

INSPECTION REPORT

GOSFORTH C OF E PRIMARY SCHOOL

Gosforth

LEA area: Cumbria

Unique reference number: 112294

Headteacher: Mr J Corran

Lead inspector: Mr D Hardman

Dates of inspection: 7th – 9th June 2004

Inspection number: 256234

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll:	116
School address:	Wasdale Road Gosforth Seascale Cumbria
Postcode:	CA20 1AZ
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Appropriate authority:	The governing body
Name of chair of governors:	Miss R Schofield
Date of previous inspection:	29 th April 2002

CHARACTERISTICS OF THE SCHOOL

Gosforth C of E Primary School is a smaller than average sized school, with 116 pupils on roll including 14 children in the reception class. The school is involved in the Small Schools Fund and the Primary Leadership Programme and gained the Active Mark and Investors in People awards in 2004. There is a broad social mix in the school and the full range of ability is represented. Children's attainment when they start school shows that many have skills that are average when compared with the levels expected for their age. There are no pupils from minority ethnic groups or who speak English as an additional language. There are 4.2 per cent of pupils eligible for free school meals, which is below the national average. Fourteen per cent of pupils have been identified as having special educational needs, which is in line with the national average and 3.4 per cent have statements of special educational need, which is above the national average. Most pupils with special educational needs have moderate learning difficulties or speech and communication difficulties.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
17794	Mr D Hardman	Lead inspector	Mathematics Science Art and Design Design and technology Music Physical education Foundation Stage
11468	Mrs J Menes	Lay inspector	
2759	Mr D Sleightholme	Team inspector	English Religious education Information and communication technology Geography History Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school, which is no longer underachieving. By Year 6, pupils' attainment is above the level expected for their age in English, mathematics and science. The headteacher provides strong leadership and clear direction for the work of the school. The potential barrier to improvement of small, fluctuating numbers in each year group is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Teaching and learning are good and pupils achieve well in lessons.
- Leadership and management by the headteacher, key staff and governors are good.
- Children make a very good start to their education in the reception class because of very good teaching.
- Pupils are not given enough opportunities to practise their information and communication technology (ICT) skills in other subjects.
- Provision for pupils' moral, social and cultural development is very good.
- The curriculum is good with very good provision for enrichment.

Improvement since the last inspection is good. Leadership and management have been improved and the quality of teaching has improved because the observations of teaching and learning by the headteacher and key staff are used effectively to share good practice and remedy weaknesses. Good improvements have been made to teachers' planning and to ensure that pupils build effectively on their previous learning. Timetables have been revised to ensure that all subjects receive sufficient time to allow for the teaching of the National Curriculum.

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	C	A	A
mathematics	A	D	D	D
science	A	D	C	C

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

Pupils' achievements throughout the school are good, especially in English, mathematics and science. The table shows that the National Curriculum test results in 2003 were well above the national average in English, average in science but below average in mathematics. However, there were few pupils taking the tests and the analysis of individual pupils' results shows that a significant number missed the grade expected of them by very few marks in mathematics. Currently, by Year 6, pupils' attainment is above the level expected in English, mathematics and science. In religious education and ICT, pupils' attainment is in line with what is expected for their age; however, they are not given enough opportunities to practise their ICT skills in other subjects. The school focus to eradicate underachievement in English and religious education has been successful. By Year 2, pupils' attainment is above the levels expected for their age in speaking and listening, reading, writing, mathematics and science and at the level expected in religious education and ICT. Overall, children's attainment in the reception class is above average; it is well above the levels expected for their age in personal, social and emotional development, communication, language and literacy and

mathematical development. Their achievements are good and they rapidly improve over time because of very good teaching and well-organised activities that enhance their learning.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are good, and their relationships with others are very good. Attendance, for the present year, is well above average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good; as a result pupils' learning is good and their skills, knowledge and understanding improve as they move through the school. The teaching for children in the reception class is very good, which is a major factor in their achievements. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress is good and the results of these assessments are used well to tailor work for pupils of different ability. Good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance learning. The provision for care, guidance and support is good. The partnership with parents is good, and with the community very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership provided by the headteacher is a major factor in the quality of teamwork in the school. The management of the school is good and the monitoring of teaching and learning by the headteacher and key staff is bringing about improvement and so raising standards. The governance of the school is good and governors fulfil their statutory duties. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on their visits, especially the residential ones.

IMPROVEMENTS NEEDED

The most important thing the school should do to improve is:

- provide more opportunities for pupils to use computers in other subjects and so raise their standards in ICT further.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements in Years 2 and 6 are good and they achieve standards that are above the levels expected for their age in English, mathematics and science. Standards have been improved since the last inspection report. Children's achievements in the reception class are good in personal, social and emotional development, communication, language and literacy and mathematical development.

Main strengths and weaknesses

- Children in the reception class are given a very good start to their education.
- Pupils achieve very well because teachers use assessments well to ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- There are insufficient opportunities for pupils to use computers to support their work in other subjects and so enhance their skills.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

Commentary

1. Children's achievements in the present reception class are very good and standards are well above the level expected in communication, language and literacy, mathematical development and personal, social and emotional development. In the reception class the teacher organises support assistants very well and they work very well together to ensure that all children have very good opportunities to develop their skills. All children benefit from very good teaching because of the very good relationships. For example, they co-operate well in the activities they undertake in all areas of learning and this improves their confidence and skills, especially in language and communication. When children start school, many have average skills for their age. All children make very good progress and most reach standards that are above or often well above the goals children are expected to reach by the end of reception.
2. In Year 2, pupils' attainment in the National Curriculum tests in 2003 was below average in reading and well below average in writing and mathematics. However, there was a very small number of pupils taking the tests and a significant number had special educational needs which brought the overall standard down. In the present Year 2, pupils' attainment is above the level expected in speaking and listening, reading, writing, mathematics and science. Pupils' attainment is improving because teaching is good and the National Literacy and Numeracy Strategies are well implemented. This represents good achievement for this group of pupils from when they first entered the school. Although year groups vary quite considerably because of the number of pupils with special educational needs, the school makes good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

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

Standards in:	School results	National results
reading	14.8 (17.1)	15.7 (15.8)
writing	12.3 (17.0)	14.6 (14.4)
mathematics	13.9 (18.9)	16.3 (16.5)

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

- In the National Curriculum test results in 2003 pupils' standards were well above the national average in English, in line with the average in science but below average for mathematics. However, there were relatively few pupils taking the tests and in mathematics a significant number missed gaining the next level by only one or two marks. Currently, by Year 6, pupils' attainment is above the level expected in English, mathematics and science. It is in line with the level expected in ICT and religious education. The school's efforts to raise pupils' attainment have been successful in these subjects and pupils are no longer underachieving. Teaching is improving because leadership is good at identifying what is and is not working, building on the strengths and remedying the weaknesses.

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

Standards in:	School results	National results
English	28.5 (26.6)	26.8 (27.0)
mathematics	26.4 (25.9)	26.8 (26.7)
science	28.5 (28.1)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year.

- Pupils' attainment in ICT is at the level expected in Years 2 and 6; however, there are insufficient opportunities for pupils to use computers to support their work in other subjects and so enhance their learning. Pupils are keen to use the computers and their skills gradually improve especially in word processing, using the Internet for research and in supporting some work in English, mathematics and science. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about standards.
- Pupils with special educational needs make good progress and achieve well, set against their individual learning targets. The quality of individual education plans is good. They enable pupils to progress in small, well-defined stages. Teachers plan well for pupils with special educational needs and, as a result, they attain standards that represent good achievement, in relation to their abilities. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well-trained learning support staff. This has a positive effect on their learning and the standards they achieve. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented, as their skills are assessed and appropriate work is provided to challenge and extend them. Parents' comments show that they feel their children are achieving well and making good progress. This is supported by the inspection team; for example, pupils use their language, literacy and numeracy skills well in other subjects. The trend of pupils' attainment over time is in line with the national trend.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good, and their relationships with others are very good. Pupils' personal qualities, including their spiritual, moral, social and cultural development are very good. Pupils' attendance at school is well above national levels.

Main strengths and weaknesses

- Pupils are eager to be involved in all aspects of school life so that the school works well as a community.
- Very good relationships throughout the school support pupils' learning and personal development.
- The school sets high expectations for pupils' behaviour and pupils often behave very well in lessons and assemblies.
- The school prepares pupils very well to take their place in the wider community as mature and well-rounded individuals.

Commentary

6. The headteacher and staff have created a positive ethos and a strong sense of community in the school. Pupils enjoy school and are enthusiastic about the variety of activities it offers. They take an interest in their lessons, listen to the teacher and each other and concentrate well. In the best lessons, all pupils are fully engaged and are keen to learn and make progress. They willingly take on a wide variety of responsibilities and offer to help when they see the need. Children in the reception class have very good attitudes, behave very well and show independence in their choice of activities and knowledge of classroom routines. Older pupils have regular jobs; for example, they support the dinner supervisors by helping to organise pupils coming into the dining hall. They also read with reception children regularly. Pupils take pride in their efforts to raise money for charity and for the school, for example, by putting on a concert involving musicians from school and the community and by running stalls for Friends of the School events.
7. Pupils' behaviour in school and at playtimes is good overall and they often behave very well in lessons and assemblies. Parents are very pleased with the high standards of behaviour expected and feel that bullying and harassment are effectively dealt with. Pupils interact well with each other and relationships throughout the school are friendly and constructive. Teachers are good examples in the respect and courtesy that they accord to all pupils, which helps pupils grow in confidence and self-esteem.
8. The provision for pupils' spiritual, moral, social and cultural development is very good. Pupils are taught about other religions so that they learn to respect differing values and beliefs. They are quiet and attentive in assemblies and consider feelings, such as the nature of love, and take the opportunity for private prayer. Some pupils took part in an event at the Methodist chapel where they joined in role-play activities to help them understand the feelings of refugees and asylum seekers. All pupils have the chance to attend residential visits where they learn to relate to each other and to staff in a different environment. Pupils develop a very good sense of themselves as part of a community through participation in activities such as the creation of a fine ceramic mural. In this project, staff, parents and pupils worked with a visiting artist to depict their own locality with the school at its heart. They participate in events in the village and send representatives to the Copeland Youth Council. A local councillor visits the school, which helps to relate this experience to their future responsibilities as adults. The school works hard to ensure pupils gain a good sense of their own culture, and to experience some aspects of differing cultures and of racial diversity. Musical events of all kinds provide a strong cultural thread including, for example, visits from a group performing a range of South American musical traditions. Pupils are supportive of the school and comment very favourably on the wide range of activities provided for them.

Attendance

Pupils' attendance and punctuality are very good and there is no unauthorised absence.

Attendance in the latest complete reporting year 2002 - 2003

Authorised absence		Unauthorised absence	
School data	4.4	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.

Exclusions

There were no exclusions last year.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is good provision for pupils in English, mathematics and science. Provision for religious education and ICT is satisfactory. There is also very good provision for pupils' personal development. Links with parents are good, and with the community very good.

Teaching and learning

The quality of teaching is good. This has a positive impact on the quality of pupils' learning which is also good. Teachers know their pupils well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is good.

Main strengths and weaknesses

- Assessment information is used well to tailor the work for differently attaining pupils, including those with special educational needs and those who are gifted and talented.
- The quality of teaching for children in the reception class is very good.
- Teaching is good and lessons are interesting for pupils. As a result, they enjoy coming to school and try hard in their work.
- The management of behaviour is very good and all pupils, whatever their ability, are given equal opportunities to succeed.
- Pupils with special educational needs make good progress because they are fully included in lessons.

Commentary

9. Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example by setting targets to improve pupils' attainment. The assessment of pupils' progress is a unified system used effectively by all staff. Pupils gain sufficient information on how well they are achieving and there are clear targets for what they must do next to improve.
10. Teaching is good. The headteacher and key staff have undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. The National Literacy and Numeracy Strategies are used well and, because of

this, pupils' standards are improving in English and mathematics. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving. The quality of teaching has improved since the last inspection report.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	7	12	5	0	0	0

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

11. The quality of teaching for children in the reception class is very good. The teacher is confident and the planning takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. The children's learning is supported by thoroughly prepared, practical activities and experiences that are wide ranging and interesting. This motivates children to learn very well. Staff use resources very well and bring enthusiasm, skill and understanding to children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. There is a good balance between direct teaching and opportunities for structured play activities. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. The use of support staff is very good and makes a significant contribution to children's learning because of the many opportunities provided for children to express their ideas and use a wide range of materials in their activities.

12. The teaching of basic skills is good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers' planning is clearly linked to the requirements of the National Literacy and Numeracy Strategies. The pace of lessons is good and pupils have very good relationships with teachers and adults in the classroom, which means that most pupils are keen to please teachers and do well. Teachers use the recommendations of the literacy strategy effectively and plan lessons that are challenging and interesting. For example, in an English lesson for pupils in a Year 6 class, they were challenged well to use their knowledge to write one sentence for each of a number of pictures to describe their feelings. Comments were often very perceptive, for example, "a solitary child thinking deep thoughts".

13. Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with special educational needs is good because teachers plan activities well and ensure these are closely matched to pupils' needs. Some pupils are withdrawn from lessons for short periods of time to work in small groups to boost their skills and confidence. For example, a number of lower attaining pupils receive intensive support through the additional literacy support, giving them greater confidence to tackle work across the whole curriculum.

The curriculum

The school provides a good curriculum; it is broad, relevant and meets statutory requirements. Curriculum planning and delivery of the National Literacy and Numeracy Strategies are much better than at the time of the previous inspection with previous weaknesses eradicated. A very good range

of visits and frequent visitors into school enrich the curriculum very well. Resources and accommodation are satisfactory. Resources and accommodation in the Foundation Stage are good.

Main strengths and weaknesses

- The good curriculum has had a positive impact on standards in English, mathematics and science.
- There is insufficient use of ICT to support other subjects.
- Personal, social and health education is very good.
- The provision for pupils who have special educational needs is good.
- Pupils are prepared well for the next stage in education.

Commentary

14. The curriculum for children in the Foundation Stage provides a good range of opportunities that ensures children achieve well. Reception class displays are bright and interesting and at the time of this inspection included the life cycle of a butterfly, animal and bird habitats, self-portraits, literacy activities on the theme of Humpty Dumpty and a mosaic of the local church.
15. The curriculum for pupils from Year 1 to Year 6 is now planned successfully and lessons cover the statutory requirements for each subject and those written into the locally agreed syllabus for religious education. Acting on advice and support from local education authority consultants, teachers now ensure that the principles of the National Strategies for Literacy and Numeracy are incorporated into weekly lesson plans. Since the previous inspection the main priority has been to improve core subjects of English, mathematics and science and the actions taken to improve planning have led to better standards and good achievement in these subjects. National guidance for all other subjects has been adopted satisfactorily, with topics often taught through half-term units of work.
16. The use of ICT to enhance learning in other subjects is insufficient. Occasionally, it does make an important contribution. In a mathematics lesson for a class of Year 3/4 pupils ICT was used well to help pupils learn about symmetry and in Year 6 pupils used ICT to control models made in a design activity. Too often recognition of the potential of ICT for learning is omitted when lessons are being planned.
17. The headteacher has strongly supported the use of enrichment programmes to raise achievement. The high quality ceramic mural featuring village life in and around Gosforth mounted in the school entrance is a good example of how all pupils worked with a visiting artist to find out about and express their cultural heritage. The opportunities provided cater for a wide range of interests; pupils regularly take part in musical activities with other schools, for example, in a jazz festival and also engage in sports fixtures with a group of local small schools. Community links are very positive and pupils are often involved in local events. This ensures all pupils receive a curriculum that is relevant and meaningful to them and as such represents a good improvement since the last inspection.
18. Lessons are formally planned to provide pupils with very good experiences of personal, social and health education. During a lesson for a mixed age class covering Years 4 and 5 the pupils discussed their personal qualities as the teacher explained the difference between being an introvert and an extrovert with pupils showing a willingness to declare which they are. Personal qualities are promoted well during an outdoor education field study programme. This is used effectively to develop team-building skills through an adventure programme that incorporates orienteering.
19. The provision for pupils who have special educational needs is good. It includes the successful implementation of national programmes such as the additional literacy strategy. Support staff provide good individual and small group help effectively. They show considerable patience and

encouragement when helping pupils whose ability to concentrate is very limited. They are well briefed on the content of lessons, providing daily help on improving basic skills such as spelling and reading. Pupils less confident in expressing their views in a large class setting are withdrawn to continue their work on personal and social development with a member of the support staff. They make good progress because they discuss their achievements and areas where they want to improve in a more personal atmosphere.

20. Pupils are prepared well for the next stage in their education. Transfer from the Foundation Stage to Year 1 is smooth because the present organisation of the school includes a class covering reception and some Year 1 pupils. There are well-established arrangements for the transfer of information from the Year 1/2 class to the Year 3/4 class. Good provision for transfer to the secondary stage is made through the curriculum programme that includes some foreign language teaching and the introduction of philosophy for children.
21. Accommodation and resources for the Foundation Stage are good and are used to good effect to provide interesting and lively learning activities. Resources for all other subjects are satisfactory and their effective use has a positive effect on both teaching and learning. The accommodation overall is satisfactory. It is well organised and scrupulously clean and well maintained, but space is limited. The school makes the best use it can of its accommodation. The number of staff is adequate to meet the needs of the curriculum. There is a good number of support staff who contribute well to the achievement of pupils with special educational needs. Support staff in the Foundation Stage make a major contribution to the success of the provision.

Care, guidance and support

Provision is good and has been maintained since the last inspection. The school offers its pupils a caring and supportive environment where all are valued and respected. There are good procedures relating to child protection, health and safety.

Main strengths and weaknesses

- Staff know pupils very well and take good care of them.
- Procedures for induction are very good so that pupils settle down quickly.
- Good support and guidance for older pupils help them be aware of their strengths and weaknesses and what they need to do to improve.

Commentary

22. Teachers develop very good relationships with pupils, based on trust and respect, so that they provide effective care and support for all pupils. Governors have established good procedures to ensure pupils' health and safety and protection and the school makes appropriate arrangements to care for pupils with special medical needs. Good links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.
23. Links with the nursery on the school site help to ease the introduction of children to reception. Staff provide very good care and there are very good procedures to introduce children gradually so that they quickly settle down in the school.
24. Teachers know their pupils very well and provide good educational support and guidance, particularly for older children. They ensure that pupils begin the lesson by understanding the aims of the lesson and pupils then evaluate their own success in meeting those objectives at the end. Other strategies include pupils plotting tables test results on a graph so they judge their own progress and try to explain peaks and troughs in performance. This is very effective in helping them understand the effect that a late night, for example, can have on their learning.

Teachers discuss pupils' strengths and weaknesses with them, use targets effectively and review them regularly, and communicate to pupils the National Curriculum levels they have achieved for selected pieces of work. However, teachers' marking in books is not consistently helpful across the school.

25. Pupils are encouraged to make suggestions for, and participate in, school improvements and they feel that their views are listened to. Pupils' suggestions are acted upon; for example, the recent refurbishment of the toilets was requested by pupils.

Partnership with parents, other schools and the community

The school has developed good links with parents and with other schools and colleges. Links with the community are very good. These partnerships make a very good contribution to pupils' learning. There are good opportunities for pupils and parents to be involved in the work of the school.

Main strengths and weaknesses

- Parents take an active part in the life of the school.
- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community make a very good contribution to the curriculum and pupils' personal development.
- Links with other schools in the area extend opportunities for pupils' learning and sporting activities.

Commentary

26. The school plays an important part in the life of the village and has built strong links with parents and the wider community. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with all aspects of the school and particularly value the role it plays in the community. These positive links have been maintained since the last inspection.
27. Many parents are very involved in the school and help in a variety of ways. They make an important contribution with several extra-curricular clubs, provide transport for sports meetings, run popular social and fund-raising events, keep the minibus on the road and accompany pupils on visits out of school.
28. The school provides parents with good quality information when their children start school and frequent bulletins about current events and issues. Teachers inform parents about their children's progress and offer guidance in helping their children at home, particularly when children begin in reception. Meetings about National Curriculum tests and classes on literacy and numeracy are also offered to help parents understand what their children are learning.
29. Links with the village and the wider community are extensive. Pupils benefit from a wide range of opportunities such as participation in the Keswick Jazz Festival, use of the church for their carol service and participation in a joint production of *Noye's Fludde*. They also support the community through participating in events in surrounding villages such as fun runs, May Day celebrations and raising money for local charities such as the Mountain Rescue Service and local Hospice at Home. In addition, the school makes its minibus available to local groups. Links with local business and other organisations such as the National Trust and West Lakes Science Park enable the school to add interest and technical experience to the curriculum.
30. There is a good range of productive links with other schools, which increases the variety of opportunities open to pupils to engage in sporting activities and, for example, ICT and cultural projects. Good links with secondary schools support transfer from Year 6 and their pupils come to the school for work experience and to help with the French Club. A nearby private school

provides students to give lessons in French to Year 6 and to talk about Chinese New Year celebrations.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Leadership by the headteacher and key staff is good. The involvement in and governance of the school by the governing body are good. The school overcomes well the potential barrier of fluctuating numbers in each year group and pupils' achievements are not adversely affected.

Main strengths and weaknesses

- The headteacher and key staff provide a very clear sense of direction for the school, enabling a strong drive to raise standards and improve pupils' achievements.
- The whole school shares the headteacher's clear commitment to inclusion.
- The governing body has a good understanding of the strengths and weaknesses of the school and assists in shaping a clear vision for its work.

Commentary

31. The headteacher and staff meet regularly to discuss common issues and oversee work in the different aspects and subjects of the school. An approach involving an assessment of each pupil's knowledge, skills and understanding and using the information to plan the next step in his or her learning has been firmly established. This process has been instrumental in improving pupils' achievements. A very clear sense of direction is apparent, standards are improving and pupils achieve well when compared to their previous attainment. The leader of the Foundation Stage provides a very clear vision and sense of purpose with a series of well-planned activities that interests and motivates children and leads to good acquisition of skills, knowledge and understanding. The provision for pupils with special educational needs is well managed by the school's special educational needs co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues and checks on provision. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in the school and all pupils, whatever their ability, achieve well.
32. The headteacher and subject co-ordinators monitor their colleagues' teaching, check lesson plans and scrutinise samples of pupils' work. All teachers have their literacy and numeracy lessons observed regularly, as well as lessons in other subjects as these become the focus of the school improvement plan. Teachers receive detailed feedback on the quality of their lessons and areas for improvement are identified. At a subsequent time, the headteacher follows up the areas for improvement and ensures that these are part of the performance management targets.
33. The governing body is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last report have been addressed. They have a clear idea of the school's standards in English, mathematics and science. There is written monitoring information on the budget that governors discuss to ensure that expenditure is closely monitored. As a result, they ensure that the school gets good value for money. The high carry-over figure, shown below, from the previous year came from new funds allocated to the school late in the financial year. These have been used wisely to maintain class sizes and to employ support staff who play an important role in the education of pupils. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to hold extra meetings each term for the curriculum standards committee who have individual members following pupils' progress in subjects and reporting back their findings. The headteacher provides regular, clear reports on the progress of all aspects of school life.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)	
Total income	£241,964
Total expenditure	£236,235
Expenditure per pupil	£2,019

Balances (£)	
Balance from previous year	£39,617
Balance carried forward to the next	£45,346

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

34. Provision in the Foundation Stage, for the areas inspected in depth, is **very good**. By the end of the reception year, the majority of children reach standards that are well above what is expected for their age in communication, language and literacy, mathematics and personal, social and emotional development and they achieve well from when they enter the school. The leadership and management by the Foundation Stage co-ordinator are very good. The curriculum is planned well, with regular checks on the progress children make and this has a good impact on their learning. All adults are committed to ensuring that the very varied learning needs of the children are sensitively met.
35. Only three areas of learning were inspected in depth. **Creative development, knowledge and understanding of the world** and **physical development** were sampled by looking at children's work and at photographs and observing a small number of activities. Children have daily opportunities to develop their creative skills when they draw, paint, make models and sing or listen to music. They mix paints and use colours to create colourful portraits and pictures. For example, children drew pictures of a helicopter saving people and of a land rover used by the mountain rescue team, following a very good community link to the local rescue team. Children are regularly taught ICT skills on the computer. They enjoy learning and are very enthusiastic about doing their own work on computers. Children practise using the mouse and cursor to listen to stories and use the keyboard to write their own names and many of them recognise capital and lower case letters.
36. Children recognise features of the natural world. They explained with great enthusiasm how their butterflies had grown and developed. They understand different habitats and where creatures such as squirrels, owls and ladybirds live. The hall is put to good use for regular planned lessons that promote gymnastics, dance and games skills. When warming up for a movement lesson, children tested their heart rate and knew that exercise made it "beat fast". Children confidently use a range of apparatus and develop skills of balance and control.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- All adults have very good relationships with each other and with children.
- Children achieve very well from their entry to the school.
- The differing needs of the children are met very well.

Commentary

37. Teaching and learning are very good and children achieve very well to reach levels well above those expected for their age. The very good relationships between all the adults working with children set a very good example. Consequently, children learn to take turns and share resources. The staff work very well together to maintain consistently high expectations of children. All adults give very good encouragement to children, and supportive relationships mean that children readily join in activities. For example, in a short session in religious education, the theme of 'Belonging' was the focus. Children concentrated very well to think of clubs they belonged to and they listened to classmates explain the promise made to belong to one particular organisation. The teacher handled the difficult concept very well; as a result, children understood the value of friendship and how they contribute to the relationships of their

own friends and family. They know that it is not wrong to have different views from others and they know to respect what other people think.

38. Children know the routines and keep to them; they behave very sensibly and become more independent. For example, children enter in the morning, hang up their coats and choose activities from around the room confidently and independently. Children of all abilities respond very well and find their work enjoyable because it is pitched at the correct level to provide interesting challenges.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Adults never miss opportunities to encourage children to talk about what they are doing.
- There are plenty of opportunities to learn to write through stimulating play activities.
- Teaching extends children's language very well.

Commentary

39. Teaching and learning are very good and children achieve very well to reach levels well above those expected for their age in speaking and listening and reading. Children are above the level expected in writing. All adults constantly talk to the children when they are working in small groups. They encourage correct speech and many children speak clearly when asking or answering questions. In a lesson looking at rhyming words they thoroughly enjoyed a game using words from a story, printed on cards, to find a partner whose word rhymed with their own. Children are encouraged to ask and answer questions, which helps teachers, and other adults working with them, to judge how well they are learning.
40. There are plenty of opportunities for children to share books throughout the day. They enjoy looking at the attractive books in the classroom. They learn how to handle books correctly, turn pages from right to left and find the title and the name of the author. Higher attaining children are already competent readers and confidently read bold print in a louder voice to give emphasis to parts of the story. Children enjoy listening to their teachers reading to them and they quickly remember repeating words or phrases. All children are encouraged to take books home to share with their families. They use 'word banks' of familiar words displayed in the classroom to help them write by themselves. Visits, visitors and the environment provide many opportunities for children to write. For example, children wrote stories and drew pictures about the local rescue services and included comments such as, "They need a tent and a map when rescuing people."

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- Children are offered a wide range of practical activities.
- Adults' good questioning skills promote children's understanding well.

Commentary

41. Many mathematical activities are of a practical nature and, together with the very good resources, support children's learning very well. As a result, children reach levels well above those expected for their age. Children extend their understanding of numbers through playing

games such as 'Ten in a bed' and using number lines to develop their understanding of 'more than' and 'less than'. Very good teaching supports a variety of activities in the classroom. Higher achieving children used two dice to create their own addition sums. They enjoyed writing the numbers as they appeared on the dice and used the addition and equals signs accurately. When children made up two different numbers of plastic animals to total one of the numbers displayed on a number line, they were questioned about why they chose those two numbers to get their answer. This reinforced their understanding of adding two numbers together. There are good role-play opportunities, such as the 'Travel Agents', where children practise using money. In answer to a question about how much it would cost to have a holiday in Florida, one said, "at least two thousand pounds". This showed a very good understanding of the use of much larger numbers. Practical learning is the cornerstone of what children do and so they enjoy the work, whether working on capacity in water play or building different sizes of towers. Number songs and rhymes help children to remember number facts and add to their enjoyment.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Standards in Year 2 and 6 are above average.
- Pupils' achievement is good.
- Teaching is mostly good, some is very good and none is unsatisfactory.
- The leadership of English is good.

Commentary

42. Standards of reading, speaking and listening and writing are above average by the end of Year 2 and Year 6. This is an improvement on the findings of the previous inspection. Early indications show that results in the 2004 National Curriculum tests for pupils in Year 2 are better than in 2003. In the current Year 6, a relatively small class, with few lower attaining pupils, attainment is above average overall. This inspection has confirmed that underachievement in English, identified at the time of the previous inspection, has been eradicated. Pupils who have special educational needs achieve well because they are encouraged and sensitively supported by skilled teaching assistants.
43. By Year 2, most pupils listen well and speak with confidence. A pupil in Year 2, observing a large format book on mini-beasts, commented, "The text on the page gives us information." Pupils read the text in large class books regularly and confidently as a shared activity with their teacher. When reading alone most read accurately, with expression and enjoyment. They use a number of strategies such as sounding out letters to help overcome words they find more difficult. In Year 6 pupils worked in pairs to analyse illustrations based on the work of a Lakeland poet. Pupils expressed their joint views well using a good range of vocabulary; one group reported that they felt the main character "seemed to have a tangled mind". By Year 6, most pupils accurately recall the main events in a story, give well-argued reasons when choosing a favourite character and predict what might happen next. Most know the purpose of a summary, use an index and research information using the Internet effectively. A target group of Year 3 pupils use the additional literacy programme. They made good gains in extending their vocabulary skills when they discussed scary words to use in sentences.
44. By Year 2, most pupils are writing for a good range of purposes, including stories, instructions and reporting events. They use correct punctuation such as capital letters, full stops and question marks. Pupils' handwriting skills are good, with letters usually consistently formed.

Some pupils have progressed well in improving presentation and have started to join letters into a legible style. Higher attaining pupils improve their work through writing techniques such as listing with bullet points. By Year 6, pupils are more adventurous in their use of vocabulary. A pupil describing a tiger wrote about the animal's "deadly touch" and "thump of his vicious heart". Most pupils use tense correctly, they summarise 'for and against' points of view from a debate, and their writing techniques include more complex sentences using subordinate clauses.

45. The improved standards and achievement can be directly attributed to the leadership and management of the subject which have improved since the last inspection, for example the positive actions taken by the headteacher, the English co-ordinator and teachers to ensure that the teaching of reading, writing, speaking and listening is more focused on raising standards. Pupils' work shows that teaching over time is good. Some teaching during this inspection was very good. Provision in English has also improved because the planning of lessons confirms that the literacy strategy is now successfully implemented throughout the school. The assessment of pupils' progress is now good and used to help pupils achieve well. However, teachers' planning and use of ICT to support and extend pupils' work in English are more limited.
46. In the most successful lessons pupils are interested in the content, they respond very well to their teacher's engaging style and they work hard. In a lesson in a Year 4/5 class, the teacher very effectively drew from the pupils their opinions of what it might be like to start at a new school. Using very skilful teaching and a very sensitive approach the teacher secured the trust of the pupils who thought carefully about the issues and offered their views spontaneously. One pupil suggested the new pupil would feel "like a new shoot in the middle of old oaks".

Language and literacy skills across the curriculum

47. Pupils have good opportunities to improve their English skills through other subjects. For example, pupils write accounts and reports in history and religious education. In most lessons, teachers ensure that appropriate technical vocabulary is used and this has a positive effect on the extension of vocabulary. In a mathematics lesson for a mixed age Year 1/2 class, pupils' confidence in speaking and listening improved when some explained, using full sentences, how the months of the year relate to each other to form a calendar.

MATHEMATICS

The provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good. As a result, pupils of all abilities achieve well because suitable work is planned to meet their different needs.
- Pupils have good attitudes to the subject.
- Leadership and management of the subject are good.
- The school has improved pupils' standards since the last inspection report. However, there are insufficient opportunities provided for pupils to use computers and enhance their skills further.

Commentary

48. The quality of teaching and learning is good. There are no significant differences in the attainment of girls and boys. Pupils with special educational needs and those that are gifted or talented make good progress in lessons. Pupils achieve well because they work hard, the teaching is good and lessons are well planned. For example, teachers plan appropriate activities for the full ability range in each class by setting work at different levels. This ensures pupils understand what they are doing and make good progress. Higher attaining pupils achieve well because teachers set different tasks for them at suitably challenging levels. New learning

targets are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic and this motivates pupils to achieve well and to focus on the tasks set. Teachers' planning shows that work set is very well matched to the needs of pupils and they use support staff effectively so pupils benefit from working in small groups.

49. Pupils' attainment in Years 2 and 6 is above the levels expected for their age. These good achievements are the result of good teaching throughout the school and the effective leadership and management in the subject. Although the number of pupils taking the National Curriculum tests is small, there has been analysis of test results to find out which areas of mathematics need improving. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and classroom assistants.
50. Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based activities. They learn to count, add and subtract with increasing accuracy. There is very good emphasis on the teaching of basic number skills. For example, in Year 2, pupils identify and name basic fractions when showing the time on clocks as $\frac{1}{4}$ to or $\frac{1}{2}$ past the hour. In a good lesson in Year 6, pupils worked with number patterns to discover a formula they could use to solve a problem. Pupils create graphs from information they have gathered and interpret the data correctly. Pupils tackle problems which involve fractions and use the knowledge well when converting fractions to decimals and percentages.
51. Leadership and management of the subject are good. Discussions show that staff work closely together and frequently discuss pupils' progress in the subject. The co-ordinator has completed observations in lessons and undertaken scrutiny of pupils' work. The information gained has been used to guide future school developments. Guidance for teachers follows the numeracy strategy closely. Assessment is good and individual targets are set for pupils. As a result, they know how well they are achieving and what they must do next to improve further. This is an improvement since the last inspection.

Mathematics across the curriculum

52. Mathematics is used well in a variety of ways across the curriculum and this enables pupils to make progress in other subjects. For example, pupils measure and record temperatures in science, draw plans in geography and collect data in a variety of subjects. However, there are insufficient opportunities, and a shortage of mathematical programs, for pupils to use ICT to further enhance their mathematical skills.

SCIENCE

The provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and a clear focus on investigation and experimentation during lessons has enabled most pupils to gain a better understanding of scientific ideas.
- Teachers' good knowledge of the subject means that pupils are fully involved and enjoy practical lessons.
- Science is managed effectively.

Commentary

53. Pupils' attainment in science in Years 2 and 6 is above the levels expected for their ages. Standards have been maintained since the last inspection. All pupils, including those with special educational needs, achieve well and improve their knowledge, skills and understanding

of scientific processes, because teaching is good and pupils are keen to learn. Teachers have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils. For example, in a good Year 6 lesson, there was good pace and the teacher linked the work to a project the pupils will undertake when they transfer to the secondary school in September. There were skilful and challenging questions asked that reinforced pupils' learning well as they gave ideas on how to calculate the amount of air in a chocolate bar.

54. A further strength of the teaching is that work in science is practical and involves pupils in challenging experimental work. For example, in a lesson in the Year 1/2 class a wide range of materials was available for pupils to test when finding out how shadows are created and which materials allowed light through. The emphasis on using key vocabulary is consistent throughout the school and extends pupils' language skills very well. The investigative approach to science provides opportunities for accurate measurement, the recording of data in graphs and tables and the interpretation of this data. For example, in a Year 3/4 lesson comparing the lengths of bones in the body with their partner, pupils measured accurately and answered the question, "Do taller people have longer bones?" Teachers ensure that pupils improve their literacy and numeracy skills well by encouraging the use of correct scientific language and by recording the progress of experiments accurately before making tally charts, graphs and pie charts to show their results.
55. There are good relationships between staff and pupils and this makes a positive contribution to pupils' good attitudes to the subject. As a result, pupils feel confident when offering suggestions and answering questions in class. Support staff give those pupils with special educational needs good support in lessons, often sitting close by them and explaining new vocabulary. They help pupils to take a full and active part in lessons and this enables them to make good progress towards the targets set for them. For example, in a Year 1/2 lesson on shadows, the support staff encouraged good discussions to explain that the card outline of an animal cast a shadow on paper.
56. The recently appointed science co-ordinator has made a good start in leading the subject. A full audit of resources has been completed and new equipment bought to ensure pupils have sufficient for their experimental work. However, the identified shortfall in ICT programs to enhance the subject has not yet been tackled and so pupils' use of computers is too limited. Checking processes already in place make sure that the work carried out in science is effective, and as a result pupils achieve well when improving their knowledge, skills and understanding of the subject. This is an improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Pupils' achievement is satisfactory and standards in Years 2 and 6 are at the levels expected for their age.
- Paired activities in ICT help promote pupils' social skills.
- The use of ICT in other subjects is not sufficiently well developed.

Commentary

57. Due to timetabling arrangements, no teaching of ICT was observed in Years 1 and 2. Although there is insufficient evidence to make a secure judgement of teaching and learning in these year groups, the scrutiny of pupils' past work and evidence from displays show that standards in Years 2 and 6 are in line with the levels expected for their age.

58. Year 2 displays show pupils use ICT to carry out some of their writing tasks. The pupils write letters to e-mail friends in Kenya using the computer. The activity confirms most control a mouse satisfactorily and have a secure grasp of basic keyboard skills. By Year 6, pupils make the expected rate of progress and use ICT to create charts to illustrate data and a spreadsheet to carry out simple calculations using a formula they have written. A discussion with a group of Year 6 pupils revealed they use the Internet to research information and they use software to 'cut and paste' images into text. Pupils operate a simple control unit satisfactorily to make a roundabout, built from a construction kit, move in a predetermined way. Pupils are competent and this confirms that they have achieved satisfactorily compared to their prior attainment.
59. Teaching is satisfactory. In a lesson introducing the skills of sending e-mails, the teacher carefully introduced the pupils to the importance of communication and pupils offered their ideas of the ways this could be achieved. Their suggestions covered personal messages, telephone conversations, writing reports and using Morse Code. The teacher successfully followed national planning guidance on this unit of work and confidently taught the concept of a personal e-mail address. As a result, pupils learned how to write an e-mail address for their own class.
60. The leadership and management of the subject are satisfactory and there is clear guidance for the subject that teachers follow and a well-developed improvement plan to improve resources. The priority for continuing improvement includes the appropriate training for staff as new initiatives are started. Provision has been maintained since the last inspection.

Information and communication technology across the curriculum

61. In a Year 6 lesson, pupils were challenged to use a computer to produce a leaflet that would appeal to a visitor to their village. They worked well in pairs taking decisions on the layout, text and illustrations to be used. Good discussion developed as pupils scrutinised their past work and debated how it could be improved. They used a range of ICT skills to edit text, insert photographs and move images into preferred locations. Although this activity had good links with pupils' geographical understanding of the local area, the use of ICT to help pupils' understanding in all subjects is unsatisfactory. This is mainly because the time given to ICT varies across the school because computers are not used sufficiently often to support pupils' work in all other subjects.

HUMANITIES

62. Work was sampled in **geography** and **history**, with one lesson seen in each subject. Although there is insufficient evidence to make secure judgements of teaching, learning and pupils' achievement, the scrutiny of pupils' past work and evidence from displays show that standards in Years 2 and 6 are broadly average.
63. By the end of Year 2, pupils record the weather on charts and study features of the local landscape; they identify mountains and valleys correctly. During the inspection pupils compared their own locality with that in Kenya. Pupils name the countries making up the United Kingdom and locate Kenya on a world map. In history, pupils learn about the lives of famous people such as Grace Darling. They study domestic life in both Victorian times and the 1930s.
64. By the end of Year 6, pupils make environmental comparisons between forests and deserts. In history, they study village settlement at the time of the Anglo-Saxons and the characteristics of ancient civilisations such as that based in the Indus Valley. During the inspection, pupils compared present-day Gosforth with its characteristics during the Victorian period. The school makes effective use of the locality to provide interesting learning opportunities. For example, pupils visit the local record office to research the 1881 census. They use a local map to highlight village buildings referred to in the census. The co-ordinator for history and geography provides good support to staff and has observed lessons and scrutinised work and wall displays to ensure that the curriculum is well covered and suitable during a two-year cycle.

Religious education

Provision for religious education is **satisfactory**.

Main strengths and weaknesses

- Pupils' achievement is satisfactory and standards are in line with the expectations of the locally agreed syllabus
- The good leadership of religious education has led to an improvement in standards.

Commentary

65. The time allocated for the teaching of religious education and the content covered meet the requirements of the locally agreed syllabus. This ensures pupils learn about Christianity and other world religions satisfactorily and reach standards expected for Years 2 and 6. This is an improvement since the previous inspection.
66. The syllabus requires that pupils not only learn about religious practices but also reflect on the implications for themselves as citizens. The activities for each class provide appropriate opportunities for pupils to consider themes such as living and working together, the importance of friendships and looking after the environment. By Year 2, pupils listen to Bible stories and know about religious events such as the Easter story. Most pupils achieve satisfactorily in extending their understanding and, by Year 6, know about Christian practices such as confirmation and christening. They also study the traditions of other world faiths, including Hinduism and Judaism.
67. The sampling of pupils' past work shows that teaching is satisfactory with pupils taught accurately the content prescribed by the syllabus. Lessons have clear and effective plans with objectives shared with pupils so that they know what they are learning. On occasions, teaching is better. For example, pupils taught in a mixed age class in Year 4/5 were challenged very successfully to consider the implications, from different perspectives, in a story featuring theft that taught them about a moral dilemma. The teacher's skill in posing challenging questions and stimulating approach captured the interest of the pupils and led them to resolve the issues as events unfolded. The impact was that pupils in this lesson achieved very well. Many were keen to present their views, sometimes sharing and often challenging those of others.
68. The leadership of religious education is good; the co-ordinator has specialist subject knowledge. Following the weaknesses identified at the time of the previous inspection the co-ordinator secured the assistance of the local education authority for advice and support. The co-ordinator now checks planning, observes some teaching and provides feedback. Links with churches in the community have successfully broadened pupils' experiences. The most significant impact of the positive action taken is that standards have improved and are now in line with the expectations of the agreed syllabus.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69. Only one lesson was seen in **art and design** and no full lessons were seen in **design and technology**, **music** and **physical education**. It is not therefore possible to make firm judgements about provision in these subjects. In addition to the lesson observed, inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.
70. It is evident from classroom observations and the quality of work on display, that the school views **art and design** as an important subject. For example, there is a stunning display in the entrance lobby of the clay tiles pupils made with a visiting artist to celebrate the rich social, historical and cultural heritage of the village. Pieces of art work are well displayed; they reflect

the care pupils take in completing them and the skills they have been taught in order to achieve standards that are at least in line with expectations for pupils in Year 2 and Year 6. Teachers are pleased to celebrate pupils' achievements by creating displays of work. For example, pupils in Year 3/4 completed effective pictures in the style of the Japanese artist Katsushika Hokusai which show good representations of Mount Fuji. This positive picture of art and design has been maintained since the last inspection.

71. By the time they reach Year 6, pupils show a good understanding of the whole **design and technology** process. They plan their work carefully, giving thought to materials and tools. They understand the importance of working with accurate measurements and use prior knowledge well at the design stage. For example, pupils in Years 6 used knowledge of structures well when designing an Anglo Saxon house from wood and straw; this linked closely to their historical studies. The teacher's good planning ensured pupils' designs were successful because of the prompting to think carefully about all the possible considerations before moving on to the construction stage. Pupils evaluated the success of their designs and constructions and made good suggestions on how they could be improved. This positive picture has been maintained since the last inspection.
72. Only one short session in **music** for pupils in Year 6 was observed. In this session, pupils made good progress in identifying the sounds made by different percussion instruments. The teacher repeated patterns played by pupils to create an echo effect. Some pupils learn to play musical instruments, and their control when playing scales on the guitar improved during a short session with Year 6. Singing a variety of hymns is also planned for assemblies; for example, pupils sang tunefully and put a great deal of effort and concentration into singing a favourite hymn.
73. In **physical education**, it is evident that all strands of the subject are regularly taught. In a short session on the field, pupils in the Year 4/5 class improved their athletic skills when throwing cricket balls, playing games of cricket in small teams and practising long jumps. Pupils enjoyed the session and worked hard to improve their physical control as they moved from one activity to the next.
74. In these four subjects, leadership and management by the co-ordinators are effective. The staff have reviewed the curriculum in their subjects and teachers' planning and pupils' work are regularly discussed to ensure that the full curriculum is taught.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75. No lessons were seen in this area of the school's work and so no judgements are made about overall provision. **Personal, social and health education** is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons seen in other subjects and through assemblies the themes helped pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones, tidy classrooms and put away chairs after lunch. At lunchtimes, pupils socialise well and chat happily to each other.
76. Pupils develop a sense of **citizenship** through a variety of approaches. They receive teaching and visits from a number of people who assist with pupils' learning about a range of aspects that help them to grow and develop towards being good citizens. For example, they are consulted on different aspects of school life, take part in community activities and regularly raise money to support charities. Pupils are taught how to look after their health and safety during science lessons when they learn how to identify dangerous hazards in the home. They also learn about healthy diets that will enable them to eat in a healthy manner as well as be able

to pass on information to others. Pupils receive important education on the dangers of drugs. Such opportunities help them with moral decisions in life.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
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).