

INSPECTION REPORT

HAVERIGG PRIMARY SCHOOL

Haverigg

LEA area: Cumbria

Unique reference number: 112157

Headteacher: Mrs J Brockbank

Lead inspector: Mrs E Parry

Dates of inspection: 6th – 9th October 2003

Inspection number: 259832

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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:	133
School address:	Atkinson Street Haverigg Cumbria
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Appropriate authority:	Governing Body
Name of chair of governors:	Mrs J Wheatley
Date of previous inspection:	November 1998

CHARACTERISTICS OF THE SCHOOL

Haverigg Primary School is a small primary school in a relatively isolated coastal village in Cumbria. It has 133 pupils on roll. They are taught in four mixed age classes. The numbers of pupils in each year group are fairly similar but the proportion of boys and girls can vary from year to year. There are twice as many boys as girls in Years 3 and 6 and twice as many girls as boys in Reception and Year 4. All but two pupils are from white British families and neither of these two have support for speaking English as a second language. Unemployment in the school's catchment area is about average with many families having both parents earning relatively low incomes. The percentage of pupils taking up free school meals is average. Pupils' attainment when they start the school is also broadly average. Two pupils have statements of special educational need for learning difficulties and about a quarter of the pupils have some degree of special educational need, mainly for learning difficulties. The numbers of pupils with special educational needs is above the national average. In the last year the school received an Achievement Award for improvements in standards and the Activemark for its work in promoting pupils' physical education.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
2615	Mrs Eileen Parry	Lead inspector	English, art, music, information and communication technology, special educational needs, English as an additional language.
11468	Mrs Judith Menes	Lay inspector	
27591	Mrs Madeline Campbell	Team inspector	Foundation Stage, science, design and technology, religious education.
32283	Mr Denis Goodchild	Team inspector	Mathematics, physical education, history, geography

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school that provides a good education and gives good value for money.

It is well led by the headteacher and very effectively managed. The standards of pupils' work are above average in English and science and pupils throughout the school achieve well in these subjects. Standards in mathematics are above average by Year 2 and Year 6; pupils' achievement by Year 2 is good and by Year 6 is satisfactory because some more able pupils could do better. Overall, children in the Foundation Stage achieve well, most exceeding the goals set for their age in the important skills of reading, writing and mathematics. Teaching overall is good and support assistants make a significant contribution to pupils' learning. Pupils and parents think highly of the school. Its links with the local community are excellent and some initiatives, such as the restoration of the local lighthouse, form exciting platforms for pupils' work. Although there is a good curriculum in Years 1 to 6, for the youngest children it is satisfactory. This is because they do not have enough opportunities to choose their own activities and there is insufficient curriculum time given to outdoor play. Pupils in Years 3 to 6 do not have enough experience in information and communication technology (ICT) of using computers to control objects and experiments, or to monitor events or experiments and respond to them. However, standards in ICT are broadly average. The school provides a very good range of extra activities to enrich the main curriculum.

The school's main strengths and weaknesses are:

- The headteacher provides good leadership and she is well supported by staff and governors.
- The school is very well managed with a clear focus on raising the standard that pupils reach, for example through keeping a good number of teaching and support staff who are effectively deployed.
- Standards are rising in English, mathematics and science and are currently above average. However, more pupils are capable of reaching the higher level in mathematics by Year 6.
- Teaching is good in Years 1 to 6 and satisfactory in the Foundation Stage.
- The school's links with the community are excellent and add to the richness of the curriculum and to the standards that pupils reach.
- The curriculum is good with the exception of the opportunities for the youngest children to develop independence and choice in their activities, and time for planned outdoor play. For older pupils, there is too little experience of controlling and monitoring events in the ICT curriculum.

The school has improved well since the last inspection through stronger leadership and management. Standards in English, mathematics and science are rising so that the staff are beginning to look at further developing other aspects of the curriculum. Teachers use assessment more thoroughly to plan work to match pupils' abilities. Good financial management has ensured that there are more staff and better accommodation and resources. Control and monitoring remain a weakness in the ICT curriculum; this was identified in the previous inspection.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	E	C	C	A
Mathematics	E	A	E	D
Science	E	A	C	A

*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 6.*

Caution is needed in interpreting data as the number of pupils in a year group is relatively small and this can give a false picture since one pupil can make a big difference to the school's performance.

Also, the abilities of pupils in each year group vary from year to year, making trends over time difficult to plot.

Pupils' achievement overall is good. Standards are currently better than those in the table above, being above average in English, science and history by the end of Year 6. Pupils achieve well in these subjects. Whilst standards are also above average in mathematics by the end of Year 6, achievement is satisfactory because some more able pupils could do better in class lessons. Although standards are improving because of the impact of the good resources, they are average in ICT. Pupils could reach higher standards if their experiences were equally full in all of the strands of the ICT curriculum. Most pupils reach above average standards in reading, writing, science and mathematics by the end of Year 2 and achieve well. A large majority of children in the Foundation Stage exceed the goals that they are expected to reach by the end of Reception in reading, writing and mathematics and all are achieving well in these parts of their learning. In the other areas of learning, children achieve satisfactorily to reach the expected levels. Pupils with special educational needs achieve well throughout the school as a result of the good levels of support they receive.

Pupils' personal development, including their spiritual, social, moral and cultural development, is very good. They become more mature as they move through the school and many of their lessons make pupils think and reflect about the world that they live in. Especially powerful are those lessons that involve local residents in talking about their lives, and pupils' work with other parts of the local community. Attendance is above average. Overall, pupils behave well, are interested in their lessons and want to learn.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good in Years 1 to 6 and satisfactory in the Foundation Stage. The school uses information from tests and assessments very well to decide how to improve the standards that pupils reach; for example, the more able in English and mathematics now have 'master classes'. In the best lessons, teachers are very careful to pitch questions that are right for the individual pupil. They make sure that questions are varied in difficulty to keep all pupils listening and responding actively. This good practice is not completely consistent and in some lessons the questions are relevant to only one group for too long so that some children do not work as hard as they could. Effective support from the large number of teaching assistants means that pupils are well supported; they often work in smaller groups and learn effectively because of this. Different groups of pupils, such as the more able, benefit as well as those with special educational needs. Occasionally, groups are too big for assistants to provide effective support for pupils' learning. The good curriculum for pupils in Years 1 to 6 is much enhanced by the very good range of extra activities and by the excellent community links, which improve the standards that pupils reach by giving pupils real-life experiences that they can use in their work. The curriculum for children in the Reception class is satisfactory. There is good provision for developing their reading, writing and mathematical skills but that for other areas of learning is satisfactory.

LEADERSHIP AND MANAGEMENT

The leadership of the school is good and the school is very well managed. A deficit budget has been turned into a surplus; this is used well to fund more staff, provide better equipment and improve the accommodation. The headteacher gives the staff a strong lead, listening to their ideas and giving them the chance to make an impact. This produces a good feel in the staffroom with staff who willingly take on responsibilities, and do so well. The governance of the school is good. Governors visit the school often, know it well and work effectively with the staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils think highly of the school. Pupils enjoy coming to school and think that their ideas are heard and make a difference.

IMPROVEMENTS NEEDED

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

- Ensure that the most able pupils are given more challenging work in mathematics lessons.
- Plan for more opportunities for the youngest children to choose their activities and to learn to be independent.
- Provide pupils in Years 3 to 6 with a wider range of experiences in using the computer to control devices and to monitor events and experiments.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Pupils reach above average standards in English, mathematics and science in Years 1 and 2 and achievement is good. In Years 3 to 6, the above average standards in English and science represent good achievement. Although standards in Years 3 to 6 are above average in mathematics, achievement is satisfactory because there are some able pupils who could do better. Pupils with special educational needs achieve comparably to others, all benefiting from targeted individual help. Pupils in Years 3 to 6 do not yet do enough work in the control and monitoring part of ICT to help them to match the good standards that they achieve in other strands such as word processing. Children in the Foundation Stage achieve well in communication, language and literacy and in mathematical development and most will exceed the targets set for their age. In other areas of learning, children reach the expected standards and achieve satisfactorily.

Main strengths and weaknesses

- Children in the Foundation Stage get off to a good start in reading, writing and mathematics.
- In Years 1 and 2, pupils continue to make good progress in reading, reaching above average standards. Standards in science, writing and mathematics are above average with pupils achieving well.
- Pupils in Years 3 to 6 achieve well in English and science, reaching standards that are above average.
- Standards in mathematics are above average and are rising but would rise even more if the higher attaining pupils were given harder work.
- Pupils in Years 3 to 6 are not reaching the standards they should do in the control and monitoring part of ICT.

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

Standards in:	School results	National results
Reading	16.6 (14.7)	15.7 (15.7)
Writing	14.4 (15.0)	14.3 (14.3)
Mathematics	16.3 (16.0)	16.2 (16.2)

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

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

Standards in:	School results	National results
English	27.4 (27.7)	26.9 (27.0)
Mathematics	25.3 (29.3)	26.6 (26.6)
Science	28.7 (30.0)	28.4 (28.3)

There were 14 pupils in the year group. Care should be taken in interpreting figures with such small numbers of pupils. Figures in brackets are for the previous year.

Commentary

1. In the 2002 tests, English and science results were average for Year 6 pupils. However, pupils made very good improvement from where they were when they were in Year 2.

Results were well below the average in mathematics and pupils did not achieve as well as pupils did nationally because so few of them reached the higher level. However, results for Year 6 pupils in 2003 reversed the 2002 picture in English and mathematics. Mathematics results improved, but those in English fell because of the proportion of pupils who had special educational needs related to language difficulties. Where boys have outperformed girls, it has been across all three subjects and it has been the same when girls performed better than boys. The pattern has changed each year. The trend in the school's results is above the national trend but is subject to fluctuation because of the small numbers of pupils involved.

2. Year 2 results were above average in reading and average in writing and mathematics in 2002. Compared to schools with a similar proportion of pupils taking free schools meals, results were above average in reading, average in writing and below average in mathematics. The 2003 results are likely to be average in reading and writing for pupils in Year 2 but below average in mathematics.
3. Currently standards at Year 2 and Year 6 are above the average in English and pupils are achieving well. In mathematics, standards are above average in both these year groups. Achievement is good in Year 2 and satisfactory in Year 6. Class lessons in mathematics do not sustain the challenge of 'master class' sessions and the more able pupils often find the class work too easy. Year 6 pupils achieve well in science, reaching above average levels of attainment. The good number of teachers and support staff are deployed flexibly, and mostly very effectively, to provide support for the whole range of pupils to give all of them the best chance of succeeding.
4. Taken overall, children in the Reception class achieve well and standards by the end of the year are above average in communication, language and literacy and mathematical development. This is because the teacher puts a strong emphasis on these aspects following the school's moves to raise standards in English, mathematics and science and because there are good numbers of adults to help children to work on these key skills in small groups. In other areas of learning, current work shows that the standards achieved are likely to be in line with those expected by the end of the Reception year and children's achievement is satisfactory.
5. In Years 3 to 6, pupils use the computer well for word processing and art work but have less knowledge of compiling and using databases and have very limited experience of how to use the computer to make things happen, and to monitor events and respond to them.

Pupils' attitudes, values and other personal qualities

Overall, pupils have good attitudes to school and to their learning; they are well behaved in lessons. There have been no exclusions. Pupils show an interest in all aspects of school life. Opportunities for their personal development, including their spiritual, social, moral and cultural development, are very good. Attendance is above average.

Main strengths and weaknesses

- The school has high expectations of pupils' conduct and promotes good relationships within school. This helps to develop the good attitudes to learning that pupils have.
- Pupils are clearly taught to understand the difference between right and wrong
- Pupils learn a lot about their own culture, that of their own community and of the cultural traditions of others.
- Many opportunities are built in to the curriculum to develop pupils' spiritual awareness.
- Behaviour in the infant playground causes anxiety to some of the new Reception children.

Commentary

6. Pupils are keen to come to school. They enjoy learning and participate fully in the life of the school and community. Their attitudes and behaviour are good overall. Many examples were seen in lessons where pupils were enjoying what they were doing and behaving well. However, there are a few pupils, mainly in Years 2 and 3, who find it difficult to listen for long. Most playground behaviour was good but there were instances of over-boisterous behaviour in the infant playground, which caused some anxiety to the newest, youngest children. Relationships between all members of the school community are good and pupils respond well to the guidance that adults give them. The impact of these good quality relationships is that pupils understand the need to take care of the accommodation and the exciting outside play areas and show concern about them. Additionally, the good quality of relationships has a positive impact on pupils' learning as does their good attendance rate.
7. The opportunities for pupils to take responsibility and show initiative are good. They enjoy taking responsibility for a variety of activities, including being school council representatives when they discuss matters that concern them. As a result, pupils become more self-assured as they move through school.
8. Pupils enjoy the sense of belonging to a community. This is evident in their willingness to talk about their school. Shared experiences such as visits or visitors consolidate a feeling of working together, which gives good opportunities for pupils to be aware of the needs of others. The restoration of the local lighthouse helps pupils to value and take a pride in the care of public property and to understand the reason for this. The enjoyment of working with the village senior citizens is most apparent.
9. Teachers offer good opportunities for pupils to consider moral issues in assemblies, school council and religious education lessons. School rules are displayed throughout classes and pupils show respect for all adults and each other. The school ethos encourages harmony, particularly through assemblies, circle time (when pupils consider issues that are important to them) and religious education and the many visitors who enrich school life. Local cultures and traditions, as well as those from around the world, are celebrated and pupils learn and appreciate the interesting variety and range of contributions that these add to their lives.

Attendance in the latest complete reporting year (%)

Authorised absence	
School data	3.6
National data	5.4

Unauthorised absence	
School data	0.1
National data	0.5

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

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Asian
Mixed – any other mixed background

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
131	0	0
1	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. Teaching and learning are good in Years 1 to 6 and satisfactory for Reception children. The curriculum is good for pupils in Years 1 to 6 and much enhanced by the excellent links with the community. Staff in the Reception class give good attention to the reading, writing and mathematical areas of the curriculum but do not provide enough opportunities for children to have choice and independence in their learning. There is limited time given for outdoor play. Overall the curriculum for children in the Foundation Stage is satisfactory. Good care and attention are given to all of the pupils. Parents and pupils think highly of the school.

Teaching and learning

Teaching is good in Years 1 to 6 and satisfactory for pupils in the Reception class. Good numbers of support assistants, effectively deployed, help pupils to learn well. Teachers make accurate assessments of what pupils know and understand. The information gathered is used well to plan what needs to be changed or improved in order to raise standards.

Main strengths and weaknesses

- The good number of teachers and support assistants are flexibly deployed to create smaller groupings and individual help to enable all pupils to learn effectively.
- Teachers make accurate assessments and give valuable points to the pupils on how to improve.
- Learning that comes out of experience gives pupils valuable insights that they can draw on.
- Lively lessons, good use of resources and challenging questions keep pupils interested.
- Some groups led by support assistants are too large for the activity.
- Sometimes questions are aimed at one group in the class and others are not well involved.

Commentary

Summary of teaching observed during the inspection in 19 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactor y	Poor	Very Poor
0	2	9	7	1	0	0

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

10. The quality of teaching overall is good. It is good from Year 1 to Year 6 and satisfactory for children in the Reception class. The headteacher uses the budget wisely to be able to appoint more staff. They work flexibly and well and are an important and effective strategy in ensuring that all pupils have good opportunities to learn. For example, individual support for pupils with special educational needs helps such pupils to develop skills such as handwriting, reading or spelling more quickly than they would in a full class. Groups of more able pupils have time when teachers are able to push them on more quickly in English and mathematics because there are few in the group and the work is challenging. Mixed age classes are split into smaller year groups for subjects such as music, art and design and ICT, so pupils benefit from closer attention to their needs from teachers who feel confident in these subjects. Whilst all of these are examples of effectiveness, there were some occasions when the group was too large for the support assistants to manage and keep learning at a high pace. This happened with one ICT activity in the Reception class when a large group of children were working with a floor robot and only one at once worked whilst the others watched, not always attentively. A large group of Year 5 pupils were competently supervised by classroom assistants but work for many pupils was too easy without a teacher to push them along. Nevertheless, the successes of using staff flexibly far outweigh the occasions that were less effective.

11. Teachers make assessments of pupils' learning that are accurate in English, mathematics and science but then they choose to set school targets that are higher and mean that they are constantly challenging themselves to find ways to ensure that their pupils improve. Pupils' work is marked regularly and pupils are given specific targets to improve. This is particularly well done in English. In the best teaching, teachers set out at the beginning of the lesson what pupils should learn and the pupils' individual targets are referred to so that they know what they should achieve. The best practice is not consistent, however, and on a few occasions the pupils were not clear about what the class was intended to learn. As far as their own personal targets are concerned, most were sure of what they needed to do, especially in English. A few knew more about how they should improve their behaviour and attitudes than what they could do to reach higher standards.
12. The school has a strong belief in the power of oral traditions as a way of improving pupils' work in writing. This comes from the headteacher and the English co-ordinators. It shows itself powerfully in sessions such as the story telling and the village elders talking to the youngsters about their experiences in World War II. The positive impact can be seen in pupils' writing and own story telling, which use language effectively and with understanding.
13. Most lessons are well balanced and use a good range of resources effectively as in a Year 4 art lesson where pupils looked at artefacts and art from the aborigines to provide ideas for their own work. Lively introductions and fast-moving questioning keep pupils on their toes and working hard as in a Year 3 mathematics lesson where the teacher asked the pupils mathematical questions, varying the difficulty with each question so that pupils of all abilities listened, worked out the answers and were prepared to answer. In an English 'master class' for pupils in Years 4 and 5, the subject matter and content of a simple story were examined through the teacher's very skilful questions that also extended the pupils' awareness of emotions and relationships; as a result the pupils were working at a higher level that would be expected for their age. On occasion, as in a lesson with the Reception /Year 1 class, the questions are directed too much at one group of pupils and mean that the other group does not have enough to challenge them and keep them fully involved. Moods created by the use of music and poetry help pupils to be reflective and thoughtful, as in the Year 4 English lesson where pupils read poems about whales, listened to whale music and considered moral issues from different stand points. Such lessons also contribute well to pupils' spiritual development.

The curriculum

The school is successful in providing a good quality curriculum that caters for the needs of all pupils although provision in Reception needs to be further developed to bring its quality in line with the rest of the school. The school environment is well maintained and attractive displays bear evidence of a very wide range of enrichment activities. The accommodation is good and resources are of good quality.

Main strengths and weaknesses

- A very wide range of extra-curricular activities, visits and visitors enriches the curriculum.
- The school ensures that pupils have equally good access to the curriculum and opportunity to learn.
- There is good provision for the development of personal, social and health education in Years 1 to 6.
- The use of control technology is not covered in sufficient depth within the curriculum for ICT.
- There is not enough outdoor play for Reception children and too few opportunities for them to choose activities.

Commentary

14. The curriculum for children in the Foundation Stage provides a sound range of planned and structured activities that give the youngest children a satisfactory experience overall across all the recommended areas of learning. However, children do not have enough opportunities to make their own choices, for example of activities or of materials in an activity, and they need more time for physical play, especially outside, in order to develop their confidence and physical skills. Having successfully raised standards in English, mathematics and science, the staff are now enhancing the provision in other subjects throughout the school. The curriculum for pupils in Year 1 to 6 is good. Good ICT resources have improved the standards that pupils reach in this subject but, at present, one strand of the curriculum that concerns using computers to control devices using a series of instructions and to monitor events and experiments is not covered well enough. The number, use and quality of help offered by support assistants enable all groups of pupils, including those with special educational needs to have good access to the curriculum. Master classes in English and mathematics challenge the more able pupils but in class lessons, sometimes the work in mathematics is too easy for them. The breadth and range of activities to enhance curriculum provision are a strength of the school and help to develop positive attitudes to learning. Activities include sporting activities as well as recorders, computers, swimming and a games club for infants.
15. Personal, health and social education is good and drugs and health education are covered within the science curriculum. Circle time offers pupils an opportunity to discuss sensitive issues in the secure and supportive environment that prevails throughout the school. Visitors to the school, such as the local clergy, musicians, storytellers and local people, add much to the richness of curriculum provision. Pupils also use the wider locality for study in order to enhance learning. A good example is the lighthouse restoration, which involves local people as well as the school.
16. School accommodation is good. The building is clean and cared for. The outside area is being well developed for children's play. Overall, the school is well equipped to teach the curriculum.

Care, guidance and support

The school makes good provision for the care, welfare, health and safety of its pupils. It monitors pupils' achievements well and provides good support and guidance as a result. Very good provision is made for pupils to become involved in the development of the school.

Main strengths and weaknesses

- The school monitors the achievement of individual pupils well and makes good use of the information gained to provide good support and guidance.
- The school has made very good provision for pupils to express their views and ideas, many of which are put into practice.
- Space in the playground for pupils up to Year 2 is limited and sometimes over-boisterous play upsets the newest children.

Commentary

17. There are good procedures in place to ensure that pupils are well cared for and that they work in a safe environment. Communication is good between home and school so staff know pupils well and are aware of their needs. As a result pupils feel secure and can concentrate on their work. Procedures for child protection are sound.
18. The school has good systems for monitoring pupils' achievements and tracking their progress. The information gained is effectively used to ensure pupils are helped to improve

further, and to provide extra support where it is needed. Teachers give guidance to pupils through marking, and discussing their work with them, for example when setting and monitoring targets. Pupils feel they can ask teachers for help when they need it. They value rewards for achievement and have asked for badges to be given when they have achieved their targets.

19. There are good arrangements for introducing children into the Reception class, but from when they first start school, the youngest children share a playground with pupils up to the age of seven years. There are very good play facilities in the playground, but space is limited and the older pupils are sometimes over boisterous. The youngest children have nowhere they can retreat to, and at times find it difficult to cope or to play in their own way.
20. There is a well-established school council, which provides very good opportunities for pupils to express their views and make suggestions to improve the school further. Representatives pass on the views of their classmates and keep them informed on action taken. Pupils are often involved in carrying out suggestions such as collecting paper for recycling, or writing letters, for example to the chair of governors asking for a fence to be mended. Pupils have confidence in the effectiveness of the school council and can give many examples of improvements that they have been responsible for. A long-term project to improve and maintain a small piece of land in the village was initiated by the school council and is continued by successive Year 6 pupils, indicating that pupils feel they can also make a difference beyond the immediate environment of the school.

Partnership with parents, other schools and the community

Partnership with parents is good; parents have confidence in the school and their views are taken into account. Excellent links with the community and very good links with other schools make an important contribution to pupils' learning and personal development.

Main strengths and weaknesses

- The school has built a good partnership with parents so that they feel welcome in school and are well informed and involved in their children's education.
- The school has developed excellent links with the community that enrich the curriculum and offer a wide range of opportunities for pupils' personal development.
- Very good links with other schools overcome difficulties of geographical isolation to support staff development and extend pupils' learning.

Commentary

21. Parents are provided with good quality information about the school and their children's progress. They are made to feel welcome and many help in class and through fund-raising and other activities. Parents' views and suggestions are taken seriously; for example, the school provided a course in numeracy in response to parents requesting help in understanding methods of calculation used in lessons.
22. The school fulfils successfully its aim of functioning at the heart of the community. Teachers and pupils make full use of local resources in terms of working with people, places and organisations to enrich the curriculum and the life of the school. Local people make a lively contribution to the study of history through their recollections of childhood and wartime, and bring photographs and toys treasured over the years. In return they find an interested audience and have a glimpse of modern education as pupils demonstrate the use of interactive whiteboards linked to computers to support their learning. The school participates in the community in many ways, for example by inviting everyone in the village to school events, providing adult education in the computer suite, and working to bring about improvements in the village. Relationships and projects are sustained and built on over time,

instilling in pupils a sense of their place in the community and the contribution they can make as individuals.

Example of outstanding practice

This is an example of the way that the pupils' ideas have grown into an excellent project with the community that will have lasting impact.

The local lighthouse is derelict. It is the only relic of the iron industry that once sustained this village by the sea. Pupils at the village school take it as their emblem – a visible link with the past and a beacon for the future. Or it would be if it were not slowly falling apart.

“Can't we paint it?” they say.

They ask questions, write letters – interest in conserving the lighthouse grows amongst the villagers. The school takes the lead, hosts meetings of enthusiasts who seek funds, ignores set-backs, and listens to the pupils.

Eventually work begins, excitement grows, stories and a song are woven around the lighthouse, which shines brighter in the pupils' minds. Soon the lamp will be in place again and the opening ceremony will celebrate a shared achievement.

23. The headteacher recognises the limitations that the school's geographical position imposes on opportunities to widen pupils' cultural horizons. She works very closely with other schools to attract funding and share costs, so that all pupils in the area have access to a good range of cultural events and sporting activities. In the same way co-ordination of in-service training for teachers maximises the opportunities for staff and curriculum development in a number of subject areas, including music and sport. Links with a Beacon School enhance the development of English, mathematics and ICT, and close liaison with the secondary school supports pupils' transfer.

LEADERSHIP AND MANAGEMENT

The school's leadership and governance are good. The headteacher has a very clear vision of how she sees the school moving forward, particularly in its role as a central point for the community. Teachers support her well in their management roles and are prepared to be innovative in their ideas. The management of the school is very good.

Main strengths and weaknesses

- Governors are knowledgeable and provide good guidance and support.
- The headteacher's strong leadership and vision provide clear direction.
- Teachers take on leadership and management roles willingly and effectively.
- Very good management rigorously tracks pupil performance and takes appropriate action.

Commentary

24. The headteacher provides strong leadership. She leads a team that has a clear vision that reflects the aims of the school well. There is a shared commitment to the role of the school in the community and to the raising of standards. Teachers take on responsibilities for subject development willingly and confirm that the headteacher listens to ideas and is prepared to let people be imaginative. The result has been success in raising standards in English, mathematics and science. This represents good progress since the last inspection. With justification, the parents hold the headteacher in high regard. All parents who returned the pre-inspection questionnaire considered the leadership of the school to be good.

25. The governors support the school well and they have a good understanding of its strengths and weaknesses. The governing body is fully involved in and influences the school's development. For example, it participated in a workshop developing the school's improvement plan and is at present reviewing the school's draft racial equality policy. The headteacher and chair of governors meet regularly to monitor and review the school's performance. The governing body is well organised with timetabled meetings and a programme of training.
26. The school is very well managed. The headteacher and staff monitor standards and rigorously track pupils' progress. This clearly identifies groups of pupils that need additional support and areas of learning that need developing. Staff also assess their own performance with personal targets and staff training linked to bringing about improvement in teaching and learning. The headteacher deploys teaching and support staff effectively to support specific groups of pupils and thus raise standards. Very good induction procedures ensure that new staff feel welcome and soon feel a valued member of the school team. The strong focus on staff support and development reflects the schools' aspiration to achieve the Investors in People standard.
27. Financial management is very good. Prudent management has reversed a deficit into surplus. This has been achieved by the headteacher's increased role in teaching thus reducing staffing costs and through self-help schemes and accessing additional funding. This has enabled the management to improve provision within the school and employ additional staff. Good links between staff, governors and parents and the community and also careful analysis of pupils' performance ensures that management make well-informed decisions on expenditure. Thus, the school is developing best value principles and provides good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	338,044	Balance from previous year	34,976
Total expenditure	341,679	Balance carried forward to the next year	34,442
Expenditure per pupil	2,690		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision overall is satisfactory. The children share a large classroom with some who are from Year 1. At the time of the inspection, children in the Reception class had been in the school for only a few weeks. Judgements take account of the current Year 1 children's work, mainly of writing and number, from their assessment books when they were in the Reception group as well as what is happening with the younger ones now.

Main strengths and weaknesses

- Good teaching from all the adults and effective use of records of their previous learning help children to achieve well and make good progress in mathematical development and communication, language and literacy.
- Adults work sympathetically with young children and create a warm and friendly environment.
- There is sometimes not enough challenge in the activities that the children do.
- The curriculum offers limited opportunities for children to choose their activities and for participating in outdoor play.

Commentary

28. Children in the Reception class work towards the nationally agreed early learning goals that children are expected to reach by the end of the reception year. They are given work that is stimulating, interesting and of a sound quality. This motivates all children, including those with special educational needs, to learn well. By the end of Reception, standards of work judged mainly from the children's books and supported by the school's assessment records, are above average; almost all children will have reached the early learning goals and a few will surpass them in mathematical development and communication, language and literacy. Overall, this is good achievement. This is because all adults are fully involved in teaching and the good number means that children are taught key skills in small groups with close attention to their individual needs.

29. Teaching overall is satisfactory. Teaching gets the children off to a good start by the end of their first year in reading, writing and mathematics. Learning in these important skills is best when the children are in small groups supported by adults formally or in play. However, there are times when tasks do not offer enough challenge, for example when the teacher asks questions in mathematics sessions with the whole class, children work with too large a group for ICT work, or adults provide too much help and too little choice in creative work. Curriculum planning is sound rather than good because it does not consistently take account of what is suggested in useful national guidance for the curriculum for young children, such as that for children's physical development. As the children get older they are introduced to slightly more formal ways of working to prepare them for the National Curriculum. The large classroom is well organised to provide activities, using all its space. This helps to create a quiet working atmosphere.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

30. Teaching and provision in personal, social and emotional development are satisfactory. The children in Reception make satisfactory achievement in this area of learning because they receive patient, caring and appropriate support from adults. Once in school, the children quickly get to know regular routines and take turns well. They understand the need to change activities and teachers but they need greater scope for making independent choices. They take part willingly at tidy-up time, because they have learnt that working together makes the task easier. Children quickly realise that good behaviour is expected. All staff praise good

behaviour and explain calmly why certain behaviours, such as shouting out or not sharing, are unacceptable. As a result, most children show sound levels of self-discipline and confidence by the end of the year. They behave well.

31. Relationships are very positive in the Foundation Stage and help to play a significant part in the children's learning. Children enter school full of enthusiasm and are keen to become involved in the activities. They respond positively to all the new experiences such as making and sharing porridge and decorating teddy-bears but some are a little over-awed with the boisterousness of older pupils at playtimes. The children are not given enough opportunities to choose what they want to do or to make choices from materials within an activity.

COMMUNICATION, LANGUAGE AND LITERACY

32. Provision in communication, language and literacy is good. Most children enter school at the expected levels for speaking and listening. By the end of the Reception class, most children will have achieved the early learning goals expected for their age and a few will have surpassed them. Standards are above average and children make good progress because they are taught well and effectively supported by the numbers of adults who are in the class. Adults constantly chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word. Provision such as the play area for the 'Three Bears' encourages children to talk to each other.
33. Children use the book areas independently to 'read' books and are developing a good interest in books and stories. The ten minute quiet reading time works well for the groups of children who have an adult to talk with them about the story and pictures but not so well when children are on their own. Children use the writing areas to 'write' letters to send to 'Traveller Ted'. When confidently established in school, children will take books home to read or share with adults. Writing books show that children make good progress in acquiring skills. For example, a child who only made faint scribble marks for his first attempt was, by the end of the year, putting together simple words and phrases in his writing. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills. However, there are few notices and labels using the school's preferred cursive script, which would help those who are ready to try a joined-up style.

MATHEMATICAL DEVELOPMENT

34. Provision in mathematical development is good overall. Most children's attainment in mathematics is above average by the end of Reception and children's work shows good progress. Teaching over time, reflected in children's achievements, is good, although during the inspection, it showed some weaknesses as well as strengths and was satisfactory. Most children can count to five, some to ten forwards and backwards and a few can carry out this activity with numbers to 20 and beyond. Adults effectively encourage children to use mathematical vocabulary as they explain their work. Good attention is given to consolidating children's learning through play situations, and positional language such as 'on', 'in', 'over', 'under' and 'behind' is emphasised by all staff in as many situations as possible. For example, mathematical terms were reinforced effectively when children were using the Three Bears role-play area or making porridge. Adults successfully emphasise the concept of pattern through talk as the children make and paint colourful patterns but opportunities are missed to extend mathematical learning about pattern and counting in other activities such as when children construct bead necklaces. In a short whole-class session in mathematics, teaching was unsatisfactory because too many consecutive questions were asked at one year group and those listening did not learn enough. Support assistants work well with all groups of children but they need greater guidance, especially with the more able, to extend the children's learning when it is clear that they can easily do what has been planned.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

35. Provision in knowledge and understanding of the world is good. Most children are likely to be working at expected levels in this area of learning by the end of the Reception year and achieve well through sound teaching. The attractive displays and photographs show evidence of the exciting activities that children are offered. For example, they make porridge, counting out the ingredients and then watching it change as heat is applied. They use a variety of everyday vegetables to chop and to make soup. In most activities, children have good adult support to help them develop vocabulary and knowledge. Using photographs and other resources, children identify specific sites around Haverigg that 'Traveller Ted' has visited. These introduce them to simple geographical skills. Children take part in discussions to raise awareness of their own traditions and those of other cultures. They celebrate Autumn, as well as other seasonal and cultural festivals, enjoying traditional celebrations. This helps the children to learn the need to respect the views of others and raise their awareness of the importance of belonging.
36. All children have good access to ICT with computers, programmable robots and listening centres available in the classroom. Children use the listening centres confidently. The activity in programming a floor robot was effective when all of a small group were involved but not when a group of the youngest children was too large and each had to wait a long time for their turn. Children are given good support to help them to use programs on the computer such as those to create pictures. They also have access to the ICT suite although the chairs are too tall and children struggle to get on to them.

PHYSICAL DEVELOPMENT

37. Provision and teaching in physical development are satisfactory. Most children reach expected standards by the end of the Reception class. The children learn quickly and make sound progress when they participate in purposeful activities. Reception children use the school hall for physical education. They begin to develop confidence in using space (awareness of space) and know how to move about safely, with an awareness of others. They are able to run and jump and try to hop. Children do not have access to a range of large wheeled vehicles and toys and not enough use is made of outdoor play as a regular provision. Some of the youngest are still settling in to the school and do not use the adventure play equipment at playtimes because other children's play is too boisterous for them.
38. In the classrooms, children are given ample opportunity to develop hand-eye co-ordination, for example through manipulating the computer mouse or rolling and moulding play dough. Some cut different papers with scissors skilfully whilst others still have difficulty in holding the scissors. Children mould play dough competently with their hands and sensibly use tools such as glue sticks and paint brushes. They are offered a wide variety of construction toys to use on the carpet. They use building toys and wooden blocks carefully to create structures and walls, and handle small world figures adroitly to invent play scenarios.

CREATIVE DEVELOPMENT

39. Provision and teaching for creative development are satisfactory. Children's attainment in creative development is at the level expected for children of this age and their achievement is satisfactory. They have access to a range of activities daily such as paints to create self-portraits, papers and sawdust to create teddy bears, and pastels to draw pictures. Children are soundly taught basic skills and techniques in their creative work and this can be seen in the scope of their results. However, there are times when too much adult help is given and children do not have enough choice from the materials available to them.
40. Children's creative skills are developed further through activities in the role-play area. Children use these resources well. The house of the Three Bears allows them to compare

and contrast meals, beds and other furniture, especially when staff talk to children as they play to develop their ideas and vocabulary.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good.

Main strengths and weaknesses

- Good teaching helps pupils of all abilities to make good progress.
- Very good use is made of information from tests and assessments to decide how best to help pupils to learn.
- The strong focus on speaking and listening helps pupils to acquire a good vocabulary.
- Leadership and management in the subject are good.
- There is not enough focus on teaching pupils how to edit their writing whilst it is in draft.

Commentary

41. Pupils make good progress over time and inspection evidence shows that the current Year 6 pupils are in line to attain above average standards by the end of the year. Pupils achieve well in Years 1 and 2 and are on course to reach above average standards. Pupils with special educational needs also achieve well and benefit from the good help that they receive for their particular difficulties in English. Standards in the subject are rising and are better than at the time of the previous inspection.
42. Teaching in the subject is good. Teachers are confident and use a wide range of resources effectively. A Year 4 lesson, for instance, was particularly strong in giving pupils a stimulus for discussion and later for writing. The clear explanation about whaling gave pupils a good factual base, and poetry and music created an atmosphere that helped the pupils to consider life from the whale's perspective. Pupils were responsive and made thoughtful contributions to the discussion. Teachers encourage pupils to plan their work whether for writing or oral presentations as when older pupils created picture plans supported by brief notes for story telling. This gives pupils a clear structure to work from so that they tell their stories fluently. Teachers stress the importance of language as pupils write so that they are beginning to use interesting vocabulary. A good example of this was seen in the ICT suite when, in response to the teacher's challenge to make the opening sentences entice the reader, a pupil wrote, "Many years ago in a distant land where the black rock stands guard, three men from the north sat huddled by a log fire". Teachers mark pupils' work carefully and there is a consistently good practice of including comments that praise pupils and comments that show pupils what they need to work on to improve their writing. Elements of the process that are not developed so well are those of encouraging pupils to reread and edit their work, and of checking that the points for improvement that teachers write at the end of their writing are acted on in subsequent pieces of work.
43. Very good use is made of the numbers of teachers and support staff to raise standards in English. This is particularly helpful in classes that are quite large and contain two year groups of pupils with often a very wide range of ability. For example, those with special educational needs are successfully helped in a variety of ways; support assistants work with individuals to improve their spelling and handwriting; they provide effective help to pupils who need it for reading; and they work with small groups in classes or in the shared areas. A 'master class' for juniors challenges the most able. In the lesson seen, teaching was very effective in raising the pupils' awareness of how written and spoken language conveys emotions.

44. Leadership and management from the two co-ordinators are good. Very good use is made of information from tests and assessments to improve the standards that pupils reach. For example, the decision to concentrate on enriching pupils' vocabulary is paying dividends. This is done in a variety of ways such as the storyteller who comes to the school, sharing his stories and his methods for planning and remembering them with the children. The good impact of this was seen when, during one of his visits, two boys were chosen from the many volunteers to sit in the story chair and perform. Both did so very capably but one in particular told a very complex story without hesitation. Both showed that they had, by listening to an expert entertainer, grasped some of the techniques for holding an audience's attention, such as variation in speed and volume of voice, or repetition.

Language and literacy across the curriculum

45. Pupils get off to a good start in Reception and build on their competence as writers in Year 1. By Year 2, they have satisfactory skills in writing, for example their own simple accounts of work they do in history and geography. By Year 6, pupils' use of language and literacy across the curriculum is good. They are writing well and using a variety of forms such as mind maps, stories and letters to record what they do. They read books and research information from the Internet and contribute confidently to discussions such as those in history. Pupils use the word-processing facilities on the computer well to present their writings.

MATHEMATICS

Provision in mathematics is good.

Main strengths and weaknesses

- Good teaching is helping to raise standards.
- There is very good analysis of pupils' attainment and progress which identifies what the school needs to do to raise standards, for example by raising the achievement of the most able.
- There is good leadership and very good management of the subject.
- Higher attaining pupils are not sufficiently challenged nor do they understand what they need to do to improve.

Commentary

46. Pupils' attainment by the end of Year 2 and Year 6 is on course to be above average by the end of the school year. Achievement by the end of Year 6 is satisfactory because pupils start in Year 1 with attainment that is above average. Pupils with special educational needs generally make good progress and achieve well especially when they are supported in class or in shared areas by support assistants. The higher standards and satisfactory progress represent an improvement on the previous inspection and are a result of the use teachers make of high quality analysis of pupils' progress.
47. Teaching overall is good. In a good Year 2 lesson, effective use was made of computers and a classroom projector to develop pupils' ability to count in twos, fives and tens. This visual aid enabled pupils to go beyond the stated numeracy target of sequencing numbers to 20. Because of high teacher expectations and challenge, higher attaining pupils were able to count and sequence numbers to 300. Good questioning by the teacher ensured that the needs of all pupils were met and kept pupils 'on their toes'. As a result, pupils listened carefully, knew what to do and therefore made good progress.
48. A strength in the teaching in the school is in ensuring that pupils understand and use different ways of working. For example, Year 6 pupils were able to give a clear explanation of how they would solve two or three-step problems. In a lesson with the class containing pupils in Years 5 and 6, good demonstration of strategies and careful explanation ensured all pupils had a

good understanding of how to calculate percentages. Support assistants provide effective help when working with small groups of low attaining pupils outside the classroom. Pupils made good progress because of good support and were able to calculate 50 per cent and 25 per cent of a given amount. Support was less effective where these assistants worked with a larger group of Year 5 pupils within the classroom. This was because the pupils were confident in calculating percentages at the level of the work provided and assistants were largely in a supervisory role.

49. In the same lesson the Year 6 pupils made slow progress. This was because there was insufficient challenge in the lesson and activities had not been matched to their needs. Although the pupils were accurate and very confident in calculating percentages they had little opportunity to apply this knowledge. They found the work easy and repetitive, and said so.
50. Pupils are able to describe using and applying their knowledge of number in other subjects such as science and ICT. For example, they have collected data on pulse rates and constructed line graphs.
51. The school makes very good use of the analysis of pupils' test results and carefully tracks pupils' progress. They identify the needs of groups of pupils and areas of the curriculum that need developing. Thus a 'master class' in school time and a 'booster class' outside of school time contribute to the raising of standards.
52. The school is less successful in making sure that pupils have and know their individual improvement targets. Pupils in some classes know what their targets are and in others pupils are unable to explain what they need to do to rectify their weaknesses. This is a missed opportunity to further raise standards.
53. Overall leadership and management of the subject are good and have been a crucial factor in the raising of standards. The subject co-ordinator and headteacher regularly monitor both teaching and learning. This, combined with very good analysis of test results, gives the school a very good understanding of strengths and weaknesses. Thus the school is a good position to take appropriate and prompt action to raise standards.

Mathematics across the curriculum

54. Pupils are given sound opportunities to use their mathematical skills in other subjects and in this respect their skills and knowledge are satisfactory by Year 2 and good by Year 6. They measure to make models, collect information in science and record it in graphs, sometimes using ICT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards are above average in Years 3 to 6.
- The co-ordinator uses good subject knowledge to support colleagues.
- Pupils are taught how to investigate and enquire through practical experiences.
- The co-ordinator has insufficient time to monitor standards and the quality of teaching and learning in lessons.

Commentary

55. By the time pupils reach the end of Year 2, standards in science are average and pupil achievement is good. By the end of Year 6, standards are above those nationally expected and pupils continue to achieve well. These standards are better than at the previous inspection. Pupils with special educational needs make the same progress as their classmates because they are well supported.
56. Year 2 pupils are studying healthy living. They know that milk is good for teeth and bones, that the heart pumps blood around the body and that some foods are vital for a healthy body and others are better as occasional treats. The quality of teaching is good. As a consequence, pupils learn well. In a Year 2 class, the teacher took time to find out what pupils already knew, activities were well planned according to pupil ability and good use was made of the teaching assistant, who knew how to help lower attaining pupils and gave them good support.
57. By the end of the Year 6, pupils are able to construct simple electrical circuits including a switch. They know what insulators and conductors are and are able to represent their circuits by symbolic representation. They understand the investigative process, are able to predict, and to carry out a fair test, and some pupils are able to draw conclusions from their results. They record findings using tables and annotated diagrams.
58. Pupils enjoy their science work and standards of presentation are satisfactory. Computers are used to collect data and create graphs, and pupils sometimes use *PowerPoint* presentations on such subjects as photosynthesis. They do not recall using the computer in their experiments for monitoring what is happening and recording information.
59. The subject is led and managed well. The co-ordinator is hard-working and he has a good knowledge of the state of science throughout the school through talking to colleagues, looking at planning and seeing ongoing work. This works quite effectively in this small school but there has been little time for him to see directly what is happening in classrooms.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good resources are used effectively by all teachers.
- ICT is used well across the curriculum.
- Pupils' experience and skill in control and monitoring are limited.

Commentary

60. The school is now well equipped with computers in classrooms as well as in a computer suite that is shared with community users. The standards of work that pupils reach by Year 6 are in line with expectations as they were at the last inspection but the school is much better placed to move forward. Previously only the headteacher and the co-ordinator taught ICT. The leadership and management of the subject are good and now, through a programme of staff development, all teachers teach ICT. Time is given for pupils to learn skills in the suite and care is given to link ICT to other subjects in the classroom.
61. Pupils throughout the school do well in planning and presenting their writing using ICT. In the Year 1 and 2 class pupils program simple robots to follow instructions and type in their stories. Pupils from Years 5 and 6 learn how to animate and add sound to their multimedia presentations and how to make hyperlinks. They use the mouse skilfully to select the icons to help them to present information but are slow in using the computer's keyboard to enter the

text. Pupils can talk about creating and interrogating graphs but not about how to use the computer to control and monitor events.

Information and communication technology across the curriculum

62. ICT is used well to support learning across the curriculum. The most evident subject link is with art and design with many examples of pattern and design from Reception through to Year 6. Pupils search for information, for example for science and geography topics, using the Internet both at school and at home. They enter data from science work and generate accurate graphs. A most interesting example of ICT use occurred in a special history session. Having talked about their lives during World War II, some elderly villagers were given a lesson on SMART boards – by the pupils.

HUMANITIES

During the inspection, no geography lessons were observed so that no overall judgement has been made about provision. One lesson each of religious education and history were seen. Other evidence considered came from displays, discussions with pupils and looking at teachers' planning.

Geography

Pupils are on target to achieve standards that are in line with national expectations by the end of Years 2 and 6. Pupils make use of the local environment to carry out geographical studies as well as visits and outings. ICT is used for personal research and older pupils use it to create *PowerPoint* presentations on topics such as mountains. Geography makes a positive contribution to social, cultural and moral development by raising pupils' awareness of other cultures and societies. There are adequate resources to meet the programmes of study.

History

Provision in history is **good**.

Main strengths and weaknesses

- A wide range of visits and good links with the community help to enrich the curriculum.
- History makes a good contribution to pupils' social and cultural development.
- Pupils often write about their studies at length.

Commentary

63. The pupils gain good historical knowledge about different eras of history as they move through the school. By Year 6, standards are above the average. Infant classes study topics such as homes and famous people and events. Teachers make good use of local resources to help pupils' understanding of the past. For instance, Years 3 and 4 pupils study the Tudor period, visiting a local art gallery to take part in 'Tudor' activities. Older pupils study the Victorians and use the village as well as local towns to look at aspects of domestic life, such as doing the laundry without electricity. ICT is used well to find out information.

64. Pupils in Years 3 and 4 are part of an exciting project that makes learning about World War II more vivid. Senior citizens from the local community come into school and answer pupils' questions about the war and share their memories with the children. They bring numerous personal artefacts such as toys, ration books and even an identity bracelet. They talk about the evacuees that came to the village from South Shields and in return the pupils share new technology with their visitors, demonstrating SMART boards and other new teaching aids. Such excellent community links make history come alive for the pupils and their personal development is enhanced by such visitors.

65. Pupils respond to history lessons very well and they enjoy the visits and other curriculum enhancements. Teaching is good. The subject is soundly led and the local history links soundly promote pupils' social, cultural and spiritual development.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Teaching gives pupils a sound knowledge of facts and stories relating to Christianity and other major world religions.
- There are sound links as to how religious principles relate to pupils' own lives.
- Pupils' learning about places of worship is enhanced by visits.

Commentary

66. Standards are average compared with those identified in the syllabus used in the local authority's schools. Pupils achieve a satisfactory level of understanding. Those with special educational needs achieve the same as their classmates because learning tasks are modified according to their particular needs.

67. Discussion with pupils shows that they are interested in what they learn. They have a good recall of facts about 'special' aspects of several major world faiths. They name religious leaders, some symbols and places of worship for Christianity and Judaism. They are becoming more aware of other festivals celebrated by people of other faiths. Years 3 and 4 pupils study symbols that may be found in Judaism and can name them. They explore and explain the meaning of the Sedar plate and meal.

68. Teaching is satisfactory overall and helps pupils to learn how religious beliefs can affect their lives. The subject adds soundly to the pupils' moral, cultural and spiritual development.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

No lessons were seen in physical education or design and technology and there is not enough evidence to make judgements in these subjects. However, the school has achieved an Activemark award for its provision in physical education and offers a balanced programme of activities. Two art and design lessons were observed and pupils' work displayed on the walls was considered. Music lessons in Years 3 and 6 were seen along with a lesson for a small group of pupils to learn to play clarinet and flute.

Art and design

Provision in art and design is good.

Main strengths and weaknesses

- Pupils work in a wide range of media and there is good use of the environment and the work of other artists to provide pupils with ideas.
- Teaching is good. Skills are taught well and teachers make good use of links to other subjects.

Commentary

69. The standards of pupils' art and design work are in line with the expectations by Years 2 and 6 overall, as they were at the last inspection. Year 1 and 2 pupils did not listen very well to the introduction of their lesson. However, once they got into their work, they produced observational drawings of the cross-sections of fruit that were of good quality. This is because they were well supported by the teacher and support assistant who talked to them and pointed out how to improve. The best drawings were very carefully and accurately observed for colour and shape. In the class with Years 3 and 4, pupils applied the knowledge gained in looking at aboriginal art to their own efforts. They showed great care in applying the paint. The artefacts that were available gave them a good idea of what they were trying to achieve and their attempts to play a didgeridoo at the end of the lesson caused great delight at both successes and failures. Good teaching in the class with Years 5 and 6 pupils drew from them their opinions about the work of artists such as L.S. Lowry and moved them on to consider how artists such as Paul Nash view the world. Pupils showed a good knowledge of the artists they have considered and of how these artists look at the world around them. Their own efforts at landscape were at early stages and at this point in the process were about average in the skills they showed.

Music

Provision in music is **satisfactory**.

Main strengths and weaknesses

- Teaching is good and is helping pupils to develop skills and enjoy learning.
- The teacher evaluates pupils' responses but pupils do not do so often enough.

Commentary

70. Music provision is better than at the time of the last inspection with a co-ordinator in post and a combination of national guidance and a published scheme of work to ensure that the curriculum is covered. The leadership and management of the subject are good. Pupils' skills and knowledge are at a suitable level for their age and their achievement is satisfactory. By Year 6, some pupils have learned to read music and most perform songs and accompaniments with confidence. A few still do not have the inbuilt sense of rhythm that would allow them to keep a steady beat in a group percussion task.

71. The large classes in juniors are separated for art and design, and music, which leads to benefits for the pupils who are taught in the smaller year group classes. The Year 3 class, for example, had only 13 pupils. This was particularly helpful since the class has a number of pupils who find it hard to be patient in such practical situations. This class was able to keep a steady beat and sing songs together, keeping in tune. Year 6 pupils, by contrast, showed a mature attitude to their work, composing background rhythms for a cowboy song in small groups. Good teaching picked up successes and allowed pupils to perform to show how well they could do but there were also missed opportunities to encourage pupils to listen to each other's work and say what worked or did not work.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is good.

Main strengths and weaknesses

- The school ethos provides a base for good working relationships and develops pupils' confidence.
- The curriculum fosters pupils' personal development well.
- Pupils learn to be good citizens by becoming involved with the local community.

Commentary

72. There is a warm and welcoming atmosphere in the school that comes from a shared confidence between staff, governors, parents and pupils that they are working to the same ends. Pupils work confidently with staff and with each other. Teachers weave personal development well into the whole curriculum, for example by considering moral and social issues in English, geography and history. There is a recognition that the school's geographically isolated position is a potential problem, and a strong commitment to working with the resources of the local community to counter this. Pupils work with people from the area both inside the school as in the history sessions, and outside as in the lighthouse project. This is giving pupils a sense of social conscience and developing the notion of working together that will help them to become good citizens.

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	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	3
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	2
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	3
How well the curriculum meets pupils' needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
The leadership of other key staff	3
The effectiveness of management	2

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