through teachers' confidence in teaching pupils scientific skills. Pupils clearly enjoy their work, which is assessed well by teachers, so they are clear about their successes and where they need to improve. Teachers have evaluated the way they have worked following training. The impact of training has been good and the headteacher, working alongside the subject manager, has successfully monitored the work in the school. Leadership and management are good and have improved well since the last inspection, because of the increased focus on evaluating teaching. The subject manager is also clear about the standards in the school and acts as a role model for analysing the available data about pupils' performance.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

Provision in ICT is **very good**.

Main strengths and weaknesses

- Pupils achieve very well because of the very good quality of teaching and support.
- The teaching and learning of ICT skills is very well planned and assessed.
- Parental help is used well in the ICT suite to support ongoing classroom work.
- The subject is very well led and managed.

Commentary

80. High achievement is the result of very good teaching by class teachers and the part-time specialist teacher. Work is meticulously planned and assessed to ensure pupils' progress in their skills and as a result, pupils' standards are well above average. For example, Year 2 pupils produced multi-media presentations incorporating sound to accompany their own drawings and word-processed writing. Pupils' very good progress in modelling and control is ensured by a planned progression of activities using the programmable 'Roamer' and 'Unit the Robot'. As a result, pupils show very good understanding and higher attaining pupils write clear and accurate instructions for a sequence of moves. Parent helpers provide very good support for small group activities in the computer suite, enabling pupils to consolidate and develop their skills and understanding over a range of different programs.
81. Leadership and management of the subject are very good. The specialist teacher and subject leader have developed a very clear set of plans to support the scheme of work. A thorough and effective assessment system tracks both individual and whole-class progress throughout the school. The subject leader has very successfully led training to ensure that all staff are confident in the use of ICT. The detailed improvement plan for the subject indicates recent and ongoing initiatives and identifies development of the school web site as the next initiative.
82. The very good achievement identified in the previous inspection has been maintained and all pupils now have daily access to computers to support their learning.

ICT across the curriculum

83. Portfolios contain a good range of examples of ICT used in different subjects. For example, in mathematics pupils enter and present data in different graphical forms, while higher attaining pupils in Year 2 plan their

own simple enquiries and decide on the data to collect. Pupils use word processing and 'Painter' software to produce work in different subjects. They consolidate mathematical understanding through the use of appropriate software and refer to materials downloaded from the Internet, for example maps of the local area, to support their learning.

HUMANITIES

Religious education, history and geography were sampled during the inspection and are not reported in full.

84. No lessons were seen in **history** or **geography**, but pupils' work and the school's planning were examined. The work that teachers plan links geography and history well, and includes the good use of pupils' literacy, mathematical and ICT skills. The local environment is used very well to support pupils' learning. For example, the local area of Cockermouth is studied through a variety of maps that locate actual sites visited by the pupils. In Year 2, pupils produced good guide books that located places of interest on a drawn map and told the reader geographical or historical information about each building. Parents are very supportive of how the curriculum is enriched by such visits and by the school's attention to multicultural learning, such as their work on Russia and Japan.
85. The school makes good use of its Victorian origin. For example, a display on the stairs leading from the main school entrance depicts photographs of past pupils and has paintings, by a parent, of pupils in the clothing of the day. Pupils talked about the photographs with interest, and with satisfactory knowledge of the passing of time and the age of their school.
86. It was only possible to observe one lesson of **religious education** during the inspection because of the timetable. The good use of sensitive questioning by the teacher helped pupils in Year 2 to imagine and describe the feelings of others. Pupils were confidently able to reflect on emotions of jealousy and love in the story of Joseph. They were aware that experiences lead to different emotions and used words well to describe the emotions of anger, hate, forgiveness and love. The opportunities to debate such issues made the lesson stimulating and enhanced the quality of pupils' learning. As a result, the lesson helped pupils' understanding of their own and others' beliefs.
87. Scrutiny of pupils' work indicated good coverage according to the scheme of work. The presentation of pupils' work in their 'special' books, made for festivals, is good. ICT is used well, as it helps pupils learn more effectively. For example, pupils' attention was immediately gained when the story of Joseph was illustrated on the computer.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design was inspected in full and is reported below. Design and technology, music and physical education were sampled.

88. The scheme of work for **design and technology** covers an appropriate range of topics to develop pupils' design and technology skills in food, fabrics, paper and card. Planning is currently on a two-year cycle to take account of the mixed-age classes that existed prior to this year and staff are aware of the need to modify the scheme of work. Examples of pupils' work indicate a sound understanding of the use of sliding levers and folds to produce pop-up cards and Year 2 pupils have applied their skills imaginatively in producing their own story books about Red Riding Hood with pop-up and moving pictures.
89. Insufficient evidence was available to judge standards in **music** or the quality of teaching, as no lessons could be observed. In assembly the pupils are able to sing in tune well. They have the opportunity to join the school recorder club. The curriculum is well constructed and all key elements are covered. It is enhanced and enriched by visits from musicians performing music from other countries. The different ethnic sounds and rhythms make a positive impact on other areas of the curriculum. For example, pupils in Year 2 responded with energy and enthusiasm to Harrambie drumming music in a dance lesson. The subject manager is well organised and has clear plans for future developments.
90. Two lessons of **physical education** were seen in Year 2. Both lessons were taught well and included some very good teaching. Teachers are enthusiastic and show good subject knowledge therefore pupils are challenged and achieve well. For example, pupils confidently use the limited space in the school hall quite ambitiously.

91. Pupils are secure when co-ordinating their phrases of movement into a linked sequence. In the dance lesson the linked sequences included pupils incorporating instrumental sounds into their movement. The teacher managed this with flair, enabling pupils to develop greater confidence and control of their movements. Pupils' attitudes and behaviour were very good.
92. The leadership and management of the subject are good. Physical education, as a priority within the school development plan, shows a good range of staff training and ways for enriching pupils' experiences. For example, a sports week for Year 2 pupils, with activities at the local sports centre, is planned for July 2004.

Art and Design

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

Main strengths and weaknesses

- Teaching and learning are good and pupils achieve well, with standards that are above average.
- Good links are made to other subjects, and displays around the school are stimulating and informative.

Commentary

93. The planning of art and design lessons is detailed and, as a result, teachers explain and demonstrate new techniques very clearly so that all pupils achieve well. Teachers are enthusiastic about art and design, use technical vocabulary well and check pupils' understanding carefully through questions and further demonstrations. Pupils are motivated to try hard and concentrate well on what they are producing, so that standards overall are above average.
94. The displays around the school capture the attention of pupils, parents and visitors, while helping to celebrate pupils' artistic achievements. The hand-made felt hangings in the canteen are particularly striking.
95. The school's curriculum planning is good, so good links are made between art and design and other subjects. For example, Year 1 pupils were shown examples of Russian patterns when making a coat for Teddy and Year 2 pupils made a striped coat as worn by Joseph from the Bible story. In each example, pupils' work was enhanced well by these subject links, including the use of ICT.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Personal, social and health education was sampled.

Pupils' personal and social development is a high priority throughout the school. Teachers take every opportunity to develop pupils' confidence and self esteem, and always encourage them to value and respect the feelings and beliefs of others. A good scheme of work is in place, based on nationally accredited units of work. Regular 'circle times' for all classes enable pupils to share and discuss feelings and relationships. No complete 'circle time' sessions were observed, but a session of 'philosophy for children' with a Year 2 class was very well led. Pupils were encouraged to explore sensitively the destructive effects of anger and consider relationships. They demonstrated a very mature understanding of the effect of actions on others and were able to reflect on ways of dealing with emotions.

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	2
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Overall standards achieved	3
Pupils' achievement	3

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

The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	3
The school's links with other schools and colleges	3

The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	3

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