

INSPECTION REPORT

GRAYRIGG CE PRIMARY SCHOOL

Grayrigg, Kendal

LEA area: Cumbria

Unique reference number: 112320

Headteacher: Mrs D Gallagher

Lead inspector: Peter Sandall

Dates of inspection: 2nd - 3rd February 2004

Inspection number: 256245

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary aided
Age range of pupils:	4 – 11
Gender of pupils:	Mixed
Number on roll;	43
School address:	Grayrigg Kendal Cumbria
Postcode:	LA8 9BU
Telephone number:	01539 824676
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Appropriate authority:	Governing body
Name of chair of governors:	Mr Clifford Kendal
Date of previous inspection:	15 th June 1998

CHARACTERISTICS OF THE SCHOOL

Grayrigg is a small primary school serving both the village of Grayrigg and the rural area surrounding it. Some pupils travel by bus or taxi to the school. Parents and governors regard it as being at the heart of the local community. There are almost twice as many boys in the 43 pupils as there are girls, all of whom are of white British descent. Pupils come from a range of socio-economic backgrounds. Their attainment on entry to the reception class is broadly average, although as year groups are very small this fluctuates from year to year. The percentage of pupils with special educational needs is below average, and there are no pupils with a statement of special educational need. There are no pupils claiming free school meals, which is well below average. There are no pupils for whom English is an additional language. Most pupils join the school at the start of their primary education and remain in it until they transfer to secondary school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
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30144	Edgar Hastings	Team inspector	Foundation stage, English, art and design, design and technology, music, physical education

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Grayrigg offers its pupils a sound education and gives good value for money. An ethos which places value on every member of the school community is at the heart of all it does. The headteacher provides a good role model and receives good support from governors. Her leadership and management are both good, and the most important issues are being tackled constructively. Sound and improving teaching is very well supported by the effective use of non-teaching staff. Pupils' achievement is satisfactory, as is attainment at both Year 2 and Year 6.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership and management and is well supported by the governing body.
- The very good ethos ensures all pupils are fully included in the life of the school.
- Very good use is made of teaching assistants.
- There are very good links with the community and other schools, and good links with parents.
- Pupils behave well and have very good attitudes and values.
- The setting of individual targets, including the individual education plans of pupils with special educational needs, needs to be sharper and shared with the pupils.
- There is a limited focus on investigative work, especially in mathematics and science.
- A good curriculum includes very good opportunities to support learning beyond the school day.

The school has successfully addressed all key issues from the last report, apart from individual education plans which still need a sharper focus, and has improved in other areas too, including pupils' attitudes, the curriculum and links with the community. Standards in subjects remain generally average, although they have improved in information and communication technology (ICT). The school has made good improvement since its last inspection in 1998.

STANDARDS ACHIEVED

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

NB. There are not many pupils in Year 6 in any year, so data is based on a very small sample. Because of this results fluctuate considerably, making it difficult to judge trends in performance.

Pupils' achievement is **sound**. In the Foundation Stage children achieve satisfactorily and meet the goals they are expected to reach in all areas of learning by the end of the reception class. By Year 2 pupils reach expected standards in reading, writing, mathematics, science and ICT and achievement is again satisfactory. Pupils' achievement remains similar as they move through to Year 6, although standards in reading are above average. The small numbers in each year group mean some fluctuation is likely, and standards attained in previous years have often been good or better. Pupils with special educational needs achieve well in reading, due to the quality of support they receive; in other subjects their achievement is similar to that of their peers.

Pupils display **very good** personal qualities, and their spiritual, moral, social and cultural development is **good**. Their attitudes to each other are very good, with older and younger pupils mixing together very well. Behaviour is good, and the school's strong promotion of good relationships

underpins pupils' confidence and self-esteem. All this makes a strong contribution to the school's very positive ethos. Attendance and punctuality are good.

QUALITY OF EDUCATION

The school provides a sound standard of education and teaching is satisfactory overall.

Good teaching was observed in all classes, and it was never less than satisfactory. Lessons are well planned and prepared, methods support the teacher's intentions and pupils are both challenged and encouraged. As a result they are generally interested, work hard and achieve well. However, teaching in mathematics is not yet consistently strong enough to raise standards significantly, and there is insufficient focus on pupils' independent investigation skills in this and other subjects. Very good use is made of support staff in the Foundation Stage, and to help pupils with special educational needs improve their skills in reading. Marking is good, particularly in English and mathematics, with comments to help pupils' understanding. While there are targets for English and mathematics in pupils' books, these are at an early stage of development and are not yet having an impact on pupils' learning.

Very good arrangements for introducing children to the school give them a good start. The school works hard to provide a broad and interesting curriculum. There are very good opportunities for pupils to participate in sport and the arts, partly through the very good links with the local high school. Parents are well involved in their children's education, although details about homework provision could be clearer. Links with the local community are very good.

LEADERSHIP AND MANAGEMENT

The school is well led and managed. The headteacher has a clear vision for the school and a united, supportive staff team provide good role models for the pupils. The focus is clearly on raising standards and the school has set challenging targets. Development planning shows that the school has clear priorities to improve the quality of pupils' education. Management of the day-to-day running of the school is smooth and effective. The governing body has a good understanding of where the school is and the direction it needs to take, and meets statutory requirements.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

There was a very high response to both the parents' meeting and questionnaire, with parents showing strong support for and confidence in the school. The only issue causing some concern was homework. Inspectors judge that the amount given is appropriate, but that parents could receive more helpful information about the school's expectations.

Pupils, too, are very happy with their school and all without exception like being there. They believe they are well taught and helped to improve, and that teachers are fair and listen to their ideas. While some are less positive about other pupils' behaviour, inspection evidence is that behaviour is good overall.

IMPROVEMENTS NEEDED

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

- Involve pupils in the setting of short-term, specific, measurable targets, both generally and in the individual education plans of pupils with special educational needs.
- Ensure that teaching, particularly in mathematics and science, places appropriate weight on the development of pupils' investigation and enquiry skills.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement is **satisfactory** overall and pupils attain **average** standards by the end of Year 6. In the Foundation Stage, children achieve satisfactorily and are in line to meet the goals they are expected to reach in all areas of learning by the end of the reception year. In Years 1 and 2, pupils reach expected standards in reading, writing and mathematics and their achievement is satisfactory. By Year 6, standards are average in English, mathematics and science.

Main strengths and weaknesses

- Standards overall are average by the end of Year 6.
- Pupils' achievement is satisfactory throughout the school.
- Standards are above average by Year 6 in reading, and pupils achieve well in this area.
- Pupils with special educational needs achieve well in reading due to well focused support.

Commentary

1. There are not many pupils in Year 6 in any year, so data is based on a very small sample. Because of this results fluctuate considerably, making it difficult to judge trends in performance over time. Individual pupils may account for 20 per cent of the school's results in national tests in any given year.
2. Children in the Foundation Stage enter school with broadly average levels of attainment. They generally reach appropriate standards in relation to the goals children are expected to reach in all areas of learning by the end of reception. Both higher attaining and lower attaining children achieve soundly.
3. In the last two years only 11 pupils in Year 2 took the national tests, making overall comparisons unrealistic. Also, eight of these pupils were boys, whose attainment in writing nationally falls well below that of girls. The school is aware of this issue, and is actively pursuing methods to increase boys' involvement throughout the school, where there are almost twice as many boys as girls. Currently standards in reading, writing and mathematics in Year 2 are broadly average, and pupils' achievement is satisfactory.
4. Only nine pupils have taken the national tests at Year 6 over the past two years, so again analysis of one year's results is not appropriate. Trends over the past five years mirror those found nationally, with science results improving slightly more than those in English or mathematics. Inspection evidence indicates that current pupils attain average standards in English, mathematics and science. Pupils' achievement is satisfactory overall. The school tracks the progress of individuals annually, and sets appropriate targets for improvement. This leads to targets at Year 6 which are challenging for the pupils concerned. The use of personal targets in English, mathematics and science is not yet influencing achievement, and the school accepts that this needs to be more carefully structured, with greater involvement of the pupils.
5. In order to raise standards further in mathematics in particular, and also to some extent in science and other subjects, there needs to be a stronger focus on pupils investigating problems or analysing information, taking more responsibility for their own learning. Lessons successfully promote knowledge, but are often less effective in encouraging pupils to come to their own conclusions and explain their reasons for them.
6. Standards in the other subjects seen are broadly average. Standards in information and communication technology (ICT) are improving by both Year 2 and Year 6 because effective use is made of the technology throughout the school, both in terms of the skills involved and,

increasingly, their application in different subjects of the curriculum, and are now average. The school's investment in *interactive whiteboards* is paying increasing dividends as both teachers and pupils become more confident in their use. This represents good achievement and good improvement since the previous inspection, when standards in ICT were judged to be below average at Year 6.

7. Reading is also improving, particularly in Years 3 to 6 and for pupils who have a special educational need to develop literacy skills. This is because these pupils, as well as lower attainers, are receiving well targeted support, either individually or in groups. Good use is also made of ICT programs to support reading and spelling. Standards in reading are average in Year 2 and above average by Year 6.

Pupils' attitudes, values and other personal qualities

Attitudes are **very good**, and pupils' behaviour is **good**. Pupils' spiritual, moral, social and cultural development is **good** overall. Attendance is **very good**.

Main strengths and weaknesses

- Pupils' good behaviour and very positive attitudes makes them responsive to learning.
- The good provision to ensure pupils' personal development creates an effective learning environment.
- The very good relationships contribute to the high ethos of the school.
- Pupils demonstrate a high level of interest in the wide range of activities provided for them.
- Attendance is within the top ten per cent of schools across the country.

Commentary

8. The good behaviour of pupils in and around the school is a strong feature. There is an absence of bullying or anti-social behaviour. They listen well in class and work together co-operatively in pairs and small groups, and take turns and share resources. They show a good awareness of the needs of others and the older pupils take responsibility for the younger ones at break and lunchtimes. They also play together during these times to make them worthwhile experiences. This makes a good contribution to their personal development.
9. The promotion of pupils' personal development is centred on the caring ethos of the school in which all pupils are valued. The good provision for children's personal, social and emotional development in the Foundation Stage is continued throughout the school. The staff know their pupils well and have a good knowledge of their individual needs. There is effective communication between school and parents so that aims and values are shared, and achievements are celebrated. Consequently, pupils feel safe and secure and this enables them to develop confidence and self-esteem in their learning. A programme of personal, social and health education and integrated 'circle time' activities enable pupils to be reflective and to contribute to whole school issues.
10. The high quality of relationships is an integral part of the school ethos, and has a major impact upon the pupils' positive response in class. It ensures they are motivated and have a desire to perform well in lessons. There is mutual respect for all adults and peers, and this contributes to the harmony that exists in the school. Pupils appreciate the wide range of experiences provided to meet their individual needs and demonstrate a keen interest in what is on offer.
11. The close links with the church and the strong Christian ethos that has been developed over time is responsible for ensuring the very good quality of pupils' spiritual development. This was evident during assemblies as well as in lessons when pupils would show awareness of feelings or empathy. The school promotes moral development very well through its behaviour code as part of the whole school ethos of caring for all. As a result pupils behave well and care for each other. Social development is extended and further developed through a good range of out of

school visits. Residential visits in particular promote relationships as well as social skills and independence in learning. In class pupils have frequent opportunities to work collaboratively in pairs or small groups. This ensures pupils are able to take responsibility for their own learning, and to share in it with others. The frequent visitors to the classroom enable pupils to engage in questioning and discussion on a variety of topics. Good cultural development comes from a very good range of visits, visitors and curricular experiences, as well as through art and design, music and religious education.

12. Attendance rates have been maintained effectively in recent years and are still well above national rates. The school rigorously monitors attendance and punctuality and attempts in many ways to make parents and pupils fully aware of the importance of full attendance and punctuality. The strong family ethos of the school gives rise to children being very happy to come to school.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.8
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The school provides a **sound** education for its pupils. The school's very good ethos supports learning, as does a shared commitment to improvement and good leadership and management. Where teaching is good, it is beginning to impact on standards. The school does not yet involve pupils sufficiently in knowing how to improve their own learning. A good variety of activities enriches pupils' experiences. Pupils receive good support and guidance.

Teaching and learning

The quality of teaching and learning is **satisfactory** overall. Assessment is **satisfactory**.

Main strengths and weaknesses

- There was a high proportion of good teaching during the inspection.
- Very good use is made of highly qualified learning support.
- Scrutiny of pupils' books indicated that teaching over time was satisfactory.
- Good relationships and behaviour enable pupils to work well independently and collaboratively.
- Teachers' planning and methods increase pupils' learning opportunities.
- More emphasis on using and applying mathematics, and on scientific enquiry, is needed to develop and extend pupils' understanding and application of skills.
- The quality of marking in books is good.
- Target setting for individual pupils is not yet having an impact on achievement.
- Pupils' progress in English and mathematics is carefully tracked and challenging targets set for attainment in Year 6.

Commentary

Summary of teaching observed during the inspection in 11 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	8	3	0	0	0

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

13. The school places a strong emphasis on creating an ethos in which learning is encouraged and seen as important by pupils. Most lessons are well-ordered and purposeful, so teachers and pupils focus sharply on the learning intentions. Teachers usually expect high standards of behaviour and in most cases pupils respond positively. Occasionally, staff have to work hard to maintain the concentration of a minority of pupils, who are more involved if they have an appropriate activity, rather than sitting and listening.
14. Almost three quarters of the lessons seen during the inspection were good, a high proportion. They were characterised by clear planning with a focus on what the pupils were expected to learn. Methods and activities were well chosen to support this, and the good relationships enjoyed by both teachers and pupils meant that time was well used for learning. The teachers' positive approach encourages a 'can do' response from the pupils. Teachers use both questions and activities effectively to target the different age groups and abilities within the class, so that work is pitched at an appropriate level, and lower attainers are given support. One effect is that younger, higher attaining pupils have good opportunities to accelerate their learning where they have the necessary understanding.
15. The school makes very good use of its learning support staff, both of whom are qualified teachers. The teaching of the reception pupils is enhanced because during the morning session they are taught as a separate small group, leading to a very good level of individual attention. Pupils with special educational needs, as well as lower attaining pupils in English and mathematics, benefit from good quality, focused support on a regular basis. Although this has been introduced too recently to judge the effect on attainment, the level of support, carefully integrated into teachers' overall planning, is making a positive contribution to pupils' achievement, a view shared by the pupils themselves.
16. Scrutiny of pupils' books in all subjects indicates that teaching over time is broadly satisfactory, with evidence of increasing good practice. The content shows that pupils are covering all the appropriate areas of the national curriculum, in most cases at a suitable depth. There is an emphasis on knowledge which sometimes comes at the expense of wider understanding. For example, there is little evidence in design and technology of pupils evaluating what they have made. In history and geography, pupils use research skills to find relevant information and present it personally, but there is less evidence of older pupils linking characteristics or considering changes and their cause and effect.
17. In a similar way, the teaching of mathematics and science, while satisfactory, is limited by pupils being given too few opportunities to investigate for themselves. This was particularly true in the mathematics lessons seen, where in one lesson on fractions the emphasis on theoretical knowledge left some pupils struggling to understand, while in another on symmetry the practical tasks set for pupils lacked sufficient structure to enable them to extend their understanding. Science lessons worked better because pupils were encouraged to experiment with the effect of different angles of light on shadows, or take part in a practical investigation of which materials are attracted to magnets. However, work in their books in both subjects shows limited evidence of pupils predicting, investigating and evaluating their findings, particularly in Years 3 to 6. The recent introduction of a framework for investigations in science promises to improve practice.
18. Assessment is used satisfactorily. The school has a good level of information on the attainment of individual pupils, and uses this to set expectations for progress over the year. The setting of

individual targets for pupils in English and mathematics is at an early stage, and is not yet having an effect on pupils' progress. Pupils spoken to are not always sure what their targets are, nor what they need to do to specifically to attain them. This is a missed opportunity to engage older pupils, in particular, in setting their own goals and being aware of how well they are doing. Similarly, the targets in pupils' reports tend to be too general to set a clear agenda for improvement. Conversely, there are plenty of examples of helpful marking in books, where teachers encourage pupils by giving specific advice as to how they might improve. There are plenty of useful comments which older pupils in particular respond to, and the work of younger pupils is often carefully annotated by the teacher to indicate understanding, a positive aid to assessment helping future planning. Homework is appropriate and supports pupils' learning in school, but parents are not always made aware of the school's expectations.

The curriculum

The quality and range of experiences in the curriculum is **good** throughout the school, and is enriched through a **very good** range of extra-curricular activities.

Main strengths and weaknesses

- The curriculum is planned well to meets the needs of mixed age classes.
- Extra-curricular activities support the curriculum well.
- There is good provision for pupils with special educational needs.
- Curriculum innovation supports learning well.
- The support staff are of high quality.
- Resources are used well to support learning.

Commentary

19. Due to the small size of the school all the subjects have been adapted effectively into a two year programme for six- to seven-year-olds, and a four year programme for older pupils, so that all will have equal access to a broad and balanced curriculum. Good use is being made of the strategies for literacy and numeracy to develop English and mathematical knowledge and skills. The national guidelines are used to support planning in most other areas. Appropriate provision is made for sex education and the dangers of drug misuse. A part-time music specialist ensures that pupils have good opportunities to develop music skills, and provides instrumental tuition in recorder and flute. Pupils participate in whole school musical performances, and the school are represented in massed school choirs at festivals in Manchester. Games and swimming are well catered for using the facilities of the local secondary school. Class topics are made relevant to match pupils' interests.
20. The wide range of extra-curricular activities provides good enrichment to the curriculum. They offer pupils the chance to develop new interests in dance, chess, science and table tennis, and opportunities to engage in sport through football and basketball. Some of these activities are supported and run by parents who give freely of their time. This is very creditable provision when taking into account the small size of the school. Residential visits, visits to museums and art galleries support learning across the curriculum well. Visitors to school offer good quality additional experiences linked to the arts, with cultural aspects such as African dances and drumming. Sporting opportunities provide friendly competition between local schools in football and basketball. The older pupils get the chance to learn to sail on Lake Windermere.
21. Curriculum innovation is adapted well to meet the needs of the school and to make learning interesting and at times more relevant. Class topics are made relevant to match pupils' interests. For example, where boys are predominant in a year group the topic will be gender orientated, and similarly where girls out number boys. The books of Dick King-Smith are of particular interest to pupils in this area because they are about rural life and farming. Making cross-curricular links between subjects helps pupils develop a wider understanding. There are very good links with the receiving high school, and as a result pupils settle very quickly.

22. The additional strategies are used to provide extra support for pupils to improve their literacy and numeracy skills. The teaching assistants provide very good quality support to them and ensure that their confidence builds and they make progress in these areas. This is particularly true for pupils with special educational needs, who are well supported.
23. The school is generally well resourced, and uses these resources to good effect in most subjects. The interactive white boards are particularly well used in literacy and numeracy. Arrangements with other local schools allow good quality resources to be shared to support learning well. For example, role-play activities are borrowed to create a 'hospital area' in the Year 1 and Year 2 class. Friends of the school volunteer their services to support history lessons, and enter school as Florence Nightingale, for example. They support pupils' learning very effectively.

Care, guidance and support

The school makes **good** provision for the care, welfare, health and safety of pupils and provides them with **good** support, advice and guidance. Its involvement of pupils, through seeking, valuing and acting on their views, is **satisfactory**.

Main strengths and weaknesses

- There are good relationships between pupils and staff.
- The induction arrangements for pupils are very good.
- The school is safe and secure for all pupils.
- Child protection procedures have been much improved and are now strong.

Commentary

24. The strong approach to care and guidance contributes very well to the welfare and security of all pupils and thus plays a very significant part in promoting their confidence and very good attitudes to learning. This is an improvement from the previous inspection with some aspects being improved significantly, such as child protection and health and safety considerations. The school, as part of its personal development of pupils, fosters their confidence and happiness very well.
25. The school has a very strong family atmosphere that is beneficial to all pupils' feelings of self-worth. All school staff care very much for their pupils. Staff provide well-informed support, advice and guidance, because of their good knowledge of pupils as individuals and the good quality of their checking of pupils' personal and academic development. These relationships generate a very secure place to learn that positively embraces all pupils.
26. Arrangements for children to enter school life are well planned and carried out and this helps them to settle quickly. These arrangements are crucial in developing the early quality and depth of the trusting relationships between pupils and staff. This, in conjunction with other systems such as personal, social, health education and citizenship involvement, has encouraged in pupils an active participation in all aspects of the school. For example, older children confidently work with younger ones at play during wet break time and comfortably organise resources ready for assemblies.
27. The governing body has properly adopted the local education authority's policy on health and safety and developed their own application for the school. They carry out effective risk assessments, both internal and external. These are carefully recorded and monitored. Child protection is considered carefully and there has been suitable training. There are rigorous systems in place aimed at improving pupils' attendance and punctuality. These include informing parents of the wide impact of prolonged absence, making early contact with parents if children are absent without prior notice, and the involvement of outside agencies if required.

28. Staff know pupils' individual qualities and backgrounds very well. Pupils correctly feel very well supported and thus can confidently discuss any concerns they might have. There are good procedures to deal with bullying, although they are very rarely needed. The very good family ethos that has been developed enables all pupils to be ably involved in all aspects of school life. The school has effective strategies for informing and consulting with parents. The progress of pupils with learning difficulties is well checked and this puts the school in a good position to develop and use precise targets for the further progress of pupils.

Partnership with parents, other schools and the community

The school has a **good** partnership with its parents. Links with the local community and other schools and colleges are **very good**.

Main strengths and weaknesses

- Parents have very positive views about the school.
- Information to parents is good.
- The school actively seeks to involve parents in their children's learning.
- There is an active Friends Association that supports the school very well.
- Links with the community and other schools enrich learning experiences for pupils and provide very good opportunities for their social development and awareness.

Commentary

29. Parents hold the school in very high regard. They are particularly pleased with pupils' progress, expectations of pupils' work from staff, that pupils like school and with the school's leadership and management. Parents also describe the school as a very happy place in which good friendships exist between pupils, teachers and parents. They believe the school is open and very approachable about any concerns they might have. Inspectors agree with these judgements. There is nothing that significantly displeases parents. They believe school is very fair to all and their children are encouraged to be considerate and develop a mature viewpoint.
30. The school has improved the quality of the information it provides for parents. There are regular and informative newsletters that keep parents suitably aware of the day-to-day procedures, expectations and events of the school. Pupils' annual reports to parents are consistent and suitably detailed across the year groups. Parents are given good information about the progress their children are making. Where there is a concern, the school is quick to consult parents. There are opportunities, at termly consultative meetings for parents to discuss their child's progress. The school maintains a good opportunity for parents to talk with staff with its early opening approach, enabling parents to leave their children safely in school. The only reservation shared by a number of parents is the level of information about homework.
31. Parents support the school very well. They know school routines and expectations, including those for attendance, punctuality and behaviour. Good numbers of parents attend the events the school provides to assist them in their knowledge of the school's teaching methods and education systems. The school has a solid and well-trained core of dependable and regular volunteers who make a positive contribution to the quality of support for teaching in classrooms. The "Friends of Grayrigg Association" generates many social and community events, which are very helpful in consolidating school and community links. They are also very active in raising funds that are suitably targeted and used beneficially to support pupils' in school.
32. There are very good links with other schools in the area. Very effective links exist with the community such as the school's management of newspapers. The school has very strong links with the church through events as wide as Harvest Festivals and clergy being a regular visitor into school. There are very good links with business and industry in the area. For example, business supports transport costs for pupils to go to swimming lessons. Another company has

donated a significant volume of resources to enrich pupils' investigation of weather. The wide range of visits and visitors provide good enrichment for the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The leadership of the headteacher and key staff is **good**, as is the quality of management in the school. The governance of the school is also **good**.

Main strengths and weaknesses

- The headteacher has a clear vision for the school and is focused on improvement.
- Governors are well informed about the strengths and weaknesses of the school and are fully involved in strategic planning.
- Strategic planning reflects both teachers' intentions and pupils' needs well.
- Management is smooth and effective, both day-to-day and in the longer term.
- Leaders are good role models for other staff and pupils.
- School finances are very well managed.
- Procedures and practices to ensure value for money in purchasing supplies and services are very effective.

Commentary

33. The headteacher, governors and all staff, both teaching and non-teaching, identify strongly with the school, work hard and are committed to its success. The result is a robust shared ethos in which both parents and pupils are valued partners. There is a determination to provide good academic standards, together with the broader aspects of education which enrich pupils' time in school.
34. The headteacher is fully committed to the school and its success, which is recognised and commented on by both parents and governors. Despite a full teaching timetable she devotes time and energy to both her leadership and management roles. She delegates effectively, and is well supported by all her staff, both teaching and non-teaching. The very positive ethos in the school reflects the attitude which everyone shares; that the advantages that a small school offers to its pupils will be made good use of, and the difficulties will be overcome. Development planning is clearly focused on raising standards by improving teaching and learning, and the effective monitoring and evaluation of pupils' progress.
35. The school is closely involved in a project to develop a 'Networked Learning Community' in conjunction with six other South Lakeland schools. The sharing of ideas and expertise makes this a particularly useful development for a small school, and is another example of the school's determination to look outside itself to take advantage of the best practice. In a similar vein, classroom assistants receive support and encouragement to attend training courses which will benefit the pupils they teach.
36. The school is well managed. While formal processes are still developing, the school responds thoughtfully to issues as they arise, and reflects these in its development planning. It is aware of relative weaknesses and endeavours to improve, seeing them as a challenge rather than a problem. The use of performance data is focused on individual pupils, as cohorts are so small, and is used to set challenging targets; the development of individual target setting will inform and improve this. Performance management at all levels is clearly tied in to school improvement. Very good deployment of staff makes the best use of their abilities and time and contributes significantly to improving standards.
37. The governing body is both well informed and very supportive. Governors have close involvement with the school and the headteacher, and are regular visitors. They are aware of the

key issues from the previous inspection, of the various ways these have been tackled, and also of the current challenges faced by the school; for example, they know that developing mathematics is a priority. Governors are involved in the construction of the school development plan, initially through the curriculum committee, and regularly review progress. As well as setting appropriate performance targets for the headteacher, they are aware of how the targets for other staff are linked into development planning. The governing body ensures that the school meets all statutory requirements.

38. The school has very good strategies for deciding how to spend its delegated funds and these are administered efficiently. This has resulted in a good level of skilled and experienced staff. Prudent management of finances has given the school the scope to set aside money year by year to improve the premises. The school has a very clear statement of who is responsible for the different aspects of its financial management. There is also a very clear statement of the school's approach to ensuring value for money. Given its standards and provision and the quality of leadership and management, together with average costs despite its small size, the school provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	135,798
Total expenditure	125,210
Expenditure per pupil	2,846

Balances (£)	
Balance from previous year	366
Balance carried forward to the next	7,069

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

39. Provision for the areas of learning in the Foundation Stage is **satisfactory** overall. There have been a number of improvements in the accommodation and resources since the last inspection, and the outdoor play area for children's physical development has also been upgraded. Good use is made of an experienced part-time teacher who fulfils the role of teaching

assistant and works in close partnership with the Year 1 and Year 2 teacher every morning. This is providing stability to the daily routines as well as providing full access to the curriculum. The children are taught separately as a reception group in the morning session, but integrate with the Year 1 and Year 2 pupils in the afternoons. This has a positive effect, particularly on their social development. Regular assessment of children's progress is made in all areas of learning. Recording is thorough and at this stage of the year indicates that most children are on target to reach the expected level in the early learning goals by the end of the school year.

40. Most of the children have some pre-school experience in Kendal before they are admitted to Grayrigg, and their attainment level on entry to full time school is broadly average. They make satisfactory progress overall, but are in a good position to make better progress because of the good quality of the current teaching. Due to the limited time of the inspection it was only possible to make a small number of lesson observations, with additional information being gathered through looking at children's work.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of the good teaching methods and the high quality of relationships with all adults.
- The school offers children a very secure and safe environment in which they can thrive.
- Good role models are offered to children through the very good teamwork by the staff.

Commentary

41. The personal, social and emotional development of the present intake is developing well. Most have good social skills for their age, and participate enthusiastically in all activities when encouraged to do so. This was particularly evident in the 'Jolly Phonics' session when the children displayed obvious enjoyment in learning. They work and play together well, and talk to each other. They interact well with adults too, asking questions and making statements. Relationships are very good with staff and other adults with whom they have regular contact.
42. Children know the routines well and respond sensibly and quickly to the tasks provided for them. Their confidence is developing well because they are made to feel secure, and because the staff offer caring role models and high standards of teamwork. Children know what is expected of them and this is evident in the positive way their behaviour is developing. They show confidence in their approach to activities, take turns and share equipment well. Interaction with older children provides greater opportunities to develop relationships and to be part of the school family, and they are keen to learn.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- There are good opportunities for children to develop their literacy skills through the broad range of well-planned activities and the secure quality of the teaching.

Commentary

43. Children are making good progress as a result of the good balance and range of activities and experiences provided for them, and are on course to achieve the early learning goals. The staff ensure opportunities to engage in talk are frequently offered, and there is equal emphasis placed on children becoming good listeners. The very good quality of relationships encourages children to have the confidence to engage in conversation informally during activities or to respond to questioning.
44. Children are given opportunities to share books with adults, and show great enjoyment in this. They listen attentively and respond positively to questions to demonstrate good comprehension of the text. Opportunities are provided for them to enjoy books individually or share with others whilst sitting in the book area. They handle them with care, and demonstrate that text is read from left to right. The teaching of letter sounds is being taught effectively and systematically. Children are making good progress and know most of the initial sounds of the letters of the alphabet. An examination of children's work shows that recognisable letters are beginning to be formed as children develop their early writing skills through a variety of opportunities linked to interesting activities, such as the visit of 'The Inventor'.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Teachers provide a range of interesting activities to ensure children's learning develops well.

Commentary

45. Teachers ensure that mathematical development is promoted through a broad range of interesting activities, and this is enabling the children to achieve in line with expectations. All are able to count to at least ten and some are able to count beyond 20. They know numbers that are one less or one more than ten. During one activity that was observed, children used digit cards to demonstrate their number knowledge by placing them in the correct order. Practical activities are provided to count and compare in order to increase their experience. They are able to put items in order of size or number, and can recognise basic two-dimensional shapes including the triangle, rectangle, square and circle.
46. It was not possible to make a judgement on provision in the remaining three areas of learning in terms of standards, teaching and learning. However from observing in the classroom and from displays and photographic evidence, it is evident that most children are provided with a sound range of planned experiences, both in and out of school.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

47. From an examination of children's work it is clear they are developing an awareness of change, as for example when they observe the effect of adding colour to the water in a vase of flowers. They investigate materials for waterproof quality, deciding which is most suitable for 'Postman Pete's' hat, and record experiences about people who help us, including the mountain rescue team and paramedics.

PHYSICAL DEVELOPMENT

48. It was not possible to observe children engaged in outdoor play or physical activities. They show satisfactory control over small equipment when rolling out play dough and using cutters to make numeral shapes, and in cutting and sticking activities.

CREATIVE DEVELOPMENT

49. Activities to extend the opportunities for children to use their cutting and gluing skills are provided when children create figures wearing clothes made up of materials that will blend into the background of a picture. They experiment with colours to achieve the best results. Role-play is used to good effect to develop children's imagination.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **satisfactory**.

Main strengths and weaknesses

- Standards of speaking and listening are good.
- Standards in reading have improved and are above average by Year 6.
- Presentation skills, including handwriting and spelling, have improved by Year 6.
- The quality of teaching is improving.
- The use of targets has not yet begun to impact on pupils' achievement.

Commentary

50. Standards are improving because of improved stability in staffing, which in turn is reflecting the improved quality of teaching in the school. Standards in English have been subject to some fluctuations over time but with such small pupil numbers this isn't surprising. Nevertheless, the improving picture includes all groups of pupils, as well as those with special educational needs, and shows a more consistent pattern of development overall. In particular, writing at Year 2 where standards now look to be average, represents good achievement from their overall lower starting point. Reading standards by Year 6 are above average and this is an improvement from the previous inspection.
51. The subject leader has effectively addressed the key issue from the previous inspection of ensuring improvement in spelling and handwriting. The quality of presentation by Year 6 shows a good overall standard of handwriting and reasonable accuracy in spelling. Pupils' books show work set out neatly with handwriting mostly joined and well formed. By Year 2 it's a similar picture with generally well-formed handwriting and the majority of pupils showing a developing knowledge of spelling.
52. Pupils attain good standards in speaking and listening. The youngest reception children work in a small group each morning and as a result have good opportunities to talk and listen to each other. Because there are only two classes, younger pupils are constantly exposed to a broader and richer vocabulary and benefit from this. Outside, they often play with older pupils. Teachers use questions well, and encourage pupils to expand their answers. Pupils are encouraged to use correct technical language, for example in science and ICT. Teachers also make frequent use of discussion partners, ensuring all pupils are used to putting across a point of view.
53. Most pupils by Year 2 are achieving satisfactorily and attaining average standards in writing because of the good opportunities they have to use their writing for different purposes. This is the case for all pupils in this group, including those with special educational needs and lower attaining pupils, who are showing good progress because of the high quality of additional support they receive. It is a similar picture at Year 6 where pupils attain average standards in writing. Broad coverage of the literacy strategy provides opportunities for pupils to produce some imaginative writing in various forms, including poetry. They are able, for example, to express empathy with characters in Ted Hughes' novel 'The Iron Man', engage in biographical writing, re-write traditional poems in the modern idiom, and develop futuristic ideas.
54. Reading standards by Year 2 are average. Most pupils read with confidence, and demonstrate interest and enjoyment. They have useful strategies for tackling unfamiliar words, read with some fluency and convey the full meaning of the text. There is a structured reading programme, and frequent opportunities to read to adults including parent volunteers. Parental support for reading at home is also strong and this helps pupils to improve. By Year 6, pupils achieve above average standards in reading. They talk enthusiastically about the books they have read, and the authors they especially enjoy reading, including Dick King-Smith and Jacqueline Wilson. They

read expressively and with good understanding, and use the library confidently for research purposes. Good opportunities to share reading and discuss texts are provided through guided reading activities which contribute to pupils' achievement.

55. Teaching is good. It is clear from the work of pupils that teaching is now improving from a satisfactory level, due to the hard work of the teaching staff, and recovering from a period of some instability. Lessons are well planned for the mixed age groups so that all ages and abilities are working at the appropriate level. Relationships are good and this has a very positive effect in motivating pupils, who concentrate well and work hard in lessons. Resources are well prepared and used effectively. Opportunities to develop speaking and listening, alongside reading and writing, have a positive benefit on the rate of pupils' learning. Where homework is used it effectively supports and extends work done in lessons.
56. The subject leader has a clear view of standards and how they can be improved. The introduction of individual targets for pupils has not yet had time to become embedded in daily practice, and not all pupils are yet fully conversant with their own personal targets.

Language and literacy across the curriculum

57. Pupils have satisfactory opportunities to use their skills in other subjects. There is evidence of writing for different purposes and audiences in subjects such as history and science, and there is a good emphasis on pupils discussing with each other and explaining or defending a point of view. There is, however, no overall planning to identify such opportunities to ensure that pupils build these skills progressively.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Pupils' attain average standards and achievement is satisfactory.
- Pupils are encouraged to set their work out neatly which improves accuracy.
- Marking is used well to both assess progress and encourage understanding.
- Younger, higher attaining pupils are given good challenges.
- Lower attaining pupils, particularly younger ones, sometimes have difficulty completing set tasks.
- Individual targets are not yet having an effect on pupils' achievement.
- The quality of teaching, while satisfactory, is not yet good enough to raise pupils' attainment.
- Pupils have too few opportunities to use and apply the skills they learn.

Commentary

58. Standards are average in both Year 2 and Year 6. Last year both Year 2 and Year 6 pupils' attainment was slightly above average in national tests. Over the past five years, a more reliable benchmark where such small cohorts are concerned, results have also been on average just above the national picture. Targets for the current Year 6, if met, will maintain this profile. Work in pupils' books, as well as their knowledge and understanding when talked to, suggest that these targets are challenging but achievable. The books also indicate that achievement is satisfactory across the school for pupils of all abilities. Presentation is good and there are few errors caused by untidiness in setting work out.
59. Pupils are taught the basics of mathematics effectively and have a sound understanding, for example of place value and methods of calculation. The numeracy strategy is used to ensure pupils are confident in handling numbers and understand the principles involved. On the evidence of lessons seen, as well as the work produced by pupils, teaching is satisfactory. Teachers plan carefully and ensure that skills are built in a logical progression. There is less

evidence of pupils being encouraged to apply these skills to solve problems, especially where investigations are open-ended so that pupils have to think and discover for themselves.

60. Lower attaining pupils in Years 3 to 6 receive helpful extra tuition in small groups which makes a positive contribution to their achievement. Similar pupils in Year 2 sometimes find their work too challenging and either get it wrong or fail to complete it, although generally teachers ensure that tasks are at an appropriate level. Pupils with special educational needs rarely have numeracy targets as part of their individual education plans, although clearly some have real difficulties. Higher attaining pupils are usually appropriately challenged, with younger ones in particular benefiting from working with able older pupils.
61. Marking in pupils' books is good in both classes. Younger pupils' work, especially for lower attaining pupils, is often annotated to show understanding and how much help was given. This is effective use of on-going assessment. Comments for older pupils are both positive and evaluative, and sometimes they are encouraged to produce extra work to consolidate their understanding. Target setting for individual pupils is too recent to be having an impact on achievement.
62. The action plan for mathematics for the current year has appropriate priorities, particularly the importance of developing special needs provision in numeracy. A 'maths recovery' programme is already planned for, as well as the use of ICT programs to improve number skills and confidence. If standards are to be raised, the quality of teaching overall will need to be improved, particularly in the planning of appropriate practical activities to underpin and extend pupils' understanding. There has been satisfactory improvement since the previous inspection.

Mathematics across the curriculum

63. Mathematics is used within other subjects, for example, in science when pupils in Years 1 and 2 collected data using tally charts which they then used to create a block graph on the interactive whiteboard. Older pupils graph the comparative rainfall in Egypt and Grayrigg as part of their history studies, and then use this to find the median and average rainfall in each place, as well as its range. However, opportunities are not systematically planned for.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards are average and pupils' achievement is satisfactory.
- Teaching during the inspection was good, but pupils' work indicates it has been satisfactory over time.
- Higher attaining pupils in Year 2 do not achieve as well as they might.
- Marking is helpful and asks questions to develop the understanding of older pupils.
- Pupils have limited skills in scientific enquiry, although the school is endeavouring to rectify this.

Commentary

64. Standards in science are broadly average at both Year 2 and Year 6. This is borne out by the results of national tests over the last five years, which when averaged out are similar to those found nationally. While standards of current Year 2 pupils are average, teacher assessment last year did not have any pupils achieving the higher level 3, although in tests some pupils attained level 3 in both reading and mathematics. Discussion with current Year 2 pupils also indicates that while they have sound knowledge and understanding they have not been extended by more challenging concepts.

65. Pupils in Year 2 had difficulty in talking about scientific investigation, although they have had practical experiences, such as constructing simple electrical circuits and investigating different materials. Their work shows that they are expected to justify their ideas and respond to their discoveries. Pupils in Years 3 and 4 cover an appropriate range of topics, as do those in Years 5 and 6, but there is limited evidence of investigative and experimental work in their books. In discussion, Year 6 pupils can describe what makes a 'fair test', but struggle to talk about experiments they have undertaken, what they set out to prove and why they reached the conclusions they did. While they have carried out suitable investigations, they are not confident to discuss the process, and have little experience of selecting equipment and deciding how best to carry out an experiment. Newly introduced 'investigation sheets' will help pupils to structure their testing, but they will still need the freedom to make their own decisions. Achievement is satisfactory overall, but limited by the relatively narrow focus.
66. Two lessons were seen during the inspection, one in each class, and both were well taught. In an effective introduction to magnetism, younger pupils experimented freely with different materials and began to develop the concept of classifying them by a property. The lesson was well planned and resourced, and led to useful discussions in which pupils were encouraged to use scientific vocabulary. It formed a useful introduction to help pupils plan a future investigation.
67. The older pupils worked on two different topics, with good planning ensuring that those not directly involved with the teacher were well occupied. Years 3 and 4 pupils investigated shadows and the effect of the light source coming from different directions. Pupils were encouraged to predict what might happen and challenge their pre-conceptions, although the 'hands-on' opportunity followed a fairly lengthy teacher-directed input. In Years 5 and 6 pupils continued to find out more about the solar system through independent research. Both groups worked in pairs and were encouraged to discuss their ideas, making a good contribution to their speaking and listening skills.
68. Marking is good and a strength of the school. The work of younger pupils is annotated to indicate their understanding; useful assessment to inform future planning. In the older pupils' books the teacher often writes questions to encourage pupils to reason further or explain their conclusions, and pupils in Years 5 and 6 sometimes reply to this with written answers, a response which could be encouraged until it becomes an expectation.
69. Work is carefully planned to ensure that pupils cover all aspects of science at an appropriate level, despite the different age groups in each class. Despite this, some concepts are fairly demanding, especially for pupils in Year 1. New materials to help track pupils' progress are being introduced for Years 1 and 2, and could usefully be extended throughout the school. There has been satisfactory improvement since the previous inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Standards are average and improving by the time pupils reach Year 6.
- Pupils achieve well and are confident users of the technology.
- Interactive whiteboards are used imaginatively and effectively in other subjects as well as ICT.
- The subject is well used to encourage pupils' independence.

Commentary

70. Standards are average at both Year 2 and Year 6 overall, although in some areas they are above this level. This is particularly true for younger pupils in the Years 3 to 6 class, who are taking advantage of being exposed to more demanding tasks, mainly addressed at the older pupils, and who are thereby acquiring a good level of skill and understanding. Pupils are achieving well overall.

71. Two lessons were seen, one in each class. Good teaching with Years 1 and 2 pupils was based on good planning, very good relationships and high expectations of pupil independence. The whiteboard was used effectively, both to introduce the concept and to reinforce it at the end of the lesson. The deliberate organisation of pupils into Year1/Year2 pairs on a computer meant a degree of peer tutoring which developed understanding for one pupil and self-esteem for the other. The teacher balanced helping pupils where necessary with an expectation that they could do things for themselves. The task itself was effectively linked to both numeracy and literacy.
72. The lesson for older pupils was satisfactory but less effective. A good introduction encouraged pupils to decide on the best way to present a newspaper page, but the use of the whiteboard by individual pupils, while visually stimulating, took too long, and pupils who were not involved lost focus. This was not helped by some of the pupils being already fairly knowledgeable about the necessary skills. The Year 3 pupils, working at a different but related task in the computer suite, well supported by a teaching assistant, made better progress because they worked in pairs at a practical task.
73. Work by Year 6 pupils demonstrated a good level of skill in specific areas. Power-point presentations of a topic on the Victorians made good use of different tools and facilities. Very competent computer animations told well-known stories, such as 'George and the dragon' and were complete with a sound track. Pupils worked together in pairs or small groups to do this, making a good contribution to their co-operative skills.
74. Improvement since the previous inspection is good. Standards have improved at Year 6, which indicates good progress, particularly due to the greatly increased demands now made by the subject. The emphasis on pupils learning independently is a good model for other subjects.

Information and communication technology across the curriculum

75. There are good examples of this in many areas of the curriculum. Teachers are making thoughtful use of the whiteboards to support and extend their teaching in most subjects, and are encouraging pupils to use them as well in group and whole-class sessions, which is having a positive effect on self-esteem. There is evidence in books of pupils using ICT skills in many subjects to enhance presentation or to clarify results.

HUMANITIES

*It is not possible to make a firm judgment about provision in history and geography, as it was only possible to see one lesson, in history. However, these subjects were sampled where possible by looking at work covered in books, on display in classrooms or corridors and through speaking to teachers and pupils. Work in **religious education** was not inspected, as this forms part of the Diocesan Inspection.*

76. In **history**, a good lesson for children in reception and pupils in Years 1 and 2 built effectively on their existing knowledge of Florence Nightingale and her work in the Crimean War. Good use of questions and paired discussion by pupils led to a productive session with a parent, who role-played Florence so well that many pupils were initially convinced she was real! The follow-up activities were well planned to engage everyone, from reception children role-playing hospitals and asking further questions to Year 2 pupils using reference books to find more information. Writing tasks were well structured with helpful vocabulary sheets to support spelling and improve language skills.
77. The work by pupils in Years 1 and 2 on the Great Fire of London shows that good teaching strategies are used to encourage learning and help pupils in their written response. It is also very well annotated to indicate the level of knowledge and understanding achieved by individual pupils. By Year 6, pupils produce well constructed folders on the Ancient Egyptians. As well as being well presented, pupils cover a range of skills, including drawing maps, art and design

work, a range of writing for various purposes and graph work comparing rainfall in Egypt and Grayrigg. The standard of this work is clearly in line with the expected level, but lacks opportunities for pupils to take understanding further, for example by linking different characteristics of the period, or looking at cause and effect.

78. Year 6 work in **geography** follows a similar pattern, with an extended piece of work on Africa. Again there are sound links to other curriculum areas, particularly literacy, as well as the experience (for parents and staff as well as pupils!) of learning African dance styles from a visiting expert. Pupils in Years 1 and 2 made practical use of mathematical skills in their traffic survey, tallying different types of vehicle passing the school before constructing a graph to represent this on the interactive whiteboard.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

It is not possible to make a firm judgment about provision in art and design, design and technology, music and physical education as only one lesson was seen, in physical education. However, these subjects were sampled where possible by looking at work covered in books, on display in classrooms or corridors and through speaking to teachers and pupils.

79. A specialist **music** teacher is employed to teach the music curriculum across the school. The scrutiny of planning indicates all elements of music are taught. A number of tape recordings show that pupils have opportunities to sing, use a variety of percussion instruments for accompaniment and participate in musical plays and assemblies. A number of pupils also receive instrumental tuition for the flute and recorder. Pupils have the opportunity to listen to music of different types, for example in assemblies, and the great majority sing hymns tunefully and enthusiastically.
80. In **art and design**, a scrutiny of displays around the school and of pupils' work indicated satisfactory standards in the use of a range of materials and techniques. Curriculum planning shows the necessary coverage is provided for, both in art and design and **design and technology**. Photographic evidence of completed work in design and technology indicates pupils are having appropriate curricular experiences and opportunities to produce their own designs and plans. Models show careful attention to detail and use of colour and decoration, with suitable use made of moving parts. Pupils produce written reports on the process they used, but these do not include evaluations of what worked and what didn't, and why.
81. Only one games lesson was seen as part of the **physical education** programme. Here good teaching of pupils in Years 3 to 6 enabled them to develop and improve their basketball skills at their own personal level. The parent who led the lesson showed good coaching skills, and also runs the extra-curricular basketball clubs. The curriculum provides coverage of all aspects of physical education. Pupils benefit from a range of extra-curricular sporting activities, and good quality provision for games at the local high school and swimming at a leisure centre. By Year 6 all pupils attain the national standard in swimming and have done so for some years, a considerable achievement.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

82. No lessons were seen in this area of the school's work, although it is timetabled in both classes, and no judgement is made about overall provision. However, sensitive teaching and good relationships in reception ensure children gain in confidence and self-esteem. The positive effects in the school can be measured by the mature and responsible attitudes of the great majority of pupils, and the way in which older pupils care for younger ones. The assemblies seen during the inspection also made a good contribution to this curriculum area. The overall ethos supports the pupils' development in the broadest sense, which the school sees as an important part of its work.

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	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	4
Pupils' attitudes, values and other personal qualities	2
Attendance	3
Attitudes	2
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	3
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
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	2
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).