

INSPECTION REPORT

FELLVIEW PRIMARY SCHOOL

Caldbeck

LEA area: Cumbria

Unique reference number: 112238

Headteacher: Mrs N Bagot

Lead inspector: Mr P H Cole

Dates of inspection: 24th – 26th November 2003

Inspection number: 256112

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 – 11 years
Gender of pupils:	Mixed
Number on roll:	94
School address:	Caldbeck Cumbria
Postcode:	CA7 8HF
Telephone number:	01697 478437
Fax number:	01697 478437
Appropriate authority:	Governing body
Name of chair of governors:	Mr J Wells
Date of previous inspection:	5 th May 1998

CHARACTERISTICS OF THE SCHOOL

Fellview Primary is a small school that serves a rural community close to Wigton. The school population has grown since the last inspection, reflecting the increased number of younger families in the community. Pupil mobility is low. Pupils come from a wide range of backgrounds that overall are slightly more advantaged than usual. Assessments made of the children when they enter the reception class show that the attainment on entry of almost all is very close to the level expected for children of this age with a very small number being above expected levels and very few below. All pupils come from white British backgrounds and all speak English as their family language. An average number of pupils have special educational needs although more of them have statements to support their needs than is usually the case. Special needs include learning difficulties and hearing impairment.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2616	Mr P H Cole	Lead inspector	Science, information and communication technology, design and technology, and Foundation Stage.
9146	Mr M Brennan	Lay inspector	
32283	Mr D Goodchild	Team inspector	English, art and design, music, and physical education.
17681	Mr R Sharples	Team inspector	Mathematics, geography, history, religious education, and special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Fellview provides a **sound** education for its pupils. They mostly achieve appropriate standards and are taught satisfactorily. Leadership and management are satisfactory. The school provides sound value for money.

The school's main strengths and weaknesses are:

- Pupils with special educational needs are well provided for and make good progress, but more able pupils could sometimes be challenged to do better.
- Pupils achieve well in reading and music but are not achieving well enough in science by Year 6.
- This is a caring school that successfully promotes good attendance and behaviour, positive attitudes and good personal development.
- Teachers are not yet making sufficient use of what they know about pupils' strengths and weaknesses to ensure that all pupils achieve consistently as well as they should.
- Senior staff and governors could do more to find out what the school does well and what could be improved in order to make it more effective.
- A significant minority of parents have concerns about the school, although most parents are happy with what the school does.

Insufficient progress has been made in tackling issues from the last inspection. Appropriate measures have been taken to record the progress that pupils make but too little has been done to help them understand what they can do to improve. Similarly, teaching is now monitored but more could be done to help teachers further improve their work. Standards have remained very similar to those found by the last inspection. Relations with parents are not as strong as they were.

STANDARDS ACHIEVED

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

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

Overall pupils are achieving satisfactorily. Test results have not compared favourably with schools nationally. This is because fewer pupils have achieved the higher levels than in other schools. In 2003, two pupils in Year 6 narrowly missed achieving the higher level 5. When only a few pupils are tested this distorts the results disproportionately. A higher proportion of pupils managed to achieve expected levels than is usually the case, reflecting the effective provision made for lower attaining pupils. Pupils with special educational needs do well in the national tests and achieve well in lessons. Children in reception achieve well in language development and satisfactorily in the other areas of learning. Pupils in Years 1 to 6 achieve well in reading and music but do not do well enough in science by Year 6 and their skills in writing could be better. Most pupils achieve appropriately in mathematics but some higher attaining pupils could achieve more. Both standards and achievement are satisfactory in the other subjects where judgements could be made.

Pupils make good progress in their spiritual, moral, social and cultural development. They are well behaved, positive about school and attend well.

QUALITY OF EDUCATION

The school provides a **satisfactory** education for its pupils. **Teaching is satisfactory overall** and enables pupils to make sound progress in almost all subjects. Children in reception are taught satisfactorily; they settle quickly into school and make at least steady progress in all areas of learning. Teachers manage pupils' behaviour effectively in most lessons and ensure they work productively. On occasion, this is not the case and it contributes to unsatisfactory learning. The needs of pupils in mixed-age classes are satisfactorily met and often this is done well in the Year 1 and 2 class, where particularly effective use is made of the teaching assistant. Skilful teaching assistants make strong contributions to the learning of pupils with special needs who are able to take a full part in lessons. Clear targets for learning and the good quality support ensure that these pupils achieve well. Teachers do not make enough use of the information that they have gathered on pupils' strengths and weaknesses to improve learning. The knowledge and skills of the specialist music teacher enable pupils to achieve well in this subject.

Good use of visits and links with local schools enrich children's learning and make a good contribution to their personal development. Children are very well cared for and made to feel secure and happy in school. An ineffectively managed parents evening and some resulting problems have reduced the previously strong and effective relationships with parents.

LEADERSHIP AND MANAGEMENT

These are satisfactory. The headteacher and governors share a commitment to making the school more effective. They have created a caring and supportive ethos and successfully promoted good team working. Appropriate procedures to evaluate the strength and weaknesses of the school have been established. These have not been used rigorously enough to clearly identify what needs to be done to tackle weaknesses, such as those in pupils' writing and standards in science.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Most parents are happy with what the school does. However, a significant minority have a number of concerns. These have not been resolved despite the extensive efforts the school has made in canvassing and responding to parents' views. The school keeps parents informed through a range of communication and invites their involvement in the life of the school.

IMPROVEMENTS NEEDED

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

- Raise standards and pupils' achievement in science in Year 3 to 6.
- Improve pupils' writing skills.
- Make better use of information on how well pupils are learning to stretch them further, particularly higher attaining pupils, and to help pupils understand what they need to do to make their work better.
- Apply more rigour to the analysis of data and collection of evidence on the quality of teaching and learning to confirm strengths and identify weaknesses in order to raise standards and achievement further.
- Tackle the dissatisfaction felt by some parents so that all parents and the school can work together effectively for the benefit of the pupils.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is **satisfactory** in Years 1 to 6. By Year 2, pupils are reaching standards that are above national expectations in mathematics and they are achieving well in the subject. Where it has been possible to judge standards and achievement in other subjects they have been found to be in line with expectations and pupils are achieving satisfactorily, except for music where both standards and achievement are good. By Year 6, standards reached are in line with national expectations and achievement is satisfactory in most subjects. In science standards are just below expectations and pupils do not achieve well enough. In music standards are above national expectations and pupils achieve well. In reception most children come into school achieving in line with the national expectations. They are achieving well in language skills and satisfactorily in the other areas of learning, where standards are comfortably in line with expectations. Pupils with special educational needs achieve well but more able pupils could sometimes achieve better. The school has not identified any pupils as gifted and talented.

Main strengths and weaknesses

- Pupils who have special educational needs achieve well.
- Standards in science by Year 6 are below expectations and pupils' achievement is too low.
- Pupils reading skills are good.
- More could sometimes be asked of higher attaining pupils, for example when writing or using mathematics to solve problems.
- Across the school pupils achieve well in music.
- Pupils do not apply their skills in mathematics well enough across the curriculum.

Commentary

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

Standards in:	School results	National results
Reading	16.4 (15.8)	15.7 (15.8)
Writing	13.3 (14.4)	14.6 (14.4)
Mathematics	17.6 (17.2)	16.3 (16.5)

There were 13 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	25.4 (26.2)	26.8 (27.0)
Mathematics	26.5 (25.4)	26.8 (26.7)
Science	27.5 (28.2)	28.6 (28.3)

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

1. Results have shown considerable fluctuation from year to year. This to an extent reflects the relatively small numbers of pupils being tested each year and also the profile of each group in terms of proportions of pupils with special educational needs. Results have tended to be weak

compared to national results mainly because fewer pupils have been reaching the higher levels. Last year two of the pupils reached the higher level 5 in the Year 6 tests and two narrowly missed it. In a small cohort this disproportionately affects the average score of the groups, both compared to national averages and compared to their results in Year 2. Lower attaining pupils, including those with special educational needs, have done well in the tests with almost all pupils reaching the expected levels in Year 6 and Year 2. There is no consistent pattern of differences in the performance of boys and girls; in some years girls have done better than boys and in others boys have done better than girls, again reflecting the small numbers being tested.

2. Children in reception make steady and sustained progress, reflecting the satisfactory provision that is made for them. They have come into school with almost all of them attaining in line with national expectations and are working at expected levels in most areas of learning although they are doing better than this in communication, language and literacy.
3. In English, pupils across the school are developing good reading skills because teachers teach the basic skills well. Pupils use speaking and listening skills effectively across the curriculum. Their ability to write is satisfactory but there are some weaknesses in the ability of older pupils to sustain their ideas in longer pieces and to use editing skills to refine their work. This limits the achievement of higher attaining pupils particularly.
4. In mathematics, pupils in Year 2 have good basic skills in handling numbers. These skills are still evident by Year 6 but are not carried over into problem solving and into applying their mathematical knowledge and understanding across the curriculum.
5. In science, pupils in Years 1 and 2 have sound skills, knowledge and understanding of the different strands of the subject. However, by Year 6 pupils' knowledge and understanding are often insecure because not enough is done to consolidate their learning and this results in standards and achievement that are below what they should be.
6. Most pupils are reaching expected levels in other subjects and their achievement is sound. In music, standards are above expectations and achievement is good. This reflects the good quality specialist teaching that all pupils benefit from.
7. Pupils with special educational needs achieve well because they are given effective support by the special needs teacher and knowledgeable and skilful assistants.

Pupils' attitudes, values and other personal qualities

Attendance is **good** with the majority of pupils turning up on time. Pupils' attitudes and behaviour are **good**. Personal development is **good**, particularly pupils' cultural development.

Main strengths and weaknesses

- The school promotes good attitudes and behaviour.
- The level of attendance is good.
- The good cultural provision gives pupils an opportunity to get to know life in a modern day multi-cultural society.
- In some lessons management of behaviour is inconsistent.

Commentary

8. The school builds on the generally good attitudes and behaviour which pupils possess when they start their education. In the vast majority of lessons behaviour is good or better and at break and lunchtime pupils behave well. For example, on the final day of the inspection it rained throughout the day, requiring pupils to be kept in at both break and lunchtime. During these

breaks pupils behaved well and engaged positively in a variety of games. At lunchtime they waited sensibly in line to be served and during assemblies they listened with respect to the theme and sang with enthusiasm.

9. Pupils' attitudes are also good and the vast majority are attentive in lessons. Across the school many pupils showed enjoyment in their work and a keenness to respond to teachers' questions. The school clearly places a strong emphasis on personal, social and health education (PSHE) through 'circle time', its school council and achievement of 'Healthy School' status. Together they contribute to developing good relationships, personal awareness and citizenship throughout the school.
10. The provision for developing pupils' understanding of cultural diversity is good. During the pre-inspection visit pupils in one class were enthusiastically learning about Indian dancing. They noted how different it was from the dancing they are familiar with in this country. Pupils' cultural awareness is further enhanced when in Years 5 and 6 they undertake a biennial visit to Bradford, a city known to be rich in cultural diversity. During this outing pupils visits Asian places of worship and taste different food in an Asian restaurant. Pupils of this all-white community benefit from the school's sensitive approach. Years 5 and 6 pupils also take part in outdoor pursuits at St John's in the Vale, an experience which effectively promotes their personal and social skills. Interestingly, visits such as these are invariably the things that pupils remember about their time at Fellview.
11. Behaviour and attitudes are good overall and reflect a clear understanding of what is right and wrong. However, in a small number of lessons teachers' expectations of acceptable behaviour and attitudes were not clear enough. As a consequence, some pupils did not listen carefully enough to the teachers' instructions and explanations, and this restricted their achievement in the lessons.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.0
National data	5.4	National data	0.4

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

Attendance is above national figures and unauthorised absence is below. These represent a positive picture that was seen at the previous inspection.

Exclusions

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Any other ethnic group

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
94	0	0
0	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school's provision is **satisfactory**, overall. Teaching and learning across the school are satisfactory overall and the curriculum for pupils in reception and Years 1 to 6 is sound but more effective use could be made of the assessment to help pupils improve their performance.

Teaching and learning

Both teaching and learning are **satisfactory** overall. Assessment is unsatisfactory.

Main strengths and weaknesses

- Pupils who have special educational needs are carefully assessed and are taught well. As a result they make good progress and participate effectively in lessons.
- The higher attaining pupils are not always challenged sufficiently.
- Specialist teaching of music is good and leads to effective learning and good achievement.
- Teachers record effectively what pupils have learnt but in Years 3 to 6 do not do enough to help pupils understand what they need to do to make their work better.

Commentary

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	1	10	11	2	0	0

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

12. Overall, teaching is satisfactory across the school and in all subjects, except music where there is good quality specialist provision. One physical education lesson, when reception children were taught with Year 1, was unsatisfactory because the needs of the younger children were not effectively met and behaviour was not as well managed as was usually the case with this group of children. As a result, not enough was achieved in the lesson. In a science lesson, for older junior pupils, there were also weaknesses in the teacher's management of pupils' behaviour, which also limited pupils' learning.
13. Pupils with special educational needs make good progress because of the effective support they receive. They are carefully assessed, which means the work planned for them is well matched to their needs. The support assistants are skilful in what they do and enable these pupils to be fully involved in lessons. The part-time special needs teacher and the support assistants work well with small groups and effectively focus on developing their basic literacy and numeracy skills. .
14. In many of the well-taught lessons teachers maintain a lively pace that keeps pupils' involvement high and ensures that pupils work productively. These lessons are also thoughtfully planned with clear objectives for pupils' learning, which are invariably explained to them. The clear statement of objectives for learning provides pupils with explicit goals to work towards in lessons and keeps them focused. The better lessons took good account of the different needs of the year groups and the different abilities in the class. The latter was a particularly strong feature of well-taught lessons in Years 1 and 2, where very good use is made of the teaching assistant and well qualified helpers to ensure that Year 1 pupils are taught a curriculum best suited to their needs. In reception, the teaching assistant takes a full part in lessons, working with individuals as well as groups and skilfully advancing their learning. Pupils across the school are taught information and communication technology (ICT) by a confident and

hardworking teaching assistant who works closely with class teachers to ensure that pupils are taught the necessary skills and understanding through purposeful activities.

15. Good use of questioning was seen in several lessons. It was a strength of most lessons in the reception class and was present in both satisfactory and well-taught lessons in other classes. In these lessons questions asked made pupils think. On occasion, opportunities to extend pupils were missed when teachers told pupils what to do rather than encouraging them to work things out for themselves. Effective questioning and the music teacher's expert subject knowledge ensured that pupils concentrated well and made clear gains in their learning in this subject.
16. In most lessons equipment is used effectively to support pupils' learning. On occasion, though, the organisation of resources has not been thought through sufficiently, which results in valuable time being lost and less than expected achievement.
17. Assessment of what children have learnt in the reception class is satisfactory and information is used to plan what is taught next. This is also the case in Years 1 and 2 and leads to the setting of useful targets for groups of pupils to work towards. The value of these targets is diluted to a certain extent as they are not consistently shared with parents who, therefore, are not able to support their children in working towards them. In Years 3 to 6, pupils' learning is also assessed against the key National Curriculum objectives they have been taught. At present not enough is done with this information to fine tune what pupils are taught next, in order to fill gaps in their learning or to stretch them further. However, assessment information is beginning to be used to identify additional challenge for higher attaining pupils but this is not yet well established and more could be done to push these pupils further so that more of them achieve the higher levels in the national tests. All in all, more effective use could be made of targets for individual pupils to raise their achievement, including those of average ability. Good use is made of assessment information to provide lower attaining pupils, and particularly those who have special educational needs, with work that enables them to make good progress.
18. Most pupils do not have a very clear idea of what they need to do to improve their work. This is because of the weaknesses in target setting and in teachers' marking of pupils' work, because it does not do enough to identify what they do well and what they need to do to improve their work.

The curriculum

The school's curriculum and the planning of future developments are **satisfactory**. The provision to extend pupils' learning outside of lessons is **good**. Overall the quality of the accommodation and resources for learning is **satisfactory**.

Main strengths and weaknesses

- The planning of activities in the different subjects ensures that the majority of the pupils receive an appropriate range of opportunities for learning. The activities for more able pupils are sometimes insufficiently challenging. The provision for the teaching of PSHE is good.
- The provision for pupils with special educational needs is good.
- Arrangements for curriculum development are satisfactory. The school is becoming increasingly aware of the need to plan more challenging activities for the more able pupils.
- In many subjects good opportunities are made outside of lessons to ensure that the pupils' learning is reinforced and extended.

Commentary

19. Teachers plan a satisfactory range of activities for pupils in all subjects. However, in a number of subjects the activities offered provide insufficient challenge for the more able pupils. The

planning for mathematics in Year 6 is a case in point. As a result their achievement is not always as strong as could be. In PSHE the pupils receive a good range of activities, including sex and drugs education for the older pupils. Developments in this area of the curriculum have culminated in the school receiving a Healthy Schools' award. The organisation of a school council encourages pupils to suggest ideas and give their opinions on what happens in school.

20. Pupils with special educational needs make good progress in their learning because of the clearly defined targets in their individual programmes and the good support they receive in whole-class lessons, in small groups and as individuals. Good use is made of a school-home book to ensure that parents are aware of these activities.
21. There are satisfactory links with local secondary schools to ensure the smooth transfer of Year 6 pupils when they leave Fellview. The school makes good use of visits to places of educational interest and of visitors to the school to extend the pupils' learning. Effective use is made of sporting links with local schools to improve pupils' performance in netball, football, gymnastics and orienteering. Visiting artists provide expert support in pottery, weaving and toy making. Because of the lack of ethnic diversity in the local community, a residential visit is provided to Bradford, an area known to be rich in cultural and religious diversity. The thoughtful planning for this event ensures pupils' increased awareness and understanding of different cultures. During the stay the pupils attend a service in a Hindu temple, and visit an Indian restaurant and a clothes' store. They also visit a local exhibition centre and the National Museum of Photography to add further to their cultural experiences.
22. The school's natural surroundings provide a pleasant learning environment. The internal accommodation is satisfactory but there is a limited amount of space in the reception classroom. The staffing levels are satisfactory and arrangements to teach the mixed age classes are appropriately managed. The effective use of well-informed classroom assistants ensures that pupils receive the support they need.

Care, guidance and support

Procedures to ensure pupils' welfare and safety are **satisfactory**. Teachers and other staff know pupils well and they provide **good** support when required. The school is **good** at seeking, valuing and acting upon pupils' views.

Main strengths and weaknesses

- There are good arrangements for seeking and acting upon pupils' views
- Staff are always on hand to attend to pupils' needs. As a result, pupils feel happy and secure.
- Arrangements for the induction of pupils are effective.
- The headteacher needs to receive updated training in child protection procedures.

Commentary

23. The school seeks pupils' views through the school council. At its meetings pupils freely express their views on what they like and dislike about school and what can be done to change things. During the inspection members of the council were able to cite recent examples of the school's actions which followed useful suggestions made at its meetings. Pupils are given ample opportunities to take on responsibility for a range of routine tasks, such as acting as assembly monitors and librarians, raising money for charities and participating in paired reading arrangements. The headteacher holds particular store by the residential visits which she feels are a very good vehicle for developing pupils' confidence, sense of personal responsibility and teamwork.
24. The small size of the school means staff know pupils well and this in-depth knowledge enables teachers and assistants to provide effective advice and guidance, when they are needed. Much

of the monitoring is informal, based on each teacher's intuitive knowledge of the pupils concerned. Regular circle times and an emphasis on PSHE give teachers additional opportunities to assess pupils' personal development. Inspectors' interviews with pupils confirm that they feel secure in the knowledge that there is always someone they can turn to for help.

25. Arrangements for the induction of new children are good. The school's close proximity to the nursery helps to ensure the smooth transition of children into the reception class. Pre-school children regularly attend assemblies, which mean that they are familiar with the school before they start. For children who may not have attended the nursery, the school provides a thorough induction programme, either at home, or school. During the inspection one parent, whose child started in September, reported that she was immensely impressed with the way her son was welcomed into the school. All the pupils in her son's class were told his name prior to his arrival, his peg was labelled and the school even delayed having the local press take a whole-school photograph until he arrived!
26. Although the procedures for child protection are sound, the headteacher last received training over two years ago. She needs to update her knowledge and understanding of the recent procedural changes.

Partnership with parents, other schools and the community

The school has established **satisfactory** links with parents. Its links with the community it serves are satisfactory but links with other schools and colleges are good.

Main strengths and weaknesses

- The school seeks to foster good links with parents through many and varied ways.
- The school has developed positive links with other schools.
- Good links have had limited impact on some parents' perception of the school.

Commentary

27. The quality of information provided for parents and the number of links which the school has established with them are good. Each afternoon the headteacher makes herself available outside school to talk to parents and deal with their concerns. On the first Wednesday of each month, parents are invited to school to see it at work. Parents are also encouraged to attend class assemblies and to help out in school during the week. Approximately ten do, helping with reading and physical education, and providing an extra pair of hands in lessons. Parents seem to welcome the termly curriculum newsletters and numerous other letters on forthcoming events. The turn-out is good at two consultation evenings a year. Following a consultation evening that did not go well the school modified its practice and carried out an evaluation of the effectiveness of the most recent meeting. The response was overwhelmingly positive. Prior to its implementation, the new Behaviour Policy was sent home for parents' comments. Homework diaries are regularly sent home and provide a further useful means for dialogue. A very active Friends Association organises regular social and fund-raising events. It has raised significant sums of money to fund part of the new building, together with new computer equipment.
28. In spite of the many initiatives, some of which were introduced in response to parents' concerns, a small number of parents have expressed dissatisfaction with some aspects of the school. The parents' meeting and the questionnaire indicated that several parents do not think the school listens to their concerns, they do not find the school approachable and they do not feel particularly well informed about their children's progress. The latter is a surprise given the overwhelmingly positive response to the most recent parents' evening. Some parents were also unhappy with teaching and the quality of leadership and management of the school. Not all

parents hold this view. Those interviewed during the week of the inspection were positive about the school.

29. Clearly some parents and the school hold opposite views on the quality of home-school links. What the school does to keep parents informed and to encourage them to get involved in the life of the school is equal to, and in some cases a lot more than, what the majority of schools provide. However, despite this work, there are still a number of parents who are dissatisfied with how it relates to them. This mismatch will not be resolved until those parents, who continue to express their concerns, meet with the headteacher to discuss them in greater detail.
30. The school has good links with other schools and colleges. It is a member of the local small schools' consortium involving ten schools, which provides a forum for sharing curriculum work and in-service training, such as the recent training day on physical education. The consortium also successfully promotes good sporting links in football, netball and orienteering as well as in technology activities. Links with Caldew Secondary School, which most of the Fellview pupils attend, are satisfactory. The deputy head of the school teaches French to pupils at Fellview and another member of staff delivers lessons on sex education. There are good links with teaching colleges. Newton Rigg College currently has a nursery nurse student at Fellview for two days a week and each year the school provides placements for students at Carlisle Teacher Training College.

LEADERSHIP AND MANAGEMENT

The leadership and management are **satisfactory** overall. The headteacher provides sound leadership and management. Other key staff make a sound contribution to the management of the school overall. The governance of the school is satisfactory.

Main strengths and weaknesses

- The headteacher is committed to raising standards and is creating a common sense of purpose within staff.
- The governing body has a sound understanding of the school and recognises the need to become more effective in its role as a critical friend.
- National Curriculum assessment data is analysed and teaching is observed but these could be done more rigorously and used more effectively to drive up standards.
- Leadership and management of special educational needs and music are good.
- Extensive and appropriate action has been taken to develop the partnership between parents and school.
- The school is committed to staff development and teacher training.

Commentary

31. The headteacher provides sound leadership. She leads a team that shares a clear vision that reflects the aims of the school. Good relationships between the headteacher, staff and pupils create a happy learning environment. Staff are committed to develop further links between the school, parents and the community and to the raising of standards. Leadership and management of special educational needs are good and ensure that these pupils achieve well. Judicious deployment of staff and careful teachers' planning ensure that the needs of lower attaining pupils are well met. The provision of specialist teaching for music effectively contributes to good standards in the subject. Members of staff willingly take on responsibilities for leading subjects and confirm that the headteacher is caring and supportive and listens to their ideas. The commitment to the continuing professional development of staff and of future teachers is strong.
32. The school satisfactorily evaluates its performance. The recent analysis of tests identified aspects of reading and mathematics as areas for development. The school has taken some

actions to improve the situation, such as its involvement in a project to raise the attainment of more able pupils, but the impact of those actions taken has still to feed through. Surprisingly, the weaknesses in science and in the achievement of higher attaining pupils in writing are not identified in the school improvement plan. However, writing does feature as a focus for the leadership programme in which the school is participating. Pupils' performance is tracked and targets are set for improvement. However, the use of data and tracking of pupils' performance are not yet rigorous enough to improve standards. Though staff are familiar with National Curriculum assessment data, they are not fully conversant with its analysis and interpretation. This presents a barrier to further driving up standards. The school improvement plan reflects a perceived need to improve communications with parents. Lessons are observed and feedback is given to teachers but not enough emphasis has been placed on helping teachers to understand what they can do to further improve their teaching.

33. The governing body share the headteacher's vision for the direction of the school. Governors are supportive of the school. Visits to the school keep them aware of developments in the curriculum. They have a reasonable knowledge of the school's strengths and weaknesses and take basic account of National Curriculum assessment data to form their views of the school's performance. They need to look more closely at this information if they are to gain a good understanding of the standards being achieved by the school. Though consulted on the school improvement plan, their role as critical friends in questioning, challenging and seeking justification of actions and proposals is insufficiently strong. Governors fully meet their statutory responsibilities and have the appropriate committees in place to govern the school.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	189,498
Total expenditure	190,416
Expenditure per pupil	2,139

Balances (£)	
Balance from previous year	1,504
Balance carried forward to the next	586

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The provision made for children in the reception class is **satisfactory**.

Main strengths and weaknesses

- Despite the limited space available for children in the reception class the teaching staff provide a good range of opportunities for learning.
- Children are achieving well in their development of language skills and are comfortably in line with expectations in the other areas of learning.

Commentary

34. Despite the barely adequate space for the reception children, the teaching in all the areas of learning is satisfactory. An appropriate range of opportunities for learning is planned that strikes a sound balance between adult-directed and activities chosen by children themselves. As a result, they make steady progress. Adults effectively manage and monitor child-chosen activities to ensure that children get a balance of experiences across a week. In addition a good selection of visits to places of interest, numerous visitors enrich and successfully extend the children's learning. Planning is based on steps that progress steadily towards the early learning goals. Children's progress is satisfactorily assessed against what has been planned each week and this assessment informs the Foundation Stage profile for each child.
35. The teacher and teaching assistant observe and support individuals effectively, sensitively promoting learning through play when opportunities arise. Mostly they use questioning well to encourage the children to think for themselves, particularly in language and mathematical activities. Questioning is equally effective when groups are brought together for specific purposes or when supporting children individually. Questioning was a strong feature of a session when both adults were helping groups develop their understanding of 'take away' using practical apparatus. In another session children were challenged to use picture clues to successfully work out what was happening in stories and to consolidate their knowledge and understanding of letter sounds and basic sight vocabulary. On occasion, opportunities to question and challenge children are missed; for example, in a physical education lesson when children were told what to do rather than encouraged to experiment with their movements. Children's behaviour is usually managed satisfactorily but occasionally silly noises and children's requests to go the toilet are allowed to detract them from their work.
36. The children's **personal, social and emotional development** is promoted satisfactorily. They have settled well into school. This is because of the good liaison between the private nursery that is held daily in the school and the caring relationships that adults quickly establish with the children. They are successfully encouraged to develop independence, for example, by being offered a choice of activities and being expected to collect and return equipment. During imaginative role-play children work comfortably with each other. When in whole-class situations most listen and sustain their involvement for considerable lengths of time.
37. The development of children's **communication, language and literacy** skills is good. Children regularly read at home and in school. Adults plan short, direct and purposeful literacy sessions that successfully promote children's speaking and listening skills, as well as the development of early reading and writing skills. Most children know initial letter sounds and many are developing a basic sight vocabulary linked to the reading scheme in use. They know parts of books, such as the title. The lowest attaining child understands that words carry meaning and that they are

made from letters. Most children can write their own names. Many attempt their own writing, with higher attaining children writing simple sentences with little adult assistance.

38. Children's **mathematical development** is comfortably in line with the expectations for their age. The numeracy sessions are well focused and sustained for long enough to retain the children's interest. Follow-up small group activities, supported by reception staff, build effectively on these short sessions and help to ensure that the children are making clear and steady progress. Most children can count to ten and some beyond. Many are able to count backwards from at least ten and can identify zero. Most understand 'add' and 'take away' and can with suitable equipment make number stories to describe simple calculations. When playing with objects children can name common shapes such as 'square' and 'triangle' and can compare and order objects according to their size.
39. As with language and mathematical development the teacher uses short sessions to promote children's **knowledge and understanding of the world** effectively. Their achievement in this area is also comfortably in line with what is expected for their age. In one session the teacher explored with the children common and more exotic fruits to find out what they looked like inside and what kind of seeds they had. Not only did this session enhance the children's knowledge and understanding of fruits but it also made a useful contribution to their spiritual development as they were visibly amazed at the appearance of the insides of fruits. Children's visits to places such as the seaside, local towns and travel agents and visitors to the reception class add to their knowledge and understanding of different environments. Within the classroom an indoor 'garden' presents opportunities for children to observe and learn about mini-beasts. A computer in the reception class provides regular opportunities for children to practise their growing knowledge and understanding of number and recognition of letters. Additionally, it allows children to develop their basic computer skills such as using the mouse and program controls. Constructional toys are at hand for children to try their practical skills and use them in their imaginative play.
40. Children's **physical development** is satisfactory. The regular use of scissors and other tools in the classroom helps children develop their fine motor skills. The reception children join Year 1 pupils in some of the physical activities as well as being taught on their own. The physical education lesson with Year 1 pupils was not so successful as it was too directed and provided fewer opportunities for children to experiment and develop their skills. However, when they were taught on their own the planned activities were better matched to their development needs. As a result, they improved considerably their skills of moving in different ways and refined the control of their movements. In the afternoons children have access to a good outdoor area that is part of the private nursery and have ample opportunities to improve their skills in steering and controlling large equipment.
41. The children's **creative development** is satisfactory. To a certain extent the limited space available to reception children restricts opportunities for painting and making large models. However, adults in the reception ensure that they are able to use a range of pens and crayons and materials to make colourful pictures and collage. Children also enact imaginative play in the small home corner and when playing with small toys. The reception children benefit from the specialist teaching in music when they join older pupils in Years 1 and 2. As a result, they are developing a good understanding of rhythm and the sound effects produced by different instruments, as well as improving their singing.
42. The quality of provision and the standards and achievement of children are similar to those found in the last inspection. Children's achievement in communication, language and literacy has improved and the children are benefiting from being taught as a separate class which was not the case at the last inspection. Leadership and management of the Foundation Stage are satisfactory and the teacher makes a good contribution to the provision in the private nursery by overseeing planning and by her involvement with its management committee.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- The quality of teaching is satisfactory but its impact on raising the achievement of higher attaining pupils in writing is inconsistent.
- Lower attaining pupils achieve well because teachers precisely identify their needs and provide good support.
- Standards of reading are good because teachers make sure pupils have the necessary basic skills.
- Pupils have opportunities to write for different purposes. However, pupils' narrative writing is insufficiently developed.
- Teachers check pupils' work regularly and provide supportive and positive comments but do not give them sufficient guidance on how they can improve their work.

Commentary

43. Pupils make satisfactory progress over time and the inspection evidence shows that overall standards in the present Year 2 and 6 are average. All pupils achieve well in reading because of good teaching of basic reading skills and standards are above national expectations. Though standards in writing are sound, the school is less successful in achieving the higher results seen in similar schools. Lower attaining pupils achieve well. This is because teachers have a good knowledge of their needs and provide suitable work and support within lessons. Standards in the subject are similar to those seen at the time of the previous inspection.
44. Teaching in the subject is satisfactory overall with some good elements. When teaching is clearly focused and reflects high expectations and challenge, as was seen in a Year 3/4 lesson and in a Year 5/6 lesson, pupils listen carefully, respond well and make good progress. In both lessons pupils understood how to develop character through dialogue and also the conventions in writing a play script. Classroom assistants are knowledgeable, understand the needs of lower attaining pupils, and work well with teachers. They are adept in leading discussions and questioning pupils. This means their work contributes significantly to lower attaining pupils' good achievement.
45. Pupils are reminded of the need to edit and review their writing in order to improve its quality, as was seen in a Year 5 and 6 lesson. However, the analysis of pupils' writing indicates that this is not a consistent feature in their work. Though all teachers mark work carefully and use praise, they place insufficient emphasis on the need for pupils to reread and edit their work. Additionally, pupils have insufficient opportunities to write extended pieces including stories, thus limiting time for practising their editing skills to drive up standards, particularly for the higher attaining pupils.
46. Pupils read confidently and fluently by the end of Year 6. This is because teachers place good emphasis on the development of reading strategies in Years 1 and 2. By Year 6, pupils enjoy reading, are familiar with famous authors and can access information from reference books. The library has a good range of books and is well organised with colourful inviting displays.
47. Leadership and management are satisfactory. Following an audit of its library provision, the school purchased a wider range of books to support pupils' literacy skills. Monitoring and evaluation of the school's national results and of teaching identified reading as an area for further development. This is rightly included in the current school improvement plan and is

linked to staff development. However, the relatively weaker area of writing is not included. A system of setting targets for pupils is in place, although this has yet to show the desired impact on standards.

Language and literacy across the curriculum

48. By Year 6 pupils' use of language and literacy across the curriculum is good. ICT is used to research information in a range of subjects. In music lessons the teacher's insistence on pupils using the correct vocabulary helps them develop a clear understanding of words such as chords, bars, pulse and rhythm. The high profile of music makes a good contribution to the development of pupils' listening skills. The school council, work in PSHE and paired discussions in lessons also develop and consolidate pupils' speaking skills. Pupils write for different purposes, including writing labels and instructions, compiling tables in science and writing reports on visits. In the Year 5/6 class, pupils' geography work on rivers provided inspiration for the following sensitive piece of writing:

"Middle aged now more calm and sensible, working with strength and forceful movement, steadily carrying rocks, through life. Now old and slow moving quietly and sleepily, through the last of its days, meets the ocean and dies, the life of the river is over."

MATHEMATICS

Provision for mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils in Years 1 and 2 achieve well because of the good teaching but this is not maintained in Years 3 to 6.
- More challenging learning activities could be provided for pupils from Year 3 to Year 6, particularly those who are higher achievers.
- There is insufficient emphasis on problem solving.
- Pupils with special educational needs achieve well and make good progress.
- Management of the subject is good and the co-ordinator is aware of the developments that are required to improve standards.
- Insufficient use is made of mathematics in other subjects.

Commentary

49. Standards in mathematics are good at Year 2 and are satisfactory at Year 6. In Years 1 and 2, pupils take part in a good range of counting, sorting and number activities and demonstrate their growing confidence in handling number. In a good lesson in Year 2 all the pupils were presented with a well-organised range of sorting tasks. They worked well together to choose the sets that could be used to classify an assortment of objects. More able pupils relished the challenge of having to decide the criteria by which dominoes could be sorted. They make good progress in their understanding of basic number operations because they are offered ample opportunities to practise and consolidate these skills. The challenge that is provided in the work set for the more able pupils in Year 2 is lacking in the activities presented to the more able older pupils. Years 5 and 6 pupils display a good range of mental skills but there are too few opportunities for them to apply these skills to solve problems and to develop their independent work. This has a direct effect on the standards that they achieve in test situations. During discussions, Year 2 and Year 6 pupils were able to give accurate and immediate answers to questions, for example in Year 6 involving times tables, decimals and percentages. Standards are similar to those found at the last inspection.

50. The subject is satisfactorily led and well managed. The co-ordinator has meticulously analysed the test results, which led to the identification of problem solving and lack of challenge for the more able as weaknesses in the school's provision. Action has begun to be taken to tackle these issues. Procedures for checking pupils' progress are satisfactory and are used to good effect in establishing suitable individual targets for pupils with special needs. These ensure that they make good progress.

Mathematics across the curriculum

51. Opportunities for pupils to apply their knowledge and understanding of mathematics to activities in other subjects are limited. In a Year 6 science lesson, opportunities were not taken to produce graphs to represent the recording of water temperature. However, in a Year 2 science lesson, the more able pupils drew a graph to show that the height of a ramp influences the distance that a model car travels. Generally the younger pupils have more opportunities than the older ones to use their mathematical skills in varied and challenging situations. The insufficient use of mathematics across the curriculum restricts the achievement of pupils from Year 3 to Year 6.

SCIENCE

Provision for science is **unsatisfactory**.

Main strengths and weaknesses

- By Year 6 pupils' skills, knowledge and understanding are not as secure as they should be.
- Not enough is done to consolidate pupils' knowledge and understanding in science as they move through the school.
- A strength that can be further built on is the teaching of practical investigation skills in the subject.
- Leadership and management of the subject have not been as effective as they could have been.

Commentary

52. Standards and achievement are not as good as they were judged at the time of the last inspection because the quality of teaching and the leadership of the subject is not as strong as it needs to be. By Year 2 pupils are reaching national expectations and their achievement is satisfactory across the strands that have been taught so far. They have sound knowledge of living things and materials and a good understanding of forces. Pupils, for example, know the effect of raising the ramp on the distance a toy car will run. By Year 6 pupils' knowledge and understanding are insecure, contributing to standards that are close to but below national expectations. Pupils' general lack of confidence in what they know and can do limits their achievement. Despite the planned teaching of practical investigation skills in science, the idea of a fair test is not as well understood by average and below average attaining pupils as it should be. Pupils' knowledge of living things is sound although pupils often do not understand key terms, such as predator and prey. Average and below average pupils are unsure about aspects of electricity, such as different circuits. Their understanding of how shadows are formed and how forces can be balanced is patchy. Pupils' knowledge of materials and their properties is generally more secure, although they have some uncertainty about reversible and irreversible changes in some materials.
53. The planning of science contributes to some of the weaknesses in teaching and pupils' achievement in the subject. As it stands the planning reduces the chances of Year 2 pupils to achieve better than they do. Science topics are taught on a two-year cycle across the school. This is basically a sensible approach when there are mixed-age classes and avoids pupils missing out units of learning or unnecessarily repeating them. However, as a consequence of this arrangement, there can be long periods before pupils return to strands of the subject covered earlier on. This leads to many pupils forgetting basic information and to their

understanding not being consolidated. This also leads to lack of continuity, with serious consequences for pupils' ongoing achievement.

54. Teaching overall is just satisfactory; it is more effective in Years 1 and 2 than in Years 3 to 6. The teaching of practical investigation skills in science has some strengths because it engages pupils' interest and encourages them to tackle problems. When implemented well this approach was seen to lead to good achievement. In a very well organised lesson on electricity in Years 1 and 2, the practical work was well matched to the abilities and ages of pupils and all were challenged to think and work purposefully throughout. However, sometimes investigations could be organised more effectively to ensure that time is used as well as it could be. On occasion, pupils do not achieve as much as they could because teachers do not ensure that all pupils are listening to their explanations. The teaching assistants are used well in lessons and their skilful support for pupils with special educational needs and those who find learning more difficult is effective. These groups of pupils, therefore, often make better progress than other pupils in lessons. Generally, too little is done to help pupils to understand what they can do to make their work better. Marking is often superficial and gives too little guidance to pupils to raise their achievement.
55. The co-ordinator for science undertakes many useful monitoring activities that should provide her with a good understanding of strengths and weaknesses in pupils' learning. However, they lack rigour, which means not enough has been done to tackle the weaknesses that exist. Because of this, leadership and management have not been effective in bringing about the necessary improvement in quality and standards.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is **satisfactory**.

Main strengths and weaknesses

- Pupils are secure in some basic ICT skills; for example, they are confident in using word-processing and programs in art to communicate their ideas.
- Pupils are unsure about databases, although they have a good understanding of spreadsheets.
- Not enough has been done to develop fully pupils' understanding and skills in using computers to control other devices or to monitor events, such as measuring and recording changes in wind speed.

Commentary

56. Too little teaching of ICT was seen during the inspection to make firm judgements on teaching and learning. ICT is mainly taught by a teaching assistant who has a particular interest and secure skills in the subject. She plans work for each class in collaboration with the teacher, which helps to ensure that whenever it is possible, teaching in ICT is linked to themes that are being currently taught in other subjects. This works effectively and makes ICT activities meaningful for pupils. Year 3 pupils, for example, cut and paste text and pictures to produce a booklet on the theme of keeping teeth healthy. The teaching assistant assesses pupils' progress satisfactorily and records their achievement against the objectives set. Pupils' progress would be enhanced if teachers looked for and took opportunities to teach ICT skills themselves in lessons in other subjects.
57. Most of the requirements for ICT are covered satisfactorily at a suitable level; however, the strand for monitoring and control is currently superficially dealt with. Year 2 pupils use a 'Roamer', a programmable toy, to develop basic skills in controlling devices but little is done to build on this achievement. The school is aware of the need to cover this aspect of ICT and has bought appropriate software for older pupils to extend their knowledge and skills in using monitoring and control mechanisms. To improve the provision for science, the school has

planned to purchase further equipment, for example to remotely measure and record changes in temperature. The school is taking the right steps to remedy the situation. Leadership and management are satisfactory as weaknesses have been identified and are being tackled.

58. Discussions with pupils and analysis of their completed work reveal that standards are in line with national expectations overall, that they make sound progress and that their achievement is satisfactory. This picture is similar to that found by the last inspection. Pupils are enthusiastic about using ICT. By Year 6 they gain sufficient independence in the use of available equipment. Pupils use a range of formatting and tools to present their work effectively in text, pictorial form or both. They understand that information can be stored, sorted and searched but are unsure about how databases work. However, pupils are far more confident in their knowledge and skills in using spreadsheets. They are also able to find information on the Internet using 'search engines' and can narrow searches down when they need to do so. Year 2 pupils use art programs and successfully develop and present their ideas. They use a suitable range of tools to refine and improve their presentation. They are also beginning to use the Internet to find the answers to questions raised in other subjects, such as science. Some weaknesses remain; for example, insufficient use is made of computers in presenting pupils' collection of data.

Information and communication technology across the curriculum

59. ICT is used satisfactorily across the curriculum because most of the work undertaken is planned across other subjects.

HUMANITIES

60. In humanities, a sample of pupils' work in **history** and **geography** was analysed. Only one lesson was seen in history. It is, therefore, not possible to form an overall judgement about provision in these subjects. The available pupils' written work and the teachers' planning indicate that the coverage of content provided in both subjects is adequate. However, in the pupils' books there was more work on history projects.
61. It is clear that in both subjects educational visits and the use of artefacts play an important part in making the work interesting and relevant. In an effective history lesson in Years 3 and 4 the teacher provided different items of food for pupils to decide which were used in Roman times. They also had to research recipes to devise a three-course Roman meal. Their knowledge of the Romans is further extended by a visit to Vindolanda on Hadrian's Wall. These practical activities helped pupils understand and interpret the Roman past. Educational visits also include the study of the features of the local river for Year 5/6, a visit to the Tullie museum in Carlisle to look at toys and games from the past for Years 1/2 and a journey to Penrith for the reception class, which encouraged children to develop their observation skills. From talking to the pupils it is obvious that they enjoy history. The pupils in Year 2 can talk in detail about their study of the Victorians and pupils in Year 6 can remember with enthusiasm their work on World War II when they were in Year 3/4.

Religious education

Provision in the subject is **satisfactory**. Because no lessons were observed during the inspection this judgement is based on discussion with pupils, and an analysis of displays, their written work and teachers' planning.

Main strengths and weaknesses

- Pupils are provided with a good range of well-planned opportunities to extend their knowledge of different faiths.
- Pupils show good recall of what they have learnt in lessons.

Commentary

62. The planning of religious education is based on the areas of study suggested in the locally agreed syllabus, as was the case at the time of the last inspection.
63. Discussions with pupils in Years 2, 3, 4, and 6 show that they have a good understanding of the areas that they have studied in lessons. Younger pupils can confidently talk about the different signs of the cross, for example the Cross of Thorns and a Celtic cross. Following a well-planned lesson in Years 3 and 4, the pupils are able to describe the symbolism of light and the use of lamps in Hinduism. They have made clay replicas of the lamps which will be taken home when they have been decorated. The residential visit to Bradford, a multi-cultural and multi-faith area, proved very effective in providing the pupils in Years 5 and 6 with first-hand knowledge and understanding of Hinduism. During their stay they visited a Hindu temple and attended a service. There are a number of good links with the local churches and members of local clergy bring their expertise to whole-school assemblies. These links extends pupils' understanding of Christianity.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

64. Too few lessons were observed in **art and design** and **physical education** to make firm judgements on overall teaching for either subject. However, analysis of pupils' work, teachers' planning and discussion with pupils indicate that an appropriate range of aspects is covered. In **art and design** pupils have opportunities to work with different materials including printing, weaving, observational drawings and still life paintings. In Years 3 and 4 there were good links with history where pupils drew Roman objects, created Roman mosaics and made prints based on Celtic designs. In a Year 5/6 lesson pupils made good use of a frame to create a still life composition in chalk and charcoal. Still life paintings of famous artists, such as Braque and Matisse, supported pupils' work and developed their understanding of composition. Year 1 and 2 pupils used a digital camera to record patterns in the environment. In **physical education** Year 6 pupils are able to explain how physical activity contributes to health. They enjoy participating in a number of games, gymnastics and swimming activities. All pupils learn water safety and the large majority learn to swim 25 metres. They participate in inter-school competitions and the school seeks to extend their experiences through an orienteering club and a residential visit.
65. No lessons were seen in **design and technology**. The pupils' completed work shows that provision is satisfactory. Pupils are presented with appropriate challenge that requires them to design, make and evaluate their products using a range of materials. Their finished work included an interesting range: board games and toys in Years 1 and 2, 'action books' linked to a science topic on plants and growth in Years 3 and 4, and masks in Years 5 and 6 based on the pupils' study of Shakespeare's *A Midsummer Night's Dream*.

Music

There is **good** provision for music.

Main strengths and weaknesses

- Good teaching makes sure pupils achieve well and reach good standards.

- Pupils have opportunities to play a range of instruments.
- Leadership and management provide knowledgeable guidance.

Commentary

66. Standards of singing are average by the end of Year 2 and good by the end of Year 6. This represents an achievement that is above the expected levels and is similar to that reported in the last inspection. Pupils sing with enthusiasm, in tune and with good diction. All pupils have the opportunity to play a wide range of instruments either in class or through specialist teaching of the recorder, guitar, brass instruments and piano. Pupils have the opportunity to perform within the school and community.
67. Teaching is good. Visiting instrumental teachers contribute well to pupils' good progress in the subject. These teachers have good subject knowledge and their explanations clearly add to pupils' performance in music. Pupils make good progress because of good subject knowledge and clear explanations. This helped a class of Year 3 and 4 pupils make good progress in playing the recorder. They were able to maintain tempo and read musical notation. Very good questioning developed Year 6 pupils' understanding of musical terms such as rhythm, pulse and beat. The pupils were able to perform a calypso carol, maintaining their own part in singing or playing a percussion instrument.
68. Leadership and management in the subject are good. The school commits sufficient funding to maintain the high profile of music to ensure that all pupils benefit from specialist teaching within the class and groups.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	4
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	5
Value for money provided by the school	4
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	4
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils' needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
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	4
The quality of the school's links with the community	4
The school's links with other schools and colleges	3
The leadership and management of the school	4
The governance of the school	4
The leadership of the headteacher	4
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).