

INSPECTION REPORT

**ST GEORGE'S CHURCH OF ENGLAND
PRIMARY SCHOOL**

Salthouse Road, Barrow-in-Furness

LEA area: Cumbria

Unique reference number: 112289

Headteacher: Mrs E Kent

Lead inspector: Mr B H Cooper

Dates of inspection: 22nd September – 25th September 2003

Inspection number: 257658

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

© Crown copyright 2003

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary controlled
Age range of pupils: 3 - 11
Gender of pupils: Mixed
Number on roll: 175

School address: Salthouse Road,
Barrow-in-Furness,
Cumbria
Postcode: LA14 2DX

Telephone number: 01229 894612
Fax number: 01229 894613

Appropriate authority: Governing Body
Name of chair of governors: Mr T O'Brien

Date of previous inspection: 29th October 2001

CHARACTERISTICS OF THE SCHOOL

St George's Church of England Primary School is an average sized primary school with 175 pupils on roll. There is a part-time nursery of 19 pupils. The school is situated close to the docks in Barrow in Furness and is part of the Barrow Community Learning Partnership. The school is situated in an area of high unemployment and high deprivation. The school population is highly mobile with 34 pupils joining and 18 leaving outside the normal times of joining and leaving the school. The school has seven pupils with English as an additional language, although no pupils are at an early stage of language acquisition. Three of the pupils are refugees. Thirty four percent of the pupils in the school have special educational needs, which is well above average for Cumbria. Five pupils have statements of special educational need. Attainment on entry to the school is well below the national average.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
10182	Mr B Cooper	Lead inspector	English English as an additional language Religious education Geography History
31729	Mr B Harrington	Lay inspector	
8263	Mrs M Forsman	Team inspector	Foundation Stage, Science Information and communication technology Music
32834	Mr G Pinder	Team inspector	Special educational needs Mathematics Art and design Design and technology Physical education

The inspection contractor was:

Altecq Education Limited
102 Bath Road
Cheltenham
Gloucestershire
GL53 7JX

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

Page

PART A: SUMMARY OF THE REPORT	6
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	9
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	12
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	18
OTHER SPECIFIED FEATURES – COMMUNITY PROVISION	20
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, SUBJECTS AND COURSES	21
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	33

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

St George's is a good school where most pupils achieve well and standards, based on unconfirmed national test results from 2003 and inspection findings are improving. All pupils are fully included in all activities and the school is working hard to broaden the experiences of its pupils. The quality of teaching and learning is good overall, and the leadership and management of the school are very good. The school is providing good value for money.

The school's main strengths and weaknesses are:

- The headteacher provides very good leadership and management
- The governing body participates very actively in the development of the school
- All staff are very hard working and are very committed to continuing to raise standards in the school
- The quality of teaching and learning is good in the Foundation Stage and Key Stage 2 and pupils achieve well as a result of this.
- Pupils' care and welfare are very good. Very good use is made of the 'rainbow room' for pupils with emotional and social difficulties.
- Pupils' behaviour is good
- The high level of pupil mobility has an adverse impact on national test results.
- Standards in reading throughout the school are not high enough.
- Attendance is below the national average and some pupils regularly arrive late at school
- The provision for pupils with special educational needs is good.
- Pupils have too few opportunities to make use of their mathematical knowledge.

The school has made **very good improvement** in the two years since its last inspection. All key issues have been tackled successfully. Standards have improved at the end of Key Stage 2. The leadership and management of the school are now very effective and the school has a clear educational direction. Writing has improved and handwriting is much neater. The provision for pupils with special educational needs' is now good. The school has successfully reduced the impact of disaffected pupils by redeploying support staff and opening a 'nurture' room.

STANDARDS ACHIEVED

Year 6 results

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E*	E*	E*	E
mathematics	E	E	E	D
science	E	E	E	D

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

Pupils' achievement is good. Children in the nursery and reception classes **achieve very well in their personal, social and emotional development** and attain the early learning

goals by the time they are five. They achieve well in all other areas and reach the standards expected in their physical and creative development. Standards in communication, language and literacy, mathematical development and knowledge and understanding of the world are below the expected level despite good progress from a low starting point.

Standards are now much higher at the end of Year 6 than shown in the table, which indicates very low standards in all subjects with standards in English being in the lowest 5% nationally for three years up to 2002. The 2003 National Curriculum test results show significant improvement over those for 2002. In Years 1 and 2, achievement is satisfactory but pupils' standards in reading, writing and mathematics are below the standards expected. Standards in science are in line with national expectations. In Years 3, 4, 5 and 6 pupils are achieving well in English and there is much improvement in pupils' writing but standards are lower than those expected nationally. Pupils' achievement in mathematics is satisfactory and standards are lower than those expected nationally. In science, information and communication technology and religious education pupils achieve well throughout the school and reach the standards expected. A lack of literacy skills lowers standards in geography and history. Pupils with special educational needs are well supported in class and achieve as well as the other pupils. The high numbers of pupils who join the school during the course of each year do not usually achieve as well as other pupils and this lowers national test results. Girls do not reach as high standards as boys in mathematics at the end of Key stage 1 and science at the end of Key Stage 2.

Pupils' spiritual, moral, social and cultural development is good. Cultural development is satisfactory but pupils are becoming more aware of other cultures as the school broadens their experience of the wider world. Pupils have **satisfactory attitudes**. They enjoy coming to school and most want to learn. **Behaviour** in classes and around the school is **good. Attendance is below the national average** and some pupils are persistently late arriving at school.

QUALITY OF EDUCATION

The school provides **a good quality of education**. The quality of teaching is **good in the nursery and reception class and good overall in Key Stage 2** with some **very good teaching and learning in Years 5 and 6**, which has boosted the pupils' achievement. In Years 1 and 2, teaching and learning are **always at least satisfactory** with some better teaching in science, information and communication technology and religious education where pupils learn more successfully.

The school has successfully introduced a new and more balanced timetable this year. It enables pupils to use their literacy and numeracy skills more widely. Pupils are **very well cared for** and **very good use is made of the 'rainbow room'** to help pupils who are experiencing any type of difficulty in school or at home. The school provides a **very good range of additional activities for all pupils**. The school has **good links with parents** who are always very welcome in school to discuss their child's progress or to share any concerns. School reports are very detailed but are written in language that is too complicated. The school has **good community links** and benefits from much help from the Barrow Community Learning Partnership.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are very good.

The leadership of the headteacher is **very good** and the deputy headteacher and all other staff support her very well. The school has **a very clear educational direction** and is **improving rapidly** as a result.

The day-to-day management of the school is **very good**. All those with management responsibilities including subject leaders are **clear about their duties** and **carry them out well**.

The governing body is **very involved in the school** and is clear about the strengths of the school and what still needs to be improved. Governors are increasingly active in the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are **very satisfied with all aspects of the school** and are **very pleased to see how it is improving**. There were virtually no negative comments in either the questionnaires or at the parents' meeting. Pupils also **like their school** and **appreciate how teachers care for them** and are prepared to listen to their views.

IMPROVEMENTS NEEDED

The most important things the school should do to maintain its improvement are:

- Raise standards in reading.
- Continue the focus on improving writing.
- Develop more opportunities for investigational work in mathematics.
- Increase attendance and improve the punctuality of the pupils.
- Find ways of lessening the impact of high pupil mobility on standards.
- Make sure that the achievement of boys and girls are equally good in all subjects.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Achievement in the Foundation Stage and Key Stage 2 is **good**. In Key Stage 1, achievement is **satisfactory**. Standards in English and mathematics are below average at the end of Key Stage 1 and Key Stage 2. Standards in science, religious education, information and communication technology and physical education are average at the end of Key Stage 1 and Key Stage 2. Standards in geography and history are below national expectations at the end of Key Stage 1 and Key Stage 2.

Main strengths and weaknesses

- Children make good progress in the Foundation Stage.
- Pupils' achievement is very good in personal, social and emotional development, and good in all other areas of learning.
- Standards in English are improving throughout the school, and particularly in Key Stage 2 where pupils achieve well.
- A higher than expected number of pupils reach a standard that is above average in information and communication technology at the end of Key Stage 2.
- Pupils with special educational needs achieve as well as other pupils in each subject and area of learning.
- Pupils who join the school at times other than the beginning of the school year usually make less progress than the other pupils.
- Key Stage 1 and Key Stage 2 pupils achieve well in science and religious education.
- Girls attain lower standards in science than boys at the end of Key Stage 2.

Commentary

1. Children in the Foundation Stage benefit from the strong emphasis placed on their personal, social and emotional development. They achieve very well in this area of learning and the majority attain the early learning goals. The high level of achievement in personal, social and emotional development is having a very positive impact on achievement in the other areas of learning, which is always good. Children in the Foundation Stage make good progress from a low starting point and most succeed in reaching the early learning goals in their physical and creative development. Standards in communication, language and literacy, mathematical development and knowledge and understanding of the world are below the expectations of the early learning goals.

Key Stage 1

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
Reading	15.3 (12.4)	15.8 (15.7)
Writing	14.7 (11.2)	14.4 (14.3)
Mathematics	16.0 (12.3)	16.5 (16.2)

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

Key Stage 2

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	23.1 (22.9)	27.0 (27.0)
mathematics	24.2 (23.7)	26.7 (26.6)
science	26.6 (26.4)	28.3 (28.3)

There were 25 pupils in the year group. Figures in brackets are for the previous year

- In English, throughout the school, standards are lower than national averages but are improving. Pupils, including those with special educational needs, achieve satisfactorily in Key Stage 1 and well in Key Stage 2. Pupils in Key Stage 1 are gaining a better understanding of the skills needed to improve their imaginative writing but are limited by their lack of experience of the wider world. Standards in writing are close to national averages at the end of Year 6 with some pupils reaching very high standards in their writing following the school's focus on this area of English. Standards in reading in Key Stage 1 and Key Stage 2 are generally lower than writing with few pupils reading much beyond their school reading and library books. This is lowering standards in subjects such as geography and history as pupils find it difficult to access information. The leadership and management of the subject are good and there are very effective systems for identifying areas that require improvement such as boys' reading where appropriate action has been quickly taken.
- In mathematics, standards are below average throughout the school and pupils, including those with special educational needs, achieve at a satisfactory level. Progress is only satisfactory, as the work given is not always accurately matched to the needs of individual pupils. Also, there is too little emphasis placed on pupils using mathematical skills in investigative work.
- In science, pupils achieve well and reach standards that are in line with national expectations at the end of both key stages. Pupils are given plenty of opportunity to carry out investigations but many do not yet have the confidence to do this on their own. Most have a satisfactory knowledge and understanding of the subject. The school is aware that girls are attaining lower standards than boys in science at the end of Key Stage 2 and is addressing this issue urgently.
- In information and communication technology and religious education pupils are reaching the standards expected at the end of Year 2 and Year 6 and are achieving well. In information and communication technology, pupils show a sound understanding of the subject. In Key Stage 2, their skills are well developed and some pupils attain high standards as a result of the challenge they receive. In religious education, pupils demonstrate a sound knowledge of both Christianity and other religions. They are beginning to understand how they can have a positive impact on their environment and are developing their self-esteem.
- Standards in geography and history are below national expectations at the end of Year 2 and Year 6, but the school is working hard to improve coverage, expand the pupils' experiences of the world and to give more opportunities for pupils to use their literacy skills in the subjects. Standards in physical education are in line with national expectations at the end of both key stages with pupils really enjoying the wide range of

- opportunities given both in the school day and after school. The subject leader's enthusiasm and skill has a strong positive impact on standards and achievement.
7. The large number of pupils who join during the school year do not usually achieve as well as the other pupils. The school makes every attempt to include them in the school as soon as they join and offers them support in settling into the school routines. However these pupils often arrive unexpectedly and with no records. The school has no extra funding or support for these pupils and their lower attainment is having a negative impact on test results.
 8. Pupils with special educational needs achieve as well as their peers throughout the school. This is because of the care, which is now taken to write and review manageable targets for the pupils in their individual education plans, which are known to pupils, teachers and classroom assistants. The school has reorganised and rationalised the deployment of classroom assistants, who are now much more effective in supporting pupils with special educational needs. Standards achieved by pupils with special educational needs are, however, low.

Pupils' attitudes, values and other personal qualities

Pupils have **satisfactory** attitudes to school. Behaviour is generally **good** whilst at work, play and during assemblies. Attendance has improved significantly over recent terms and is now almost in line with the national figure. Pupils' personal development is **good**.

Main strengths and weaknesses

- The school goes to great lengths to promote good attendance but some parents and carers are unaware of the need for pupils to attend regularly and on time.
- Teachers work hard to maintain pupils' interest during lessons and as they progress through the school, pupils' responses improve with their awareness of their teachers' high expectations.
- Pupils, including those with special educational needs, like school and know that rules are there to help them.
- Pupils' personal development is encouraged through planned opportunities within and outside the classroom, and by the examples set by all adults in school. There are very good relationships throughout the school
- Pupils with special educational needs are included in all activities.
- Planned opportunities for reflection aid the development of self-knowledge and engender spiritual awareness.
- Moral tales and circle time topics help pupils to distinguish between right and wrong, and to understand the needs of others.
- Cultural traditions are discussed and celebrated but not always fully understood.
- Pupils are usually keen to take responsibility for their own learning or to assist with routine tasks.

Commentary

9. With the support of the Education Welfare Officer, the headteacher has developed successful strategies to improve the rate of attendance from a very low base to one that is approaching the national rate. For the first two terms of last year, the whole school attendance was above the national figure. Parents and carers are becoming aware of the need for pupils to attend regularly but there is still a high level of unauthorised absence and lateness.

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data:	5.4%	School data :	1.3%
National data:	5.4%	National data:	0.5%

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

10. Key Stage 1 pupils often find it difficult to concentrate during lessons and seek diversions. As they grow up, pupils learn to respond to the high expectations of their teachers and generally most pupils work with increasing commitment and enthusiasm. They are beginning to recognise the value of school and they now have a satisfactory attitude to learning. Pupils behave well throughout the day and there is no evidence of bullying. The number of exclusions has reduced significantly from ten in 2000/1 to three in 2002/3.

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	166	3	

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

11. Teachers and support staff provide pupils with very good role models in the way that they conduct themselves and in the support that they provide for pupils and one another. A high priority is placed on the pupils' social development and this is a focus for the school. Pupils' self-knowledge and spiritual awareness is encouraged throughout the school through well-planned activities. This is at its best in year 6 where it underpins much of the curriculum and prepares pupils for their transition to high school. Pupils are given a clear understanding of right and wrong. Pupils learn about other cultures but their understanding of them is limited by their own personal experiences. Pupils have positive views about their school and enjoy most lessons.
12. There are twelve pupils who have been identified as having emotional and behavioural difficulties. They are well supported by the staff, who generally understand their needs and work towards meeting their individual targets within the normal classroom setting. Strategies are in place to respond quickly to their needs, for example by removing them to a quiet area in order to minimize disruption to the rest of the class. Pupils with special educational needs generally have positive attitudes to school and have developed good relationships with their classmates and adults. Pupils with special educational needs are well integrated and staff do as much as possible to build up self esteem and avoid highlighting the disabilities of any pupils.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **good**. Standards are **improving throughout the school** and pupils **achieve well in most subjects**. It is an inclusive school and all pupils participate fully in the curriculum and other activities. The school is providing **good** value for money.

Teaching and learning

The quality of teaching and learning in the school is **good** in the Foundation Stage and Key Stage 2 and **satisfactory** in Key Stage 1. Assessment is **good** in the Foundation Stage and **satisfactory** in the rest of the school.

Main strengths and weaknesses

- Teachers are good at promoting the inclusion of all pupils in activities.
- Teachers in the Foundation Stage and Key Stage 2 have high expectations of what the pupils can do.
- Teachers and classroom assistants work well together to support the pupils.
- Classroom assistants give good support to pupils with special educational needs.
- Teachers have good knowledge of the subjects they teach and question the pupils effectively.
- Teachers manage their classes well and insist on high standards of behaviour.
- Teachers in Key Stage 1 use a narrower range of teaching methods than the rest of the school.
- The quality of teacher's assessment in the Foundation Stage is good.
- Work is marked regularly and pupils are usually given a clear indication of how they can improve their work. This is linked to their termly targets.

Commentary

13. The overall quality of teaching in the school is good and this shows that there has been good improvement since the last inspection. The quality of teaching is now much more consistent with 75% of lessons good or better and only one unsatisfactory lesson observed.

Summary of teaching observed during the inspection in 34 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
	5 (15%)	21 (60%)	7 (21%)	1 (4 %)		

The table gives the number of lessons observed in each of the seven categories used to make judgements about lessons; figures in brackets show percentages where 30 or more lessons are seen.

14. The strong emphasis placed on the teaching of personal, social and emotional development in the Foundation Stage is effective and is enabling the children to learn the skills required to make good progress in all other areas of the curriculum. The teacher has high expectations of what the pupils can achieve. She works closely with the nursery nurse to establish effective routines and the children are clear about what is expected of them. Questioning is used well by all staff to extend the children's vocabulary and to encourage them to learn to speak in complete sentences. Children are made aware of the needs of others, for example by creeping silently through the classroom to avoid waking up another child who had fallen asleep. Assessment in the

Foundation Stage is good and covers all the areas of learning and the information gained is used well to plan future work.

15. In Key Stage 1, teaching and learning are satisfactory. There is a high proportion of quite challenging pupils and this makes it harder for teachers to establish a good learning atmosphere and takes time from some lessons. This sometimes slows the pace of lessons and limits the range of approaches that are used in the teaching. However teachers work closely with their support assistants and continue to place a strong emphasis on personal and social development, establishing that pupils should listen to one another and take turns when speaking. Teachers have clear learning objectives for each lesson and share these with the children. Assessment of pupils' work is satisfactory and pupils are usually given sufficient information to understand how they can improve. Teachers use the information gathered to evaluate what pupils have learnt to plan the next stage of learning.
16. In Key Stage 2, teaching and learning are good. Most teaching really challenges the pupils to think and extend their experiences. During the inspection, there were some very good examples of teachers establishing high expectations and pupils doing their best to meet them. The pace of many lessons is good and as a result pupils are fully involved in most lessons. Teachers deploy their classroom assistants well to meet the needs of different groups of pupils. However in mathematics lessons, this approach is less well established and there is not always enough difference in what is expected of pupils of different abilities. Teachers question pupils well and work hard to make them aware of both their local environment and further afield. Lessons have clear learning objectives and teachers use a good range of strategies to hold the interest and attention of all the pupils. In Year 6, very good use is made of the teacher's own personal experiences in her travels around the world to interest and inspire the pupils to write imaginatively. Pupils with behavioural difficulties are well managed and disruption is kept to a minimum apart from in the one unsatisfactory lesson when this did limit other pupils' learning. Pupils with English as an additional language are well integrated into classes and are taught well.
17. Whilst all work is marked, there is some inconsistency in the amount written by teachers in pupils' books. Nevertheless pupils seem clear about how they can improve and have clearly written and achievable targets. Pupils in Year 6 are beginning to understand what they need to do to raise their work to a higher National Curriculum level. The results of a range of tests carried out on the pupils and end of topic evaluation in foundation subjects is used satisfactorily to plan the next stage of learning.
18. Pupils with special educational needs are taught well, particularly when supported by the teaching assistants. The recent redeployment of the teaching assistants has been successful. Most now work with a particular class, and get to know all the pupils and the teacher's way of working. They often give valuable support to individual pupils, and know the targets and pupils' progress very well. The individual education plans have recently been thoroughly reviewed, and targets are manageable and challenging. The classroom assistants have a weekly meeting with the Special Educational Needs Co-ordinator, where good practice is shared. Work for lower attaining pupils is often made easier than that for their classmates, and where learning is good the match of work to prior attainment is accurate, and pupils can succeed. Assessments show that most pupils achieve satisfactorily, and some achieve well.

The curriculum

The school provides a **broad and balanced curriculum** that meets **statutory requirements** including the provision for Religious Education and Collective Worship. It caters **well** for the needs of all pupils and is planned to ensure progression in their learning. There is a **very good** range of extra-curricular activities, which enrich the curriculum. Accommodation and resources for learning are **satisfactory**.

Main strengths and weaknesses

- The curriculum for children in the Foundation Stage and for pupils in Key Stage 1 and Key Stage 2 is well planned so that all pupils benefit from the school's provision.
- There is insufficient challenge for higher attaining pupils.
- Very good provision is made for the enrichment of the curriculum.
- Good provision is made for pupils with special educational needs.
- The school is careful to ensure equality of access and opportunity to all pupils.
- Plans to address difference in attainment between boys and girls are at an early stage.

Commentary

19. The children in the Foundation Stage have access to a broad and balanced curriculum that appropriately emphasises the priority of personal and social development. A good range of stimulating activities is provided which covers all the areas of the Foundation Stage curriculum. The limitations for outdoor activities identified previously have been rectified. The planning and delivery of the curriculum enables children to make good progress in their learning.
20. The whole school curriculum has recently been audited and reviewed in full so that appropriate time is allocated to all subjects of the National Curriculum and to Religious Education. There is clear guidance for teachers in all subject areas. The curriculum is regularly monitored, reviewed and adapted. The subject co-ordinators take full responsibility for their subjects and make sure that the full curriculum is being taught. The delivery of the curriculum is well monitored by the senior management team.
21. Cross-curricular links and contexts are identified well in advance and information and communication technology is used regularly in other subjects. Some curriculum practices and approaches such as the multi-cultural programme are very new and are still to be embedded in practice.
22. The school makes good provision for the needs of pupils with special educational needs and is committed to Equality of access and opportunity. The curriculum and on occasion the school facilities are adapted to meet their needs. The provision for gifted and talented pupils is part of the School Development Plan and is not yet fully integrated into the school's procedures. The school is aware of the minor differences in attainment of boys and girls in mathematics, science and reading and plans to address the issue. The school meets the requirements of the Code of Practice for pupils it identifies as having special educational needs.
23. The school's provision for curriculum enrichment is very good. The daily range of extra-curricular activities includes something for all ages and covers many areas. All staff undertake responsibility for some activities. The school works well with local groups and agencies that also contribute to activities for example in providing bike maintenance sessions before cycling proficiency tests. The school is committed to

links with the local community and works hard to provide opportunities for parents to share in their children's learning. The school provides a homework club and a Rainbow room for pupils who might prefer to work at school out of hours. The essential curriculum is enhanced by frequent events and visits that expand pupils' horizons. Pupils are encouraged to take part in local events and festivals and the school actively seeks links with local businesses and other schools.

24. The school accommodation is satisfactory. Recent improvements such as the library, information and communication technology suite and remodelling of the outdoor area have contributed to an attractive interesting environment conducive to learning. The school hall is small but is used well. The whole site is maintained to a high standard.
25. Teaching levels are appropriate and there are good levels of classroom support. Resources are suitable for the curriculum. Information and communication technology resources are enhanced by the regular access to the Community suite within the school building.

Care, guidance and support

The school is a safe place for all pupils. Pupils are **very well** cared for and are provided with **good** support and guidance. They are involved in the work of the school at a variety of levels.

Main strengths and weaknesses

- Child protection procedures are very effective.
- The Rainbow Room provides a haven for pupils who have social and emotional difficulties.
- The health and safety committee of the governing body carries out thorough and effective risk assessments of the premises.
- The headteacher deals well with any incidents of poor behaviour.
- There are good induction arrangements for pupils of all ages joining the school.
- The school fully includes pupils with physical, language and emotional difficulties.
- The school makes good use of a range of specialist help to support pupils with special educational needs.

Commentary

26. The headteacher and Year 4 class teacher have both received recent training in child protection, and are involved in reviews relating to "looked after" children. All staff have recent training in first aid. The governing body and the LEA conduct thorough and regular risk assessments of the school premises, curricular activities and allied activities such as routines for dealing with broken glass.
27. All pupils have access to the Rainbow Room and are able to withdraw from lessons and undertake a similar activity to that carried on in class. This is particularly helpful when pupils are returning to school after illness or an accident, or when pupils feel that they are unable to meet the emotional demands of lessons. The school's commitment to inclusion has led to special access being provided for pupils with temporary mobility difficulties.
28. Pupils who are new to the school enjoy the support of their classmates and are soon assimilated as, over the years, adults and pupils have become accustomed to accommodating a highly transient pupil population. Pupils are involved in and contribute to the life of the school through the School Council, prefect, monitor and buddy

systems, peer mediation, questionnaires, code of conduct and the home school-agreement.

29. The special needs co-ordinator and specialised staff from the local education authority sometimes carry out more specific tests, particularly when pupils are showing limited progress. A record of visitors for special needs is kept, which shows that the school is able to call upon advice from an impressive range of specialists in for example speech therapy, literacy, emotional and behavioural difficulties, and autism, among others.

Partnership with parents, other schools and the community

The school has **good** links with parents, other schools and the local community. The school keeps parents **well informed** about what is going on and they are keen to support the school. There are **good** links with the community and the school is fostering stronger links with the six secondary schools to which pupils regularly transfer.

Main strengths and weaknesses

- Parents know that they can speak to the headteacher or their child's teacher at any time about any concerns they may have.
- Reports are very detailed and informative but presented in language that is too complex for many parents to understand.
- The school has a strong relationship with the local community learning project, which has resulted in many worthwhile initiatives.
- Parents' views of the school are very positive.

Commentary

30. The school has established good relationships with parents. Parents feel that they can contact the school about any problems or concerns and that they will be listened to. In the parents' questionnaire, the overwhelming majority of responses were positive about every aspect of the school. At the parents' meeting, the small number of parents who attended felt that the school is improving and that their children are doing well.
31. Whilst few parents regularly help in school, there is never any shortage of volunteers to help on school outings. Most parents are keen to support their children at home, but some find this difficult. In response the school has offered some courses for parents and teachers suggest ways in which they can help at home. The consultation evenings are well run and parents feel that they are given sufficient information about the progress of their children and a clear indication both of their current attainment and their future targets for improvement. Written reports are very detailed and give extensive information about each pupil. However the language used contains too much jargon and is too complicated and is unlikely to be understood by many parents. Parents are kept well informed about school activities through a regular newsletter.
32. The parents of pupils with special educational needs are invited to attend evening meetings to discuss the progress and achievements of their children. There is generally a good level of involvement by the parents and the school makes every effort to work in partnership with them.
33. The school has good links with the local community. The community computer suite provides a very good facility that is used by both members of the community and school pupils. Members of the local Age Concern group regularly come to school to see pupils, find ways in which they can work together to support the school and

become involved in school projects such as the new school garden. This has proved a very productive link and both groups really benefit from their discussions and sharing their experiences. The local community education project provides the school with funds to enable pupils to go out on both day and longer residential trips in order to broaden their experiences and to develop socially. This is having a positive impact on standards of work in the school.

34. The school is forging stronger contacts with both feeder nursery schools and the large number of secondary schools to which pupils transfer.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The leadership of the headteacher is **very good**. The management of the school by the headteacher, deputy headteacher and staff with management responsibilities is **very good**. The governance of the school is **good**.

Main strengths and weaknesses

- The headteacher has worked hard to improve educational provision by clarifying curriculum responsibilities and producing a good school development plan that is driving the school forward.
- Financial management is strong.
- Governors have clear vision and help to shape the direction of the school.
- The management of special educational needs provision is good

Commentary

35. The newly appointed headteacher had completed two terms in the school at the time of the inspection. Staffing has stabilised, and a newly qualified teacher was appointed for the autumn term. The senior management team has been strengthened and roles and responsibilities have been sharpened. The key issues from the previous OFSTED report, together with other monitoring reports and internal audit activities have been used to construct a school development plan to a new format. This details many activities across several broad areas, but all are firmly focussed on pupil achievement and school improvement.
36. Teachers have clear co-ordination roles for curriculum areas, and are timetabled to monitor and evaluate the standards of work across the school and the teaching of their colleagues. They report to governors' meetings. National tests results at the end of Year 2 and Year 6 are analysed, and implications for teaching are discussed. Although educational standards are low compared with national data, they are beginning to rise. There is slight underachievement by girls in some areas. This has been recognised and is being addressed.
37. The management and organisation of the provision for pupils with special educational needs are good. The special educational needs co-ordinator is employed at the school on a part-time basis, and does not have class responsibility. Together with the headteacher, she has worked hard to improve communication and share concerns about individual pupils. The register of special needs pupils was thoroughly reviewed and changes were made as a result. Individual education plans are reviewed twice each year, and pupils' targets are well understood by teachers, classroom assistants and pupils. The teaching assistants form a strong team, sharing expertise and

knowledge of particular pupils. The funding and setting up of the Rainbow Room is of great benefit to pupils with social and emotional difficulties. Resources have improved, and efforts are being made to attract funding. Governors receive regular reports about the provision for special educational needs in the school. The headteacher has correctly identified the monitoring of individual education plans in class by herself and the co-ordinator as a priority for action.

38. Relationships between the headteacher, teachers, teaching assistants and other staff are good. The deputy headteacher works closely with the head, and her role has developed well. The headteacher spends a lot of her time in the classrooms and around the school throughout the school day. She leads by example, and as a result, everyone works hard and there is a strong feeling of teamwork. Pupils are spoken to respectfully, and there is a very clear policy that the school is fully inclusive regardless of need.
39. The system for Performance Management of teachers is fully in place, and is effective in making improvements. Each year staff have challenging targets related to the School Development Plan, and their own needs. There is an appropriate structure, with the senior management team helping to carry out reviews with colleagues.
40. Arrangements for the induction of staff are working well, and there is good support for the newly qualified teacher including well-used release time. Support staff also have training, well focussed on helping pupils with special educational needs.
41. The headteacher inherited a potential deficit budget. Had she maintained the existing expenditure and staffing levels, the budget would have been in deficit by April 2004. The governors and the headteacher embarked upon firm action to bring it back to a positive balance. The school has been successful in attracting significant funding, including one grant of £25,000. Financial decisions of the governors are very good, ensuring that savings have been made, but educational development and provision protected. The principles of best value are well understood and in use.

Financial Information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	503, 349
Total expenditure	483, 349
Expenditure per pupil	2,762

Balances (£)	
Balance from previous year	3,000
Balance carried forward to the next year	23,000

42. Governors have a good working knowledge of their school and strongly influence its work. The chair of governors helps in the school, particularly with computers, and there is evident mutual respect between him and the headteacher. Events such as 'governor week' when they visit the school and work with the pupils help understanding of initiatives on the school development plan.
43. In addition to full governors' meetings, there are valuable regular meetings between the headteacher, chair and vice-chair. There is a good structure of committees, for example for school development, finance, and staff appointments. These committees have made important strategic decisions, which directly affect the life of the school.
44. The governors receive regular reports, and input from curriculum co-ordinators. They study reports on the school's performance in national tests, and have a good understanding of the challenges facing the school and their own role in its

improvement. They are increasingly active in questioning targets for performance, and challenging the school to do better.

45. Statutory duties such as ensuring there is an inclusion policy, and compliance with health and safety legislation are effectively carried out. The chair has considerable health and safety experience, and other governors have useful skills. Governors are interested to hear the views of pupils expressed at school council meetings.

OTHER SPECIFIED FEATURES

What is the effectiveness of community provision?

The school makes a significant contribution to the community through the programmes, services and facilities that it provides for parents and other adults.

Main strengths and weaknesses

- The Rainbow Room is a separate area where pupils in need of support and nurture have access to trained adult counsellors.
- The School and Family Link Worker provides regular structured support for parents and pupils.
- Volunteers from Age Concern make very good contributions to pupils' learning by sharing their time and experiences.
- The Community Development Centre provides a wide range of courses for adults and pupils.

Commentary

46. The school takes every opportunity to provide support for parents and families. Through the services of the School and Family Link Worker, several initiatives are being pursued to raise the self-esteem of pupils, to encourage healthy eating, and to help parents support their children's learning. The School and Family Link Worker has disseminated the success of these projects and the experience gained in this school to three other schools in the area.
47. Members of Age Concern are regular visitors to school, and the Rainbow room in particular, where they discuss their experiences and provide additional opportunities for pupils to talk and listen and to share their concerns with an older person. Residents of sheltered accommodation adjacent to the school are invited guests on sports day.
48. The Community Development Centre offers courses in information and communication technology, first aid and associated courses useful to adults. Many parents take advantage of the development centre and it is very well used. The manager of the centre is able to provide parents with information as necessary as he is also the chair of governors.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

On entry to the nursery, the attainment of most children is well below that expected for their age especially in terms of their personal and social development. The Foundation Stage is organised as an Early Years Unit over two years and offers a well-planned curriculum and a stimulating environment. Children clearly enjoy coming to school.

The quality of teaching is consistently good in the unit and enables both nursery and reception children to make good progress towards the Early Learning Goals. The careful curriculum planning is matched by thorough ongoing assessment of pupils' progress and this enables staff to ensure that all children's needs are met. Teachers are active in promoting constructive relationships with parents and families. This good level of provision has been maintained since the last inspection.

Personal, social and emotional development

Provision for the children's personal, social and emotional development is **very good** in the Foundation Stage

Main strengths and weaknesses

- Children make very good progress from a low starting level.
- The strong emphasis placed on the children's personal, social and emotional development has a positive impact on all their learning.
- Very good relationships are established in the unit within a short space of time.

Commentary

49. Children settle very quickly and are soon familiar not only with the routines of the unit but also with the expectations of behaviour and the need to show respect for each other. Learning to listen to their teacher and to each other is a significant achievement for many children and is accomplished because of the gentle persistence shown by the staff. Older children concentrate best on tasks when they have adult support but show good independence in planning their day and managing free choice activities. Teachers' very good knowledge of the children enables them to plan activities, which are well matched to children's abilities, and enables them to achieve well. By the end of the reception year most children achieve well and attain the Early Learning Goals. The quality of teaching and learning is very good.

Communication, language and literacy

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

Main strengths and weaknesses

- On entry to the Foundation Stage many children have low and under-developed language skills.
- Children achieve well in speaking and listening because of the expertise with which staff encourage discussion.
- Children's early writing skills are under-developed by the end of the reception year.

Commentary

50. Teachers give reading and the enjoyment of books a high profile. Take-home packs have been devised to help parents work with their children and share in their learning, and this is beginning to have a positive impact on the quality of reading. The majority of children develop skills in letter formation and sound recognition slowly. Teachers are skilled in creating situations, which encourage children to extend their use of spoken language. By the end of the reception year, the children have achieved well but standards are still below expectations. Teaching and learning are good.

Mathematical development

Provision in mathematical development is **good**.

Main strengths and weaknesses

- The integration of mathematics into many activities helps children consolidate their understanding of this area of learning.
- Children lack confidence in recording of numbers at the end of the Foundation Stage.

Commentary

51. Mathematical skills are incorporated into many activities and children quickly become familiar with matching numbers to ten. Skilled teaching in focus groups ensures that tasks are well matched to children's needs. Children are given frequent opportunities to reinforce their understanding of numbers in games, stories, and in practical activities. Although children are beginning to use calculations a minority are uncertain about writing numbers. By the end of the reception year standards are below expectations but still achieve well. Teaching and learning are good.

Knowledge and understanding of the world

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

Main strengths and weaknesses

- Children's appreciation of the world around them is very limited.
- Children's progress in using and understanding information and communication technology is good.
- Teaching places a good emphasis on extending children's experiences.

Commentary

52. Teachers successfully provide pupils with a variety of experiences. They appreciate how relatively routine activities such, as eating real porridge and visiting woodland are memorable to small children. Children's use of information and communication technology is well planned and managed so pupils make good progress. The outdoor facilities are used to mimic real life scenarios and to provide genuine experiences such as planting bulbs for the spring. By the end of the reception year standards are below expectations but achievement is good. Teaching and learning are good.

Physical development

Provision in physical development is **good**.

Main strengths and weaknesses

- The limitations observed in the last inspection have been rectified.
- Outdoor activities provide physical exercise and imaginative play

Commentary

53. Children are given good opportunities to develop their fine motor skills. The Early Years Unit has regular access to the school hall for more formalised lessons, but also Gross motor skills are well consolidated through regular outdoor play. Good use is also made of the outside play area to provide for imaginative play. Older children are familiar with routines for physical education by the time they enter Key Stage 1. Children are encouraged to make full use of a good range of equipment in a variety of scenarios. Teaching and learning are good and children achieve well. By the end of the reception year the majority of children attain the Early Learning Goals.

Creative development

Provision in creative development is **good**.

Main strengths and weaknesses

- Imaginative role-play is well-supported by all staff
- There is continuous provision for creative development.

Commentary

54. Teachers provide good opportunities for children to understand processes such as planning a pizza topping and then baking it with real ingredients or designing and making a puppet. Children become very involved in role-play. They willingly take on storybook characters but also draw on their own experiences in talking to a visiting doll. The teachers use the doll with great sensitivity to involve even the shyest of the children. Both nursery and reception children enjoy investigating sounds from an unusual range of musical instruments. Teaching and learning are good and children achieve well. By the end of the reception year the majority of children attain the Early Learning Goals.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**

Main strengths and weaknesses

- The quality of teaching and learning is good in Key Stage 2, which is resulting in pupils achieving well in all areas of the subject by the end of Year 6.

- The standard of writing has improved in the school and some pupils in Years 5 and 6 have produced outstanding poetry.
- Standards in reading are not yet high enough, and most pupils do not read widely enough.
- Teachers, throughout the school, are good at offering opportunities for pupils to develop their speaking and listening skills
- The subject is well managed and there is a strong commitment by all staff to raise standards.

Commentary

55. Pupils in Key Stage 1 are achieving satisfactorily. National test data from both 2002 and 2003 indicate that standards are around national averages in writing and below national averages in reading. Standards are likely to be lower this year as a result of the high proportion of pupils with special educational needs in the current Year 2. In 2002, standards in English at the end of Year 6 were very low in English. Unconfirmed data for 2003 standard assessment tests indicate that standards at the end of Year 6 have much improved on previous years and show that pupils are reaching standards that are higher but still below national averages.
56. By the end of Year 2, most pupils have a satisfactory knowledge of letter sounds. Many are not yet confident in using this knowledge to read new words. Pupils are well supported in their reading by teachers and learning support assistants but few have many books at home. The reading 'buddy' system whereby a pupil in Year 2 reads with an older pupil is well established in the school and is successful in encouraging reading. Many pupils have difficulty writing creatively as a result of a limited vocabulary and narrow experience. The school is working hard to compensate for this by providing pupils with a good range of visits out of school and this is having a positive impact. When writing, pupils are beginning to form their letters properly. Spelling and punctuation are of a low standard. This is recognised by the school and is being focussed on as an area for improvement. Pupils are encouraged to answer direct questions to help develop their speaking and listening skills. Emphasis is placed on the importance of these skills when pupils are taking part both in the introductory and final sessions of lessons.
57. By the end of Year 6, standards in reading are still lower than average but pupils achieve well. Pupils understand that there are different types of books and realise how valuable they are for finding out information. The library is an attractive room, which encourages pupils to want to read. However, whilst few pupils read very widely, teachers are good at finding and suggesting books that will stimulate the pupils' interest. The school has responded to pupils' difficulty with writing, and this is improving across the key stage and pupils are now achieving well. Year 5 and Year 6, pupils have produced sensitive and thoughtful poetry, which has focussed on both their own experiences and the wider world. Stimulus for writing has included a visit to Dove Cottage, home of William Wordsworth and working with a local poet. The school has had a successful focus on improving handwriting throughout the school and pupils are presenting their work more neatly and taking a pride in what they do.
58. The quality of teaching and learning is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers make good use of the literacy hour and use it appropriately to target areas that need improving. In Key Stage 1, the pace of lessons is slower as pupils find it harder to settle to their work and learning is only satisfactory as a result. Teachers in Key Stage 1 use a narrower range of approaches. Work is well planned for the different ability groups in each class throughout the school and increasing use is

made of targets in individual education plans to provide appropriate work for pupils with special educational needs. Teaching in Years 5 and 6 is often very good with pupils challenged to improve their work and encouraged to be imaginative. Support assistants are well used in classrooms and in the provision of extra help for pupils through well-organised intervention.

59. The role of the subject leader has developed well. She has a good overall view of the subject throughout the school and is very clear about how the subject should develop in order to raise standards. There has been rigorous and effective monitoring of both teaching and the quality of pupils' work throughout the school. Weaknesses have been identified and appropriate action taken. This has resulted in good improvement in the subject since the last inspection.

Language and literacy across the curriculum

60. The use of language and literacy skills across the curriculum is satisfactory; they are being increasingly used across the curriculum throughout the school. The school timetable has recently been amended so that more opportunities are given for pupils to use their literacy skills in other subjects. This is already proving effective and good examples were seen in religious education, geography and history. Teachers are now planning opportunities in these subjects for pupils to write more and to use their reading skills to access information books and the Internet.

MATHEMATICS

Provision in mathematics is **satisfactory**.

Main strengths and weaknesses

- Class work is not always clearly enough targeted at pupils of different abilities
- Teaching is monitored, and helpful feedback is given
- There is good leadership and management of the subject.
- Realistic, achievable targets are set
- Not enough time is given to problem solving

Commentary

61. The results of the 2002 national tests in Year 6 were well below average in comparison with similar schools, similar to those at the time of the last inspection. Unconfirmed results for 2003 national tests show a marked improvement. This is because much more use has been made of assessment to identify areas of weakness and focus the teaching more closely on them. Considerable efforts were made to give pupils extra help in the time leading up to the tests. Pupils achieve satisfactorily by the end of Key Stage 2, but standards are still below national averages.
62. Results from national tests at the end of Year 2 in 2002 were above those for similar schools and close to those for all schools. The unconfirmed results from 2003 tests indicate that pupils have reached similar standards. However, the results showed some imbalance in that girls did not do as well as boys. This can be seen in the school's results over the last few years from time to time at both Year 2 and Year 6. The achievement of pupils in Year 1 and Year 2 is satisfactory but standards are below national averages.

63. Number work is well covered in both Key Stage 1 and Key Stage 2. Good use is made of the numeracy strategy and pupils are becoming increasingly confident in their number work both orally and when recording on paper. In Key Stage 1, most understand place value to tens and units and some can count to 100. In Key Stage 2, pupils extend their understanding of number and most are able to record calculations accurately. Pupils have a sound knowledge of their multiplication tables and use these in their calculations. Most pupils in Key Stage 2 understand data handling. Pupils make good use of computers to record line and pie graphs. Pupils show a satisfactory knowledge of shape, space and measurement in Key Stage 1 and can name simple shape. In Key Stage 2, pupils are able to use standard units of measurement to calculate height and weight. However, most pupils are not yet able to use their mathematical knowledge, skills and understanding either to solve problems, or to use them in investigational work.
64. The quality of teaching seen during the inspection was always satisfactory or better, with most of the good lessons in Key Stage 2. In these lessons, there was a brisk pace in the oral and mental questions at the beginning of the lesson teachers were aware of individual pupil's ability and the teaching assistant was carefully deployed to give help to a particular group. In one lesson the teacher quickly collected together pupils who were experiencing difficulty and worked some more examples with them at a flip chart. In another good lesson, some time at the end was used to reinforce and develop the ideas from number work by using them for money problems. Where teaching was satisfactory, work was not well matched to the higher ability group, who found it too difficult for them. In another lesson several pupils were unable to do the main task because essential previous skills had not been sufficiently consolidated. In two lessons seen during the inspection, computers were used in the classroom to provide special needs pupils with an enjoyable activity that directly supported the learning at their own level. This motivated the pupils well and they enjoyed the activity and tried hard.
65. Marking by teachers is variable. Where it is good, pupils' misconceptions are explained in a note, pupils are given more encouragement and almost all work is marked. However this is not yet consistent through the school. The quantity of work completed by pupils is good throughout the school. Presentation has improved markedly since the last inspection, most books being neatly set out and dated. Homework is used effectively throughout the school to give pupils extra practice.
66. All teachers are aware of the importance of matching work to pupils' prior attainment. Considerable efforts have been made to differentiate tasks and form groups so that pupils achieve well. For low attaining pupils, and those with special needs, this is effective. Often extra support is available from teaching assistants, who use the pupils' individual mathematics targets well. High attaining pupils however, are not given enough work at their own level to enable, and are rarely challenged. As a result their achievement is no more than satisfactory.
67. Leadership and management of the subject by the co-ordinator supported by the headteacher have improved since the last inspection and are now good. National test results from pupils in Year 2 and Year 6 have been carefully analysed to provide teachers with good information about how well pupils perform in the different areas of mathematics, and this information is used well in teachers' planning. Lessons are carefully monitored throughout the school. Issues arising from monitoring and analysis are very clearly set out and acted on effectively. They are used to provide in-service training for teachers by bringing advisory staff into the school. Resources are satisfactory.

Mathematics across the curriculum

Some good examples were seen of cross-curricular work in which mathematics skills were used in science and information and communication technology. However, there is not yet enough cross-curricular work, in which mathematics skills are used in other subjects, and this has been identified as an area for development by the school.

SCIENCE

The overall provision for science is **good**.

Main strengths and weaknesses

- Pupils achieve well from the low level at which most start school.
- The quality of teaching is good overall and particularly effective in the older classes.
- Pupils' skills and understanding of scientific investigation have improved because of the recent teaching emphasis.
- The quality of recording and presentation varies between classes.
- There has been good improvement in standards since the last inspection.

Commentary

68. Standards in science are currently in line with national expectations at the end of Key Stage 1 and Key Stage 2. This judgement is supported by the most recent unconfirmed data from teacher assessments and national tests. There has been a significant improvement in standards in both key stages since the 2002 national tests. Pupils of all abilities achieve well by the end of Key Stage 1 and Key Stage 2.
69. At the end of Year 2 and Year 6 pupils have appropriate knowledge and understanding of scientific ideas and demonstrate a sound appreciation of investigation methods. Most have still to acquire the ability to carry out appropriate investigations on their own. Weaknesses in literacy contribute to the lack of precision and order in the recording of investigations and learning.
70. By the end of Key stage 1, pupils demonstrate appropriate knowledge and understanding across all areas of the curriculum. Consistent teaching ensures that pupils experience a variety of activities and practise investigation skills. Teachers encourage pupils to think for themselves when presented with a problem such as building a circuit so that they can understand its relevance to their everyday lives. Although pupils' immediate recall is good, their longer term memory is less good and teachers plan good opportunities to improve the pupils' retention of learning.
71. In Key Stage 2 teaching is imaginative and challenging so that pupils are successfully developing the habit of concentrating on learning and persevering with tasks. This is equally good in classes, where there are a high proportion of pupils with special educational needs. By the end of Key Stage 2 pupils confidently consider the variables in a fair test and use their judgement to improve their techniques. There is a lack of a standard style in the recording of work and occasionally a lack of rigour in teachers' expectations of presentation. Information and communication technology is used well to support science and offers scope for higher attaining pupils.
72. The attainment of girls is measurably below that of boys at the end of Key Stage 2. The school is aware of this and has plans to rectify the situation. Pupils are aware of their

targets for learning in science and have regular homework tasks. The subject is enhanced by pupils' participation in local events such as the Science Fair.

73. The subject is satisfactorily led and managed. Procedures for monitoring standards are in place and are having an impact particularly on the level of investigations. The new co-ordinator is knowledgeable and innovative and is establishing high expectations for teaching and learning. Pupils' attainment at the end of each topic is assessed and the co-ordinator maintains a good overview of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision for information and communication technology is **good**

Main strengths and weaknesses

- Pupils achieve well in the subject throughout the school.
- Weaknesses in literacy and numeracy are inhibiting attainment for a significant minority of pupils.
- The quality of teaching is good overall and there is an important contribution from the specialist teaching assistants.
- Few pupils have home computers but they have regular access to school machines outside school hours.
- The curriculum is planned effectively so that skills are developed progressively.
- Assessment procedures ensure there is an accurate picture of individual attainment.

Commentary

74. Standards of attainment at the end of Key Stage 1 are broadly in line with national expectations. Standards at the end of Key Stage 2 are also in line with national expectations but the good quality of teaching they receive enables a significant minority of pupils to attain standards above that expected for their age. Pupils of all abilities achieve well in the subject.
75. By the end of Year 2 pupils demonstrate adequate word processing skills. They are becoming familiar with the digital imaging when using cameras to compare images of an object with their sketches in art. Pupils develop their understanding of control by giving directions to a floor robot. Older pupils are confident in the using information and communication technology to convey information in a wide range of forms from desktop publishing to line graphs and charts. Some of the oldest pupils successfully spreadsheet facilities for modelling scenarios and most write procedures for controlling traffic lights.
76. The quality of teaching and learning is good throughout the school. Teachers display a good understanding of the subject and are good at explaining new ideas to the pupils. Good planning by teachers ensures that most of the curriculum is delivered within the context of other subjects but the necessary level of challenge for information and communication technology is maintained.
77. The level of resources and accommodation has been improved recently so that pupils have ready access to classroom machines and regular sessions in the information and communication technology suite and additional access to the Community suite within the building. Most taught sessions involve half classes which allow teachers greater scope for matching tasks to ability and have a very positive impact on pupils' learning.

The contribution from the Education Action zone and the Barrow Community Learning Project have been a major factor in improving resources, subject knowledge and standards.

78. The subject is well managed and is directed by a well-designed development plan. The procedures for monitoring teaching and learning have been established. Teacher confidence has been raised through recent initiatives and through in-house co-operation. There has been good improvement in the subject since the last inspection.

Information and communication technology across the curriculum

79. The use of information and communication technology across the curriculum is good. Younger pupils develop word processing skills while editing prepared texts as part of their literacy studies and have access to programmes for reinforcing numeracy. The Internet is used frequently for research in geography and science in Key Stage 2. There are strong links with technology in music when pupils record their compositions. Teachers are quick to appreciate opportunities for the practising of numeracy skills for instance in making formulae for use in spreadsheets. Specific equipment such as the digital microscope and cameras and whiteboards are integrated into many areas of learning. The oldest pupils have used multi-media successfully to create presentations. The use of information and communication technology in other curriculum areas is not opportunistic but is planned well in advance with appropriate levels of challenge.

HUMANITIES

Religious Education

Provision in religious education is **good**

Main strengths and weaknesses

- Pupils are gaining an increasing understanding of the wonders of the world around them as a result of teachers' emphasis on broadening their experience.
- Pupils in Key Stage 1 have a good knowledge of Christianity and the reasons for celebrating Christmas and Easter.
- Pupils in Key Stage 2 are developing an understanding of other religions and are given first hand opportunities to experience these through both visits out of school and visitors to school.
- The quality of teaching and learning is good throughout the school and pupils achieve well.

Commentary

80. Standards in religious education are in line with those expected in the locally agreed syllabus at the end of both key stages. Pupils including those with special educational needs are achieving well as a result of the good teaching they receive in the subject. As a result standards have risen since the last inspection and there has been good improvement at the end of both key stages. Pupils show a sound knowledge of other religions. Every opportunity is taken to extend pupils' experience of the world through the subject.
81. Teaching and learning throughout the school are good. In Key Stage 1, the teacher encourages pupils to look at and feel the texture of a leaf and respond to questions

about it. Pupils respond well to good quality questioning but their answers are limited by their lack of appropriate vocabulary. In Key Stage 2, teachers are very successful at encouraging pupils to reflect on the environment and to share their feelings very openly with the rest of the class. Teachers place a strong emphasis on building self-esteem and finding out why everyone in the world is important and has a part to play in society. This is beginning to have a very positive impact on the pupils' behaviour and attitudes when they are in school. Pupils are good at recognising others good work and praising it.

82. In Year 6, the teacher encourages pupils to visualise situations beyond their immediate experience and they talk and write imaginatively as a result. Good use is made of the local church, nearby Buddhist centre and a visiting Hindu theatre group to introduce pupils to different religions. The subject leader is very committed to improving the subject and carefully monitors what is being taught in the rest of the school.

Geography and History

Provision in geography and history is **satisfactory**.

Main strengths and weaknesses

- Many of the pupils have limited experience of the world beyond their own neighbourhood
- Pupils find it difficult to relate to experiences that happened some time ago
- Limited literacy skills make it hard for many to fully access the curriculum in geography and history, although this is showing signs of improvement.
- More time is now being devoted to geography and history, which will enable greater coverage of the subjects.

Commentary

83. Two history lessons and a geography lesson were observed, all in Key Stage 2. However through discussions with pupils and the scrutiny of work, it is clear that standards are still below national expectations at the end of both key stages in geography and history, although pupils are achieving satisfactorily. There is not sufficient evidence to make judgements about the quality of teaching and learning in geography and history in the school.
84. In the past, coverage of these subjects has not been consistent across the school. The school has very clear plans for improving provision for these subjects as is demonstrated in the school development plan. In geography, most pupils have little knowledge and understanding of the world beyond the area in which they live. They are not aware of the particular features of Barrow in Furness and how it differs from many towns. This term, pupils in Key Stage 1 are already very enthusiastic about their history project on Florence Nightingale and could share many of the facts about her. In Key Stage 2, in the lessons observed, teachers had high expectations of the pupils as they started work on the Victorians. Pupils are thoroughly assessed after each geography and history unit and this information is used well in future planning. Subject co-ordination is good and there is careful monitoring of the coverage of the subjects to make sure that the national curriculum is fully covered. New planning arrangements and the new timetable should ensure that coverage improves and that pupils have more opportunities to use their literacy skills in these subjects.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and Design and Design and Technology

Commentary

85. During the inspection only one art and design lesson was seen and no lessons were observed in design and technology. It is not possible to make a judgement either about standards or the quality of teaching and learning in these subjects. Work displayed around the school shows that artists such as Van Gogh and Klee, besides art work from West Africa and the Lion King, are used as stimuli for pupils' work in art and design. The school is aware that there needs to be a greater emphasis on developing pupils' skills in the subject. Work seen in design and technology includes a topic on puppets, another on designing and making model chairs, and some food technology, making pizzas and designing sandwiches. Pupils are not yet given enough opportunities to use a variety of tools and not enough work is done on mechanisms like cams and levers, or the use of electrical circuits.

Music

The provision for music is **satisfactory**.

Commentary

86. Limited teaching was seen during the inspection and there is insufficient evidence for an overall judgement on standards of attainment and the achievement of pupils or the quality of teaching and learning.
87. The teaching of singing is good. The co-ordinator is knowledgeable and supportive and ensures there is appropriate training for staff. From an early age pupils are encouraged to develop listening skills and to differentiate between sounds. Teachers provide good models for singing and employ imaginative strategies to involve pupils. The school choir is active and performs regularly in local events. Pupils in Key Stage 2 sing tunefully and can hold their lines in part-songs. The school has a good selection of percussion instruments and teachers encourage pupils to develop restraint and discretion in the use of instruments so that they become aware of the range of sounds that can be produced. Older pupils composed accompaniments with percussion instruments to tell the story of animation but they are not confident in recording composition using inventive or traditional notation. Year 6 pupils are gaining appreciation of different composers by recording their impressions of music they hear in class in a daily diary. The school uses music frequently as an opportunity for personal and social development.

Physical Education

The provision for physical education is **good**.

Main strengths and weaknesses

- Teaching of the subject is good throughout the school.
- The leadership and management of the subject are good.
- The variety of extra-curricular activities is very good.
- Pupils enjoy the subject and are keen to participate in sport.

Commentary

88. Standards in the school are satisfactory. Pupils, including those with special educational needs achieve well. The quality of teaching and learning in physical education is good throughout the school. Pupils follow instructions and behave well, there is plenty of vigorous exercise and enjoyment. Good teaching made the most of opportunities to develop social skills among some pupils who find relations with others difficult. For example, pupils play team games using hockey sticks, and some are able to adjust and agree their rules. Swimming provision is very good. Pupils in Years 3 to 6 have weekly lessons for half of each year, and most are able to swim at the end of Year 6.
89. The school provides good opportunities for physical education beyond the school day. There are clubs for football, netball and tag rugby among others, teams are chosen for athletics, rounders and cricket from time to time. Pupils are also helped and encouraged to attend clubs in the town such as squash, athletics, and dance. One Year 6 pupil ran in the junior Great North Run. Leadership and management of the subject are good. There is good quality monitoring of lessons and planning. The school has maintained the standards achieved at the last inspection.

Personal, Social and Health Education

The provision for personal, health and social education is **satisfactory**.

Commentary

90. The personal social and health education programme is satisfactory and is being updated. The programme includes significant input on emotional resilience and peer pressure as well as the appropriate coverage of healthy lifestyle, sex education and drug misuse.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	2
Value for money provided by the school	3
Overall standards achieved	5
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	4
Attendance	5
Attitudes	4
Behaviour, including the extent of exclusions	3
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	4
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	2
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	3
The school's links with other schools and colleges	4
The leadership and management of the school	2
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	2

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

Example of outstanding practice

The Rainbow Room is described as a place of nurture, where pupils of all ages are able to develop emotionally at their own pace and where there is always someone to confide in.

It is a refuge for those who find it difficult to manage their own behaviour, for those who are disturbed by social pressures, and for those who are unable to respond easily to the demands of the classroom. Other pupils find it convenient to attend the breakfast club or need encouragement and opportunity to do their homework.

Within this area a safe and secure learning environment is provided with an aim to build and develop good behaviour and attitudes to school and to develop the partnership with parents, carers and outside agencies to support the pupils' development. The Rainbow Room manager is available to co-ordinate activities and to provide support for individuals or groups of pupils. She is trusted by pupils of all ages, some of whom need to share their daily concerns and successes with her. She is very well supported in this role by learning support staff and the School and Family link worker. In addition to the formal curriculum, pupils are offered a range of activities designed to reinforce specific skill acquisition. Parents are able to discuss concerns, play and spend time with their children and become aware of how their children learn.

'Age Concern' is involved in the work of the Rainbow Room through its Building Bridges programme, which places senior citizens in schools where they can provide valuable teaching support and develop trust, and understanding between the generations. These visitors are treated as honorary grandparents, who make no demands on pupils, satisfy needs for attention, entertain with stories, provide positive role models, and fulfil an emotional need for association with an adult.

By providing this environment, the school supports the inclusion of pupils with significant emotional and social difficulties. It does this by raising their self-esteem, building social confidence, and developing emotional resilience. This enhancement of their ability and readiness to learn has significant bearing upon standards and the achievements of pupils.