

INSPECTION REPORT

MOOR ROW PRIMARY SCHOOL

Moor Row, Whitehaven

LEA area: Cumbria

Unique reference number: 112161

Headteacher: Mr John Nixon

Lead inspector: Mr David Carrington

Dates of inspection: 17th –18th May 2004

Inspection number: 256947

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
Number on roll:	108
School address:	Moor Row Whitehaven Cumbria
Postcode:	CA24 3JW
Telephone number:	01946 810620
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Appropriate authority:	Governing body
Name of chair of governors:	Mrs Barbara Lee
Date of previous inspection:	23 rd March 1998

CHARACTERISTICS OF THE SCHOOL

Moor Row Primary School is a small village school. It serves the village of Moor Row and the neighbouring communities of Bigrigg and Woodend, which lie to the west of the Lake District in Cumbria and just inland from the sea. There are 108 pupils in school (57 boys and 51 girls), all of whom are from white British family backgrounds. All pupils speak English as their main language. There is an average proportion of pupils with special educational needs, though the proportion with statements is well above average. Most special educational needs are for learning difficulties. The attainment of children when they start school at the age of five is below average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	David Carrington	Lead inspector	Mathematics, information and communication technology and history.
1329	Kevern Oliver	Lay inspector	
1189	Sharon Brown	Team Inspector	Science, art and design, design and technology, physical education and areas of learning for children in the Foundation Stage.
22182	Fiona Robinson	Team inspector	English, geography, music, religious education and special educational needs.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Moor Row Primary School provides a **good** quality of education. Most pupils achieve well because of good quality teaching and learning. The school is very well led by the headteacher and governors and staff form an effective team determined to improve standards, the quality of education and management even more. Pupils' attitudes, behaviour and relationships are all very good. The school gives **good** value for money.

The school's main strengths and weaknesses are:

- Standards are above average in English, especially writing, and information and communication technology (ICT), and are average in mathematics, science and religious education by the age of eleven.
- Standards are above average at the age of seven in mathematics and ICT but are below average in science, where achievement is unsatisfactory, and average in English and religious education.
- Pupils achieve well most of the time in infant and junior classes.
- The headteacher gives a very good steer to the school and has built a strong team of staff and governors.
- The quality of teaching and learning is good.
- There is good provision for pupils with special educational needs.
- Attendance rates are well above average and pupils are very keen to come to school.
- Assessment, target setting and tracking procedures are inconsistent and not effective enough.
- Subject leaders do not have enough involvement in monitoring and evaluation in lessons across the school.
- The curriculum is broad and well balanced and is very well enriched by the programme of extra curricular activities and involvement of parents and members of the community.
- There are insufficient resources for the Foundation Stage.

The school has made **good** improvement since it was inspected in 1998. The headteacher has led the very good improvements made to the format of the school improvement plan. Planning now identifies clearly the progression in skills, knowledge and understanding in English, mathematics and science and the curriculum for the children in reception is based on the nationally adopted six areas of learning. Teacher appraisal through performance management meets statutory requirements and is of good quality. The use of assessment to help focus planning on the needs of all pupils still requires some work.

STANDARDS ACHIEVED

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

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

Standards in the 2003 national tests in Year 6 were well below the national average in mathematics and average in English and science. Compared to similar schools, standards showed a similar pattern. In Year 2 last year, standards in the national tests were above the national average in reading and writing and well above average in mathematics. They were well above the average of similar schools in all three subjects. Boys have tended to do better than the girls in the national tests over recent years, often in contrast to the national picture. During the past few years, including 2003, higher attaining pupils have done well in the national tests. An above average proportion of pupils reached the higher level 3 in Year 2 and level 5 in Year 6.

Overall, achievement is **good**.

- The children in reception started school with below average standards and they are achieving soundly.
- Achievement is good in the main in Years 1 and 2. Standards are above average in mathematics and ICT. They are below average in science and average in English and religious education.
- In Years 3 to 6, achievement is good. Standards are average overall in Year 6, with above average standards in writing and ICT.
- Pupils' attitudes, behaviour, relationships and values are all very good. Attendance levels are well above average. The overall quality of pupils' spiritual, moral, social and cultural education is **good**.

QUALITY OF EDUCATION

There is a **good** quality of education in school. The quality of teaching and learning is **good**. Pupils work from a good curriculum that is very well enriched and there is good provision for pupils with special educational needs. The use of assessment to set and track targets is inconsistent. The overall quality of care, welfare, health and safety is good and the partnership with parents, other schools and the community enhances learning effectively.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher leads the school very well and he has vision and ambition for the school's continued improvement. He has built a good team of staff and governors. Subject leaders are developing their roles well, but they do not have enough opportunities to monitor and evaluate the quality of education and standards in other classes. Governors know the strengths and weaknesses of the school well and they ensure that the school follows the principles of *Best Value* well in its work. This is because the quality of school improvement planning is very good. It includes challenging and measurable targets for improvement and is linked very effectively to finance.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents hold positive views of the school and few concerns were raised with inspectors. Pupils like the school immensely and school managers and governors value their views and use them to help make decisions..

IMPROVEMENTS NEEDED

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

- Maintain efforts to raise standards and achievement, especially in the Foundation Stage and science in the infants.
- Enhance the role of subject leaders to include greater opportunities for them to monitor and evaluate standards and the quality of education through the school.
- Develop assessment, target setting and tracking procedures, including the marking of pupils' work and pupils' self-assessment of learning, to ensure knowledge and skills are built in a progressive way.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils' achievement is **good** and standards are **average** overall, though they are above average in writing and information and communication technology (ICT) by the end of Year 6. They are below average in science at the end of Year 2.

Main strengths and weaknesses

- Overall, achievement is good.
- Standards in the Year 6 2003 national tests were well below the national average in mathematics and average in English and science.
- The trends to improvement in standards in the national tests over the period 1999 – 2003 were better than the national picture in Year 2 but were below the national trend in Year 6.
- This year, standards are above average in Year 6 in writing and ICT and average in reading, mathematics, science and religious education.
- Standards are below average in science at the end of Year 2. They are above average in mathematics and ICT and average in reading, writing and religious education.
- Boys have tended to do better than the girls in the national tests over recent years, often in contrast to the national picture.
- Pupils with special educational needs, and those in the middle and higher attaining groups achieve well because the work is well focused on their needs.
- The children in reception started school with below average standards and they are achieving soundly.

Commentary

1. Pupils achieve well during their time in school. The good quality of teaching and learning ensures that skills, knowledge and understanding are built well and that pupils are well motivated to learn successfully.
2. As indicated in the following table, last year standards in the Year 6 national tests were well below the national average in mathematics and average in English and science and were lower than in 2002 in school.

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

Standards in:	School results	National results
English	26.6 (27.4)	26.8 (27.0)
mathematics	24.5 (28.1)	26.8 (26.7)
science	28.8 (29.6)	28.6 (28.3)

There were 17 pupils in the year group. Figures in brackets are for the previous year

3. In Year 6 currently, standards are above average in writing and information and communication technology (ICT) and average in reading, mathematics, science and religious education. The difference in the mathematics results between 2003 and 2004 is due to the more careful match of work to pupils' needs, ample challenge for higher attaining pupils and a brisk pace of learning in Years 5 and 6. Links to other subjects are good in science, and this enables pupils to use their knowledge and skills in a variety of situations, which enhances achievement.

4. The school also makes effective use of subjects such as geography, history and religious education to promote writing skills and standards in writing have improved well since the previous inspection. The links between ICT and subjects such as English, mathematics, history and art and design ensure that pupils have ample opportunities to practice and refine their ICT skills as part of work in other subjects. In science, pupils achieve well in Years 3 to 6 as a result of good teaching and investigative work is used well to support pupils' learning. The quality of the curriculum has been improved well in religious education and this has ensured pupils study the full range of topics and that standards are average.
5. Standards in the Year 2 national tests last year were above the national average in reading and writing and well above average in mathematics. This is summarised in the next table. Results were well above the average of similar schools in all three subjects. They were lower than the 2002 results in writing.

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

Standards in:	School results	National results
Reading	16.9 (16.7)	15.7 (15.8)
writing	15.8 (16.2)	14.6 (14.4)
mathematics	17.8 (17.6)	16.3 (16.5)

There were 17 pupils in the year group. Figures in brackets are for the previous year

6. The current Year 2 pupils are attaining standards that are above average in mathematics and ICT. Standards are below average in science and average in English and religious education. Science results are not high enough because there are limited opportunities to develop writing skills in science in Years 1 and 2 and there is an over-dependence on worksheets. This contrasts with the effective work to develop writing in other subjects. There is also little use of pupil targets in science.
7. Whilst the trends to improvement in standards in the national tests over the period 1999 – 2003 were better than the national picture in Year 2, they were below the national trend in Year 6. The school has made very thorough analysis of the trends in national test results and has made changes to the curriculum and teaching and learning in response. These are paying dividends, as the current results in mathematics are showing. However, there is still some work to be done, especially in science, to ensure that provision guarantees consistently good achievement.
8. The children now in reception started school with below average levels of skills and knowledge. They are achieving soundly in the main, though there is need for adults to guide, prompt and question the children more than they do, in order to increase the pace of learning and bring achievement into line with pupils in older classes.
9. Boys have tended to out-perform the girls in the national tests over recent years. This has often been opposite to the national picture. During the inspection boys and girls were observed to learn as effectively as each other and there was no significant difference in their achievement.
10. The school has a very good commitment to *educational inclusion* and pupils of all academic backgrounds are given good opportunities to succeed. For example, those with special educational needs achieve well because the support provided by teachers and teaching assistants is effective in providing work that is well focused on pupils' individual targets. Similarly, the middle and higher attainers have carefully matched and challenging work, which enables them to achieve well.

Pupils' attitudes, values and other personal qualities

Pupils' attendance and punctuality are **very good**. Their attitudes and behaviour are **very good**. Their spiritual, moral social and cultural development is **good** overall.

Main strengths and weaknesses

- Pupils really like coming to school and enjoy every aspect of school life.
- Pupils work hard and are proud of their achievements.
- Pupils' good attitudes to learning and good behaviour help them to achieve and make good progress.
- Pupils' spiritual, moral and social development is very good because every aspect of school life is underpinned by the school's "learning for life" ethos.
- Pupils have limited opportunities to explore and experience cultures other than their own.
- Attendance and punctuality are very good.

Commentary

11. Moor Row's pupils are really proud of their school. They feel that it is a good place in which they can learn and play with their friends. They are confident and polite. They like and trust all the adults who work with them. Visitors are made to feel very welcome as pupils of all ages eagerly chat to them and offer advice on how, for example, to get around the school.
12. Behaviour in and around the school is very good. Teachers have a consistent approach to managing behaviour and pupils know and understand what is expected of them. As a result lessons and assemblies run smoothly pupils enjoy learning. They listen attentively and work well, both together and on their own. They use their initiatives to solve problems and find things out. Pupils know to tell an adult if anyone is unkind or upset and confirm that things are quickly sorted out.
13. The school's caring ethos is very obvious in, for example, the way that older pupils keep a kindly eye on the younger ones and those who have major behavioural problems are sympathetically supported by their classmates. The very good relationships seen help those pupils with special educational needs to gain in self-esteem. They feel valued and, as a result, work hard – making good progress. Playtimes are happy times as pupils of all ages join in a wide variety of energetic and quieter games. Pupils are very enthusiastic about the very good range of clubs and visits, which the school provides. Memorable outdoor activities such as "troll hunting" excite them and large groups stay late for the orienteering, hockey and other clubs. Pupils are very proud of their orienteering and cross-country teams' successes.
14. Pupils' spiritual, moral and social development is good. They have a strong sense of right and wrong. They are keen to contribute to their community and thrive on responsibility. In comparison pupils' cultural development is less well advanced because they have limited opportunities to explore cultural traditions other than their own. The school is aware of this problem and plans, for example, to include other faiths and cultures in future educational visits to big cities.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	4.2
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.

15. There are very good arrangements for ensuring that pupils come to school and arrive on time every day and attendance and punctuality are very good.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

There is a **good** quality of education in school. Pupils work from a good curriculum that benefits from the programme of enrichment. There is good provision for pupils with special educational needs. The use of assessment to set and track targets is not fully embedded in school. The overall quality of care, welfare, health and safety is good and learning is enhanced well by the good partnership with parents, other schools and the community.

Teaching and learning

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

Main strengths and weaknesses

- Teaching quality is good in infant and junior classes and this ensures pupils learn well.
- Pupils work productively and build skills, knowledge and understanding well.
- Staff are insistent on high standards of behaviour.
- Assessment is satisfactory overall and it is being improved steadily.
- Pupils do not have enough information to help them assess how well they are learning.

Commentary

16. As the following table shows, most of the lessons observed during the inspection showed good or better teaching. In fact, the quality of teaching is good overall in infant and junior classes and satisfactory in reception. The scrutiny of pupils' past work also produced firm evidence of good teaching in the infants and juniors.

Summary of teaching observed during the inspection in 24 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	14	9	0	0	0

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

17. Teaching quality is good in infant and junior classes and this ensures pupils learn well. The most effective teaching is in Years 5 and 6, and the very good lesson observed was in this year group. This was characterised by high expectations, brisk pace and a challenging approach to learning. In general, the nine lessons deemed satisfactory had all the necessary features to produce successful learning but were less sharply focused on the needs of individual pupils and groups. In some instances, staff maintained a strong control of learning by instructing pupils through each stage of the work, thus reducing opportunities for the pupils to decide for themselves how to approach the tasks. The over-use of worksheets in some of the learning, particularly science, caps achievement as often, all pupils, regardless of academic background, complete the same task and do not have the opportunity to sharpen their skills. Improvements could be made to the quality of teaching in the reception in order to ensure that achievement and standards are maximised.
18. In the 15 lessons judged to be of good or better teaching, planning was well focused on the skills and knowledge to be learned by groups of pupils, staff gave good encouragement and teaching methods were effective in promoting learning. The work of support staff was good in

these sessions. One quality that stands out in the majority of lessons is the absolute insistence on high standards of behaviour.

19. The teaching of pupils with special educational needs is effective. Pupils are helped to succeed through appropriately set work and good levels of support. Their individual education plans are generally detailed and specific, with clear, achievable targets for improvement, although some teachers are better at this than others. In many cases, parents or carers have agreed these and in some cases pupils too are involved. Pupils' progress is assessed carefully and this is used to set further relevant targets.
20. Learning quality matches the quality of teaching. It is good overall, being satisfactory in reception and good in infant and junior classes. In the main, pupils work productively to consolidate and extend their skills, knowledge and understanding. As they grow older, pupils show increasing skills of independent and collaborative work. Relationships are a strength in the school and this contributes much to the harmonious and industrious partnerships developed in learning. There are times in reception when staff could intervene more to consolidate and extend learning by guiding and questioning the children in order to amplify their experiences.
21. Assessment is satisfactory overall. Most work to improve assessment has been undertaken in English and mathematics and the most effective systems are in these two subjects. Assessment in science, religious education and most non-core subjects requires improvement to ensure that it identifies the rate of pupils' progress in building knowledge and skills. Work to improve assessment is progressing steadily, though marking is not used effectively enough to identify ways in which pupils can improve their work and the pupils have few opportunities in lessons to self assess their work. The use of the final part of lessons could be better utilised for pupils to evaluate how successfully they have learned.

The curriculum

A **good** curriculum is in place, which is broad and well balanced. It is very well enriched by the programme of extra-curricular activities. The accommodation is satisfactory overall, but aspects of the physical education curriculum for gymnastics are restricted by the very small hall.

Main strengths and weaknesses

- All pupils benefit from a broad, relevant and well-planned curriculum.
 - Provision for personal, social and health education is good.
 - Provision for pupils with special educational needs is good.
 - Pupils benefit from a very good range of extra-curricular activities.
 - Generally, pupils are well prepared for the next stage of their education.
 - Since the previous inspection the provision for outdoor play in the Foundation Stage and resources for these children generally have not been improved enough.
22. The overall quality of the curriculum has improved since the previous inspection. The curriculum is satisfactory in the Foundation Stage and good in Years 1 to 6. It is well planned to national guidelines ensuring good coverage of the subjects and the systematic development of skills, knowledge and understanding. All pupils have full and equal access of the needs of all pupils in the mixed year classes. Children in the Foundation Stage make steady progress and achieve satisfactorily although aspects of physical development are unsatisfactory.
 23. The school provides effective personal, social and health education, including attention to drugs misuse as part of the science curriculum. The governors' decision that sex education should not be taught formally still stands, although this is currently being reviewed.
 24. There is good equality of access exemplified in the good provision for pupils with special educational needs. Careful consideration is given to meeting the needs of various groups and

individuals. There are good quality individual education plans, with clearly defined targets, which are regularly reviewed. As a result these pupils achieve well.

25. Children in the Foundation Stage are soundly prepared for Year 1. Those in Years 2 and 6 are well prepared for the next stage of their education. Pupils in Years 3 to 6 have good opportunities to become familiar with the local secondary schools and engage in a good number of sporting and other activities, such as the ICT links with a secondary school in Whitehaven, prior to transfer.
26. In the previous inspection, the lack of a suitable outdoor play area was identified as a weakness for children in the Foundation Stage. This remains an issue for the school to address.
27. Overall, the accommodation is satisfactory with good provision in the new ICT suite. The issue identified in the previous inspection regarding the restricted hall space still holds true, although measures to address this have been put in place to some extent with access to a local secondary school hall for floor gymnastics for the oldest pupils. The playground is satisfactory and field provision is very good. Resources generally are satisfactory but resources for the Foundation Stage are not good enough and the area is in need of refurbishment.

Care, guidance and support

The school has **very good** arrangements for looking after pupils' care, welfare and health and safety. Its monitoring of pupils' achievements and personal development is **satisfactory**. There are **good** arrangements for involving pupils through seeking, valuing and acting on their views.

Main strengths and weaknesses

- There are very good child protection procedures and good arrangements for looking after everyone's health and safety.
- Systems for tracking pupils' progress and achievement rely too heavily on informal methods.
- The school pays great attention to pupils' pastoral needs.
- Pupils' ideas on how to make the school a better place for them to learn and play are sought and acted upon.

Commentary

28. The school provides pupils with a happy and caring environment, which is conducive to learning and helps them grow into mature, responsible members of the community. The head teacher is in charge of the very good child protection arrangements, which include links with the relevant local agencies and up to date training for all staff.
29. Health and safety arrangements are good. There are regular safety and security inspections of the whole site. A good risk assessment system, which covers both trips and in-school activities, is in place. First aid provision is good because almost all of the staff has been trained. Pupils are well supervised throughout the day. Their health and general well being is promoted through the personal, social and health education programme which includes, for example, talks as part of the structured, intensive 14 week course delivered by specially trained police officers. This is concerned with the perils of drug taking and "how to say no". The school is only one of a handful of schools throughout the county that is involved in this project.
30. All the staff knows their pupils and their families very well. Teachers and support staff are sensitive to their pupils needs and provide good support and guidance. They deal sensitively with pupils' problems. Current arrangements for tracking pupils' progress are satisfactory but individual teachers rely too much on informal methods of checking how their pupils are getting

on and deciding what they need to do next. The school is aware of this situation and is developing a more systematic approach to record keeping and tracking.

31. The school values pupils' ideas and the contribution, which they can make to school life. It relies heavily on the very good day-to-day relationships between staff and pupils to gather information and ideas. The system obviously works because pupils feel that their ideas and opinions are valued and acted upon. A school council has recently been reinstated and pupils report that it is already proving to be a useful way of passing on ideas and needs to the head teacher. Pupils have a clear understanding of how the council operates and the importance of elections.

Partnership with parents, other schools and the community

The school's links with parents and other schools are **good**. Links with the community are **very good**.

Main strengths and weaknesses

- Parents are well informed about the school and their children's standards and progress.
- Parents are actively involved in school life and support their children's learning well.
- The very good links with the local community enrich the curriculum and make pupils aware of their own heritage and culture.
- Pupils' education benefits from the number and range of the school's good links with local schools and colleges.

Commentary

32. Parents are pleased with the ways that Moor Row helps their children to learn and grow up. They are kept well informed about the school through the prospectus, curriculum leaflets and regular newsletters. They hear about their children's progress at consultation evenings and through end of year report. The latter meets requirements and covers all aspects of the curriculum but in its present form it does not provide enough guidance on what pupils need to do in order to make progress. Parents of children who have special educational needs are kept well informed and are closely involved in planning the way that the school supports their children's problems.
33. The school has an "open door" policy and parents feel comfortable about visiting. Every morning the parents and teachers of younger pupils meet and chat as they settle them down for the day. Parents make a good contribution to school life and their children's education. Virtually all encourage their children to work hard and do their homework. A small number of volunteers regularly come into school to help in lessons. Others help look after pupils on trips. Assemblies are well supported and one-off events such as the Christmas plays are a complete sell-out. There is a very active parents' association, which organises social events and raises large sums of money for the school.
34. The school is proud to be at the heart of the local community. The involvement of a large number of people in school, directly and indirectly contributes effectively to school life. The computer suite is used for adult courses. The pre-school group uses the school's facilities. The school is involved in environmental improvements to the village. Pupils entertain older members of the community and sing carols for shoppers at Christmas time. Local businesses provide advice and resources and the village Working Men's Club is used for major events. Ministers from the local churches regularly lead assemblies.
35. The very good links with colleges and schools have a positive impact on pupils' learning. They include work on inclusion with the local special school and shared experiences on how to make best use of ICT. Links with secondary schools ensure that year 6 pupils are ready for

transfer. Trainee teachers and nursery nurses come to the school for work-experience. The local science park helps out with science days. Pupils play competitive games with other schools and take part in local festivals. The school's involvement in the West Cumbria Orienteering Club makes a valuable contribution to pupils' personal, social and health education.

LEADERSHIP AND MANAGEMENT

Leadership and management is **good** overall. The head teacher is a **very good** leader. The leadership of other senior staff is **satisfactory**. Management and governance are **good**.

Main strengths and weaknesses

- The headteacher is totally committed to improving the school and his management and leadership is enabling staff to develop and fulfil their roles.
- The roles of the subject leaders needs to be developed to include a systematic means of monitoring all aspects of pupils' progress and how well they are being taught.
- The school is very good at evaluating its strengths and weaknesses and acting on its findings.
- The governors have a good understanding of what the school needs to do in order to improve and are playing a vital part in making things happen.
- Finances are well managed and the school evaluates its spending very carefully.

Commentary

36. The headteacher leads from the front. He is a very good communicator with a very clear vision of what needs to be done in order to raise standards and ensure that pupils, whatever their ability, achieve as well as they possibly can. He has brought together a loyal team of teachers and assistants, which shares his vision and commitment to Moor Row.
37. Things have changed dramatically since the previous inspection when the school's improvement plan was heavily criticised. Now there is a very good plan, which is based on a thorough evaluation of the school's strengths and weaknesses. Developed by the head teacher in consultation with staff, governors and parents, it addresses every key aspect of school life and contains challenging targets, action plans, finance, timescales and responsibilities. It is the foundation of the school's drive to improve standards.
38. The subject leaders are developing their roles. Although their leadership of their subjects is satisfactory they do not have enough opportunities to monitor standards and the quality of teaching and learning in all classes. The procedures, which they use to monitor pupils' progress, are not systematic and consistent enough. The leaders are well aware of these problems and with support and guidance from the head teacher are working to solve them. New, computer based systems, which the head teacher has introduced, are helping them. For example, the analysis of the results of annual tests has been transformed and the resulting information about groups' and individual pupils' progress is beginning to be used to plan teaching. The leadership and management of pupils with special educational needs are very effective. The subject leader is highly committed and very well organised.
39. Teachers' appraisal, which was criticised by the previous inspection team, and their professional training and development, are good. Everyone has an up to date personal development plan, which is linked to the school's improvement plan. A senior member of staff co-ordinates all training. Everyone also has a basic job description but plans are in hand to up date them to reflect more accurately team roles and responsibilities.
40. The governors understand and fulfil their roles well. They are well organised and although they have been in office for less than two years, they are well informed about their school. They understand its strengths, weaknesses and what needs to be done to bring about

improvements in standards and the quality of school life. They work closely with the head teacher, the rest of the staff, parents and the local community. Governors visit the school regularly and sit in on lessons. Several of them help to run after school clubs and all of them are members of, or have close links, with the local community.

41. The school's resources and finances are well managed. Spending decisions focus on raising standards and pupils' needs. The governors and head teacher rigorously seek out best value for money and in their first year in office turned a predicted deficit of £10,000 into a small surplus.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	297 381
Total expenditure	290 471
Expenditure per pupil	2 640

Balances (£)	
Balance from previous year	-2 442
Balance carried forward to the next	6 640

42. The school ensures that pupils' education is effective. The quality of teaching and learning is good, which leads to good achievement. Pupils build skills, knowledge and understanding well from their below average starting points in reception. Standards are rising, and are average overall by the end of Year 6. Thus, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

The Overall quality of provision in the Foundation Stage is **satisfactory**.

Reception children start school in the September in the year in which they are five. Almost all have had some pre-school experience prior to starting at Moor Row Primary School. Overall attainment is below that expected nationally for children of this age on entry to school. There are currently thirteen reception children in the class. No pupil is identified as having special educational needs or has English as an additional language. The class teacher has responsibility for the class with some part time support from a classroom assistant. A student was also supporting in class on occasions during the inspection. The class teacher does not always make the best use of additional support to aid children's learning.

A key issue at the last inspection was the planning of the curriculum for children in the Foundation Stage. Reasonable improvements have been made to teacher's planning since then, although these are recent and there are still some shortcomings in the planning. Because of these shortcomings, children do not always achieve as well as they should, particularly when choosing activities for themselves. There are adequate procedures for checking and recording children's progress and these are used satisfactorily to guide their next steps of learning. The provision for outdoor play and physical development is unsatisfactory. Resources are adequate except for outdoor physical development where they are unsatisfactory.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children settle into school well and their attitudes and behaviour are good.
- Planning does not sufficiently identify what children are expected to learn from the activities they choose for themselves.

Commentary

43. Most children are on course to reach the standards expected nationally by the end of the reception year and a few will exceed them. This represents satisfactory achievement overall.
44. The quality of teaching and learning is satisfactory overall, but on occasions the adults miss opportunities to intervene and engage with children in order to extend learning further.
45. The children behave sensibly in their classroom, but in the outdoor area some children do not use resources with respect, for example, riding bikes into the wall and riding over road maps and small world equipment. This is because such activity goes unchecked.
46. Children are friendly towards one another. They are encouraged to share and take turns. They take responsibility for tidying up, both indoors and outdoors. Children are encouraged to prepare their own snack and choose when to take this, which makes a good contribution to their personal and social development. Whilst learning intentions are clear in planning for adult-led activities there is a lack of clarity and purpose to some activities that children choose for themselves, particularly outside when there is no direct adult intervention. This means that children are not always challenged as well as they could be.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Some good opportunities are created for children to practise their speaking and listening skills.
- There are missed opportunities for children to practise early writing in imaginative situations, such as in role-play areas.

Commentary

47. Attainment is below average when children start in the Foundation Stage. Children achieve satisfactorily and make sound progress as a result of satisfactory teaching and learning.
48. The children enjoy speaking to the class in discussion and when responding to questions. Good opportunities are provided for children to talk with a partner to share information about what they have been doing. Speaking skills are weak for some children. Responses are short and they lack confidence. Incorrect grammar in responses, for example, "she's wen in the skittles" is not corrected by the teacher. Not enough is done to target questions at the few reluctant speakers. All children listen well, concentrate hard and behave well. In literacy there are good opportunities to predict what might happen next in stories and to share their thoughts with a partner.
49. Many children name and sound the letters of the alphabet, higher attainers with confidence. Activities such as songs and rhymes and phonic games develop and reinforce this important basic skill. Appropriate activities develop children's interest in books with higher attainers and some average children reading simple texts. The learning environment does not promote children's understanding that writing conveys meaning very well. Writing in the form of labels, captions, words and phrases is limited in displays and does not help children to become familiar with frequently used vocabulary.
50. Early writing skills are developed adequately as children practise letter formation. A small number of higher attainers attempt to write independently, a simple sentence, lists and labels, but many do not form letters evenly or accurately. There are missed opportunities for children to practise their early writing in more informal activities, for example, through well structured role play situations. Children are unlikely to achieve all the early learning goals in this area of learning by the end of the reception year.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

Main strengths and weaknesses

- Topic work, number rhymes and songs and used well to reinforce children's mathematical knowledge and understanding.
- Good use is made of the electronic whiteboard, which holds children's attention well.

Commentary

51. Children enter the reception class with below average mathematical skills. They make steady progress as a result of satisfactory teaching and learning with some good features in teaching seen in lessons. Achievement overall is satisfactory. A range of counting songs and rhymes support their learning well. Most children recognise numbers and count to 10 although some average children are less secure when ordering numbers to 10 and are not confident with

mathematical language such as 'more than/ less than'. Most children recognise basic shapes such as square and triangle. A number of children are unable to continue a repeating pattern.

52. The teacher plans an adequate balance of games and practical activities for children to practise mathematical skills. She makes good use of incidental opportunities such as registration to reinforce counting skills. Limited opportunities are planned through role-play situations, such as in the café, to develop skills in weighing, measuring, sorting and extending mathematical vocabulary.
53. Good use is made of the electronic whiteboard in developing mathematical skills. Children's attention is captured and they focus well on the tasks.
54. There are missed opportunities to consistently extend the children who are capable of higher attainment because the opportunities to record their knowledge and understanding in written form are too infrequent. This means that children do not always achieve as well as they could. They are unlikely to achieve all the early learning goals in mathematics by the end of the reception year.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is **satisfactory**.

Main strengths and weaknesses

- Support staff are not always deployed effectively and there is insufficient intervention from the adults at times to move learning forward.
- Not enough opportunities are provided for children to work independently and make choices.

Commentary

55. When children enter the reception class attainment is below that expected for their age. A satisfactory range of experiences and sound teaching overall enable them to make steady progress in their knowledge about the world. However, there are missed opportunities, for example, in role play using the class café for children to extend their learning and make links to other areas of learning such as language and mathematical areas of learning. They sort objects according to whether they are rough or smooth. They match animals to their young using worksheets. They plant seeds and care for plants, exploring different kinds of fruits and seeds and use their senses to describe fruits such as figs. They prepare and make fruit salad. They use magnifying lenses to investigate mini-beasts and recognise some objects, which can be recycled. They develop the language of time with words such as yesterday/ tomorrow. Planning does not take enough account of different abilities so that higher attaining children can be challenged with more demanding work. There is little intervention from the student in the activities. This is not checked by the class teacher. The children are unlikely to achieve all the early learning goals by the end of the reception year.

PHYSICAL DEVELOPMENT

Provision in physical development is **unsatisfactory**.

Main strengths and weaknesses:

- The lack of a secure outdoor area and limited resources for outdoor physical development limit progress in this area of learning. The very small hall is a further drawback for physical development.
- Planning does not sufficiently identify what children are expected to learn from the activities they choose for themselves.

- Not enough intervention by the adults adversely affects the progress children make in outdoor physical development.

Commentary

56. Sound opportunities through a variety of activities enable children to develop satisfactory control of small manipulative skills, although a significant number of pupils still demonstrate weaknesses in pencil and brush control. Most children cut, stick and paste with the expected level of skill. In the one outdoor lesson seen progress was limited by the lack of a secure outdoor area and a lack of appropriate resources for outdoor play. Planning for such activities does not sufficiently identify what children are expected to learn from the activities they choose for themselves. This results in superficial play that is not well developed or challenging. One girl spent over 35 minutes at the snack table and did not engage in any physical activities in this time. This went unnoticed by the adults and there was no intervention to extend learning. Although teaching is satisfactory overall, weaknesses in physical development mean that children are unlikely to achieve all of the early learning goals by the end of the reception year.

CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

Main strengths and weaknesses

- Children enjoy the activities and attitudes are positive.
- Adults do not always intervene appropriately to develop children's learning further.

Commentary

57. Children enter the reception year with average skills. Satisfactory teaching and learning enables them to make steady progress in developing their creative skills. Achievement is satisfactory overall as a result. Most children cut, stick and paste with appropriate skill and control brushes and pencils with reasonable co-ordination. Some lower attainers struggle to control pencils effectively. A sound range of experiences enable children to develop their creative and imaginative skills to a satisfactory level. Role-play areas do not contribute as well as they could to imaginative play. They are not well resourced and do not stimulate imaginative ideas effectively. Links to literacy and mathematical skills are not sufficiently developed. Children enjoy a range of songs and rhymes. They listen well and all participate fully, matching actions to the song appropriately. Children are likely to achieve the early learning goals in these areas of learning.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**. Overall, the quality of the teaching and the work planned for pupils are good and this ensures that they achieve well.

Main strengths and weaknesses

- Standards are above average in English by the end of Year 6.
- Standards in writing are improving.
- Pupils achieve well because of the good quality teaching and learning.
- Pupils with special educational needs make good progress against their specific targets.
- The subject is very well managed.

- English makes a very effective contribution to the spiritual, moral, social and cultural development of pupils.

Commentary

58. In the 2003 national tests, Year 6 pupils achieved average standards in English in comparison with all schools and similar schools. Standards in English are rising because of the school's focus on improvement in this subject. Pupils with special educational needs have made good progress in relation to prior achievement. Standards were above average in relation to reading and writing in comparison to all schools.
59. At the time of this inspection, standards were above average in English in Year 6. They were average in Year 2. Pupils are well placed at least to meet or exceed the targets set for them in the 2004 national tests. The positive standards reached are due to good planning, good or better teaching and an improving use of assessment. The analysis of pupils' work, together with lesson observations, confirms this picture.
60. From a below average starting point, pupils, including those with special educational needs, achieve well during their time at school to reach above average standards.
61. The inspection found that pupils, including those with special educational needs, and higher attaining pupils, achieve well throughout the school. Pupils with special educational needs are well supported by adults in lessons. Staff raise their attainment by carefully planned work and good support and encouragement. There is a wide span of ability in all year groups.
62. Overall, standards in speaking and listening are average in Year 1 and 2, broadly average in Year 3 and 4 and above average in Year 5 and 6. Most pupils speak confidently and make themselves understood. Younger pupils have an improving vocabulary due to good teaching having an impact on their learning. Staff work hard to help pupils to extend their vocabulary by:
- Encouraging pupils to talk to each other.
 - Using interesting starts to lessons to help pupils to communicate effectively. For example, in a very good Year 5 and 6 lesson, pupils successfully picked out the features of explanatory text of '*Einstein School*.' Following a valuable discussion in pairs they made very good use of the interactive whiteboard to illustrate their ideas.
63. Pupils achieve well in reading, with the good development of their knowledge and enjoyment of books being developed well alongside their reading skills. Standards are currently average in Years 1 and 2, with the higher attaining pupils achieving good standards. Standards are above average by Year 6. There is a well-structured reading programme, with pupils working through a published scheme. There are good opportunities during the school day for pupils to read individually, in groups and in pairs. Most tackle new reading material confidently. Pupils enjoy reading the books of the following authors, Dick King-Smith and J.K. Rowling. Book areas in classrooms are well organised and resources in the library are being updated, to ensure both quality and quantity of provision.
64. Year 6 pupils read in a mature expressive way and younger pupils are being taught to read accurately and fluently. There is regular, targeted support for pupils with difficulties with their reading and for pupils with 'nearly' attaining average levels.
65. Attainment in writing is average for seven year olds and above average for 11 year olds. The subject leader has inspired staff to work hard and successfully raise standards in writing. Pupils achieve well because of good teaching. Standards have risen because of:
- Very good in-service training led by the subject leader.
 - Improved planning, the quality of which is good.
 - Interesting writing tasks set for a range of audiences.

- Opportunities for extended writing.
 - Pupils' writing is celebrated in displays.
66. The school is continuing to target writing for improvement, with higher expectations of handwriting and spelling, especially in the infant phase. There is a current focus on target setting and more focused marking, so that pupils are clear about what they have to do to improve.
67. At the time of the inspection there was some high quality writing on display in Years 5 and 6 inspired by work on *'The Highwayman.'* A higher attaining pupil wrote: 'It was a cold and dreary night. The howling wind whistled through the tall gloomy trees. Owls hooted continuously, while the moon glared down on the moor like some gargantuan beast.'
68. Teaching is good overall with some very good teaching observed in Years 5 and 6. Pupils concentrate very well in lessons and work hard. It is evident that there is an emphasis on helping pupils to develop their literacy skills through purposeful and enjoyable activities. This helps pupils to achieve well. In Year 5 and 6, for example, pupils worked very hard to practise their skimming and scanning skills to read a given text. Good motivating strategies also enabled Year 1 and 2 pupils to decide what they were going to find out about dinosaurs. Teachers and teaching assistants have a good understanding of the subject and teach it well.
69. The subject is very well managed and good use is made of assessment to formulate pupils' targets. The teaching, planning and learning are well monitored. The subject makes a very good contribution to pupils' spiritual, moral, social and cultural development through well-chosen texts and stimulating resources. There has been good improvement in planning of the curriculum since the last inspection and the subject is monitored well by the subject leader and the headteacher.

Language and literacy across the curriculum

The National Literacy Strategy has been implemented well. All pupils, including those with special educational needs, use their language and literacy skills quite well by the end of the junior phase in other subjects. Writing skills are steadily developed in religious education, geography, history and science.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in mathematics.
- Standards are rising; they are above average in Years 1 to 5 and average in Year 6.
- The quality of teaching and learning is good.
- Pupils are productive learners who enjoy mathematics and work hard.
- The quality of leadership and management is good.
- Pupils are not sufficiently informed of how well they are learning.
- Some pupils in Years 1 and 2 do not develop enough independence in learning.
- There is good use of mathematics in other subjects.

Commentary

70. Pupils say that mathematics is amongst their favourite subjects. These positive attitudes impact significantly on learning. Pupils are well motivated to their studies and they work hard. Knowledge, skills and understanding are built well and achievement is good through the school.

71. Standards are rising; in the 2003 Year 6 national tests results were well below the national average in mathematics but this year they are average. In part, this is due to the different academic background of the pupils in the two year groups, but also to the more careful match of work to pupils' needs, the provision of effective challenge for higher attaining pupils and a brisk pace of work. Standards are above average in Year 2, as they are in the other infant and junior years. A higher than average proportion of pupils is working at the expected level in these classes and there is a good proportion of pupils working at higher levels.
72. Mathematics is well taught and learning is good. The key strength in teaching is teachers' insistence on good standards of behaviour. Methods, the pace of work and expectations of pupils' learning are all good. There are some aspects for continued improvement. In some lessons, especially for Year 2, the work is too closely directed by staff. Pupils do not have enough opportunities to investigate and try different approaches, or to collaborate or work independently.
73. Nonetheless, pupils are effective learners who work hard. They have the ability to take responsibility for their own work and in the juniors this strength enhances the climate for learning in lessons. There is often a buzz of activity as pupils work together to solve mathematical problems and to investigate patterns and relationships. This response was seen in the good Year 5 and 6 mathematics lesson on data handling as pupils designed and produced conversion graphs for currency in Indian rupees and pounds sterling.
74. Leadership and management of mathematics are good. The subject leader understands the strengths and areas for improvement well and has clearly focused plans for improvement. The evaluation of the quality of mathematical education and results and achievement is good. Assessment in mathematics is satisfactory and is being improved successfully though pupils do not have sufficient opportunities in lessons to evaluate how well they are learning and marking is insufficiently focused on indicating ways for pupils to improve.

Mathematics across the curriculum

There is good use of mathematics in other subjects, as shown by the scrutiny of pupils' past work. Links to ICT are especially strong and this benefits learning in both subjects. There are also some good opportunities for pupils to develop numeracy, measuring and data handling skills in science, design and technology, geography and history. Younger pupils, especially in Year 1 and 2 often talk about numbers and counting as they complete the register and share their news.

SCIENCE

Provision in science is **satisfactory**.

Main strengths and weaknesses

- Standards in Years 1 and 2 are below average and achievement is unsatisfactory.
- Limited opportunities exist to develop writing skills in science in Years 1 and 2 particularly because there is an over-dependence on worksheets.
- Marking of pupils' work does not help them to know what to do to improve, and sometimes work is left unmarked.
- Pupils achieve well in Years 3 to 6 as a result of good teaching.
- Investigative work is used well to support pupils' learning.
- Good links are made to other subjects.
- Assessment and the monitoring of teaching and learning by the subject leader are not sufficiently developed.

Commentary

75. Standards are average in Year 6 but below average in Year 2. The standards seen in Year 6 match the national test results in 2003. Work in pupils' books shows that good progress is currently being made in Years 3 to 6 as a result of good teaching, resulting in good achievement for these pupils. In Years 1 and 2 work in books indicates that achievement is unsatisfactory and pupils do not learn as well as they could.
76. In Years 1 and 2 pupils are beginning to develop skills in scientific enquiry. For example, they investigate forces, identify things that move by pushing and pulling and develop sound skills of conducting a 'fair' test. Pupils' books show they are making satisfactory progress in understanding materials but are less secure about predicting the outcome of investigations. Teachers generally encourage pupils to record their ideas in a variety of ways, although in Years 1 and 2 an over-dependence on worksheets limits opportunities to extend writing skills in science.
77. In Years 3 and 4 pupils plan and conduct a fair test, for example, to investigate the absorbency of paper, recording their findings using charts and graphs. Work based on solids and liquids indicates a sound knowledge and understanding of physical processes for most pupils in these two years.
78. By Years 5 and 6 pupils undertake investigations and record their findings in charts and graphs when investigating reversible and irreversible changes in materials for example, and to show the stretch of a spring. They demonstrate sound knowledge and understanding in recognising the interdependence of creatures and in describing their life cycles. A good number are able to explain their findings and draw general conclusions from their investigations. Some good use is made of ICT to create databases.
79. Teaching is good in Years 3 to 6. It is satisfactory overall in Year 1 and 2, but work in books indicates a weakness in marking which lacks comments to help pupils improve their work and often work is left unmarked in Years 1 and 2. Teachers focus well on introducing correct scientific vocabulary. Pupils with special educational needs are given good support and are fully included in lessons. Good links are made to other subjects such as design and technology and ICT. Teachers throughout the school have high expectations of behaviour and appropriate health and safety principles are applied in all lessons. Investigative work is used well in Years 3 to 6 to support pupils' learning, although for higher-attaining pupils there are not enough opportunities to initiate their own investigations and follow their own lines of enquiry.
80. Leadership and management of science are satisfactory. The subject leader's role in monitoring teaching and learning through observation and through checking pupils' books is insufficient. Assessment and its use to inform planning and set targets are not developed enough.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Very good work has been done to raise standards in ICT and they are above average by the end of Years 2 and 6.
- Pupils achieve well.
- Teaching quality is good and this ensures that learning is effective.
- Assessment is satisfactory, though it could be improved.
- ICT is very well led and managed.
- There is good development of ICT skills and knowledge in other subjects.

Commentary

81. Since the previous inspection the school has improved the quality of ICT resources very successfully, often in innovative ways. Many computers used by the pupils have been presented to the school by local businesses and the local Community Development Centre. The computer suite has been solely equipped in this way. This has enabled the school to purchase state-of-the-art printing facilities that ensure pupils' results are presented in a professional and high quality format. The accommodation has been improved too. The school has created an ICT suite by imaginative re-development of existing space. Staff confidence and subject knowledge have been improved well and the curriculum developed into a comprehensive coverage of all strands of the subject. Strong links with the community have also served to enhance provision in ICT.
82. Pupils benefit immensely from these improvements and standards have risen as a result. They are above average by the end of Years 2 and 6, and also in Years 1, 3, 4 and 5. Pupils have well polished skills in ICT and the quality of work produced is of overall good quality. Some is of well above average standard, such as the Year 5 and 6 work entitled "About Me", which shows some original use of text, graphics and lively backgrounds. These pupils' work on *The Highwayman* makes use of interesting fonts and a complex use of coloured type. Such work is evidence of the good achievement of pupils in ICT. Skills and knowledge are built well from an early age, largely through the use of ICT in other subjects.
83. Teaching quality is good overall and this leads to effective learning. Expectations are a strength and the work is challenging for all pupils. Teachers are adept at creating good opportunities for the improvement of ICT skills across the curriculum and planning is creative in this way. Methods are successful in promoting good levels of concentration and motivation. Pupils work productively, often with flair and usually with enthusiasm.
84. Although assessment is satisfactory, it could be developed further. This is especially the case of the self-assessment of learning by pupils during their ICT sessions. There was an exhaustive sample of pupils' work provided for inspectors but there was very little evidence of marking of this work. Whilst it is evident that teachers give frequent oral feedback to pupils in lessons, there is a need to ensure that written information about ways to improve the work are included as a longer-lasting record for pupils and staff.
85. ICT is a very well led and managed subject. The subject leader has very good clarity of vision and has steered improvements in ICT most effectively. He has a particularly well developed understanding of subject performance and has been very influential in the emergence of ICT as a strength of the school.

Information and communication technology across the curriculum

There is ample evidence of the good development of ICT skills and knowledge across the curriculum. When inspectors examined pupils' past work in other subjects it was rare that they did not find good quality ICT based work. Strong links are evident in English, mathematics, science, geography and history. For example, Year 2 pupils have produced labelled diagrams of human and animal bodies, using their computer skills effectively in the process. In design and technology in Year 5/6 the pupils have produced some very good quality classroom plans as part of their work to suggest an improved lay-out for the room. These older pupils are developing good skills in the use of professional spreadsheets and have good confidence in applying mathematical operations such as + and * to cells. This was apparent in their work to plan a residential camp and to cost it for differing numbers of participants.

HUMANITIES

RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

Main strength and weaknesses

- The quality of the curriculum is good.
- Staff confidence and knowledge in the subject is improving well.
- The subject contributes well to pupils' spiritual, moral, social and cultural development.
- Assessment procedures are unsatisfactory.

Commentary

86. Standards in Years 2 and 6 meet the expectations of the Locally Agreed Syllabus. There is a good recently revised scheme of work in place. From evidence based on discussions with pupils in Year 6; they have sound knowledge of the main world faiths and are able to name some major festivals. Since the last inspection, there is evidence that pupils record their work in more detail, with Year 1 and 2 pupils writing about their family and major Christian customs. They have a growing knowledge of Judaism and Islam, which is deepened as the pupils progress through the junior phase. Pupils in Years 5 and 6 have been exploring the meaning of loving one's neighbour and were provided with valuable opportunities to express their interpretation of the story '*The good Samaritan*' in a well taught lesson. Pupils literacy skills have been well incorporated into lessons and the quality of their written work has improved since the time of the last inspection.
87. The quality of the curriculum has been improved and visitors, including local clergy, support the work of the school in teaching the children about major world faiths. Staff confidence in teaching the subject is growing and their work in religious education serves to clarify and affirm the values of the school.
88. Teaching is effective overall. Lessons are well planned and pupils respond very well and listen carefully. Good use is made of resources and artefacts to support pupils' learning. The subject contributes well to their spiritual, moral, social and cultural development. The subject leader is providing good, clear educational direction for work in this area. Assessment procedures are informal and not good enough and this area is rightly highlighted as an area for development.

GEOGRAPHY AND HISTORY

Few lessons were observed in geography and history, so they are not reported on at length here.

Geography

89. Standards are broadly average in Year 2 and Year 6. This is due to the interest and enthusiasm of both the teaching staff and pupils.
90. The teachers plan effective lessons, which steadily develop all pupils' knowledge, skills and understanding. The use of literacy skills to promote learning in geography is good in Years 5 and 6. Good questioning techniques in the lesson observed provided valuable opportunities for pupils' to develop their skills of interpreting pictorial evidence. By the end of the lesson, all pupils, including those with special educational needs, were able to recognise common features of coastal landforms and to identify them on an Ordnance Survey map. Good use is made of field trips to the coast and local environment to stimulate their curiosity. Staff are

providing higher attaining pupils with further challenge and opportunities for independent research. Clear educational direction is provided for the subject. Good use is made of ICT to support learning. Assessment procedures are insufficient, and the school has identified the need to develop this area.

History

91. The curriculum is planned appropriately and includes topics, which the pupils say they enjoy. Their work from Year 6 shows average knowledge and there is good development of writing through history. There are also good links to mathematics and ICT. Achievement of Year 6 pupils is satisfactory overall. Assessment, and monitoring and evaluation by the subject leader are key aspects for improvement.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

92. There were few lessons seen in art and design, design and technology, music and physical education during the inspection and so, it is not possible to judge provision. Pupils' past work and planning were examined and pupils were asked about their experiences in these subjects in order that the following judgements could be made.

Art and design

93. In art and design, standards are average at the end of Year 2 and 6. Observation of pupils' work on display is of a good standard and good use is made of the arts week and art club to develop pupils' interest in the subject. There is clear evidence of sound progression in knowledge, skills and understanding in the subject. Pupils are introduced to a variety of materials to work with and techniques that help build their skills. There is good use of the subject to support learning in other subjects such as history, geography and English. Displays also reflect a satisfactory attention to other cultures for example, printing an Aboriginal design, making clay diva lamps to celebrate Diwali and creating designs linked to a Victorian topic.

Design and technology

94. In the work seen standards were average in design and technology. In Years 3 and 4 pupils worked with a local amateur radio society to build and test transmitters and receivers. They drew circuit diagrams and displays indicated great enthusiasm and very good links to the community. Links with other subjects are good. In Years 3 to 6 pupils made Christmas cards with moving parts, labelling diagrams with material to be used, but indicating some repetition between year groups. Pupils in Years 3 and 4 link their knowledge of science to design and make models of buildings such as lighthouses incorporating circuits and switches. Skills in design and planning, and particularly in generating ideas are limited.

Music

95. Standards are good in singing and satisfactory in listening and appraising music and composition work by Year 2 and Year 6. The whole school was heard singing enthusiastically in assemblies. For example, they sang *'The Lord is my Shepherd'* in two parts with confidence. They had full awareness of breathing, diction and dynamics. The standard of signing is good across the school and composition work is of a satisfactory quality. The quality of the curriculum is also good and the subject makes a valuable contribution to pupils' spiritual, moral, social and cultural development.
96. Concerts and performances contribute well to pupils' overall experience. Junior age pupils are given valuable opportunities to study instruments such as the saxophone, the flute and the clarinet. There have been good improvements since the previous inspection in terms of improved teacher subject knowledge and understanding, and the good quality of the

curriculum. Assessment procedures are not effective enough and the school has identified this as an area for development.

Physical education

97. Planning indicates all strands of the subject are covered. The majority of pupils attain the requirement to swim 25 metres unaided by the time they leave the school. A clear strength in the curriculum is the provision for orienteering and outdoor adventurous activities. Led by a governor, the orienteering team won the county championships for primary schools last year and the western league for small schools. They have competed at national level and the school is rightly proud of its success. A very good range of extra-curricular sporting activities and residential experiences enriches the curriculum very well.
98. An unsatisfactory aspect of the accommodation for physical education is the school hall, which is too small and very narrow. It is inadequate for gymnastics and dance lessons, particularly for older pupils. In Year 6, pupils have access to the local secondary school's hall for gymnastic floor work, which compensates to some extent for this.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

99. This aspect of education was only sampled and no judgement can be made about provision. It is, however, clear that there is a good programme of personal, social and health education and citizenship is well promoted in the curriculum. The programme is taught through circle time, religious education, science, dance and drama. In science the understanding that a healthy diet is required is developed soundly. Religious education is used to show the importance of tolerance and respect for minority faiths and cultures. There are appropriate arrangements for teaching about the effects of smoking and the misuse of drugs. The welcoming atmosphere in school promotes pupils' confidence and self-esteem effectively. Pupils gain a firm understanding of being part of their local community. The very good involvement of the community in their education helps them understand how people live and work together and the way in which this locks them together as fellow citizens. The pupils know how to treat other people and they take good care of the things around them.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	4
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	2
The leadership of other key staff	4
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).

