

INSPECTION REPORT

PENNINE WAY PRIMARY SCHOOL

Harraby, Carlisle

LEA area: Cumbria

Unique reference number: 131177

Headteacher: Mrs B Portman

Reporting inspector: Mr Paul Dennison
17736

Dates of inspection: 30 June – 3 July 2003

Inspection number: 259991

Full inspection carried out under section 10 of the School Inspections Act 1996

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and junior school

School category: Community

Age range of pupils: 3 - 11

Gender of pupils: Mixed

School address: Silverdale Road
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Appropriate authority: Local Education Authority

Name of chair of governors: Mr S Morgan

Date of previous inspection: 23 February 1998

INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
17736	P Dennison	Registered inspector	Physical education Foundation stage English as an additional language	What sort of school is it? School's results and achievements How well are pupils taught? How well is the school led and managed? What should the school do to improve further?
9334	J Mynett	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How well does the school work in partnership with parents?
22859	A Hivey	Team inspector	Mathematics Information and communication technology Geography History	
15474	J Fairclough	Team inspector	Education inclusion English Art and design Music	How good are the curricular and other opportunities offered to pupils?
32200	G Webb	Team inspector	Special educational needs Science Design and technology Religious education	

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Pennine Way Primary School is situated in Harraby, Carlisle. The school serves an area of considerable social disadvantage and the proportion of pupils eligible for free school meals is above the national average. The number on roll has fallen slightly in recent years. Currently there are 270 pupils on roll. In addition, 30 children attend the Nursery class part-time. There is a wide range of ability on entry to the Nursery class, although, overall, attainment is well below that expected for the age group. The proportion of pupils on the school's register of special educational needs is above the national average. Eleven pupils have a statement of special educational need, these are related to learning difficulties, emotional and behavioural difficulties, physical impairment and autism. There are very few pupils from ethnic minority groups and none for whom English is an additional language.

HOW GOOD THE SCHOOL IS

This is a good school. Pupils achieve well and by the time they leave school, their attainment in English, mathematics and science is higher than in similar schools. Leadership and management are sound. The teaching is good and this helps pupils to make good progress. Very effective support ensures that all pupils are able to take a full part in all aspects of school life. The pupils have very positive attitudes to learning and their behaviour is very good. Overall, the school provides good value for money.

What the school does well

- Pupils achieve well and make good progress. By Year 6, standards in English, mathematics and science are higher than in similar schools.
- Provision for children in the Nursery and Reception classes is very good.
- The school makes good use of visits, visitors and extra-curricular clubs to provide interesting and relevant activities which engage pupils' interest.
- The school cares very well for its pupils and relationships are excellent.
- The provision for pupils' personal development is very good.
- Pupils with special educational needs are provided with good support. Teaching assistants play an important role in supporting pupils' learning and raising standards.
- Pupils are very well behaved; they have very positive attitudes, work hard and are keen to learn.
- The school has developed a good partnership with parents and the local community.

What could be improved

- The use of assessment information to monitor pupils' progress and to set clear targets for individual and group improvement.
- The school's systems of self-evaluation are not yet used effectively to inform the planning of further improvements.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in February 1998. Improvement since then has been good. Standards of attainment by Year 6 have improved at a higher rate than the national trend. The school has taken positive and effective steps to address the areas for improvement identified in the last inspection report. The quality of teaching in Years 3 to 6 has improved. The role of subject leaders has been developed and the curriculum provision for information and communication technology, science and mathematics has improved. However, the development of skills of investigation and problem solving is still an area for development. The balance of the curriculum has been improved and all subjects of the National

Curriculum are now taught in full. The adoption of national guidance has supported teachers' curriculum planning. The curriculum now reflects the diversity of other cultures but there is room for further development in this area. New systems for assessment have been introduced to monitor pupils' progress and set targets for improvement. However, these are not yet fully effective. The school now complies with the statutory requirements for a daily act of collective worship and has a clear policy for sex education.

STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	D	B	D	A
mathematics	E	B	C	A
science	E	A	C	A

Key	
well above average	A
above average	B
average	C
below average	D
well below average	E

Pupils' performance in the Year 6 national tests in 2002 was in line with the national average in mathematics and science, and below average in English. In comparison with similar schools, their performance was well above average in all three subjects. Similar results were achieved in 2003, although national comparisons are not yet available. The school agrees targets for each year's tests in Year 6. The targets for 2002 were met. The school's results between 1998 and 2002 have improved at a higher rate than the national trend. However, most of that improvement was between 1998 and 2001. Results since then have declined slightly.

On the evidence of the inspection, attainment by Year 6 is currently below the national average in English, and in line with the national average in mathematics and science. Pupils make good progress as they move through school and most achieve well.

There is a wide range of ability on entry to the Nursery class although, overall, attainment is well below that expected for the age group. Children make good progress in the Nursery and Reception classes. However, many do not attain the early learning goals expected for children of this age by the end of the Reception class in communication, language and literacy, mathematics and knowledge and understanding of the world. In the Year 2 national tests in 2002, results were well below the national average in reading, writing and mathematics. In comparison with similar schools, results in reading were below average whilst results in writing and mathematics were in line with the average. Evidence from the inspection indicates that pupils in Years 1 and 2 make good progress, although attainment by Year 2 is below average in reading, writing, mathematics and science.

Attainment in design and technology and art and design is above that expected for the age group. Attainment in information and communication technology, geography, history, music, physical education and religious education is in line with the national expectations for the age group. Pupils with special educational needs are well supported and make good progress in relation to their ability.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils enjoy lessons and are very keen to learn. They are well motivated and try hard to succeed in their work.
Behaviour, in and out of classrooms	Very good. Pupils' very good behaviour in lessons contributes well to their learning. They are very polite and friendly to staff, each other and visitors. The school is an orderly community.
Personal development and relationships	Very good. Relationships are excellent and make a significant contribution to pupils' progress and to the pleasant atmosphere in school. Pupils co-operate well with each other and their teachers.
Attendance	Attendance is in line with the national average.

TEACHING AND LEARNING

Teaching of pupils in:	Nursery and Reception	Years 1 – 2	Years 3 – 6
Quality of teaching	Very Good	Good	Good

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that the teaching is adequate and strengths outweigh weaknesses.

The quality of teaching is good overall. It has improved since the previous inspection and has a positive effect on the progress and attainment of all pupils. Children in the Nursery and Reception classes are taught very well. They are provided with many interesting practical activities and they respond very positively, making good progress. All staff have a secure understanding of how young children learn and of the importance of play and first-hand experiences. In Years 1 to 6, teaching is good overall. However, it varies from very good to a small amount of unsatisfactory. Lessons throughout the school are well planned and organised. They usually proceed at a lively pace and pupils show good levels of concentration. As a result, they make good progress. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made.

When teaching is satisfactory rather than good, it is usually because the work provided is not well matched to the needs and abilities of the pupils. At times it lacks challenge and does not fully engage pupils' interest. This results in a slower pace of work and more limited progress.

Teaching of English and mathematics is generally good. The National Literacy and Numeracy Strategies are implemented effectively and the skills of literacy and numeracy are taught well.

The quality of teaching and learning for pupils with special educational needs is good. Teaching is well focused on pupils' needs and the targets on individual learning plans are clear and realistic. Pupils respond very well. They are keen to learn and work hard, showing good levels of concentration and developing their knowledge, skills and understanding.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum provides a wide range of interesting and relevant learning opportunities to support pupils' academic and personal development. The curriculum is enhanced by the good use of visits and visitors and a good range of extra-curricular clubs and activities.
Provision for pupils with special educational needs	Provision for pupils with special educational needs, including those with formal statements, is good. Pupils are identified early and given additional support. Their progress is reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good provision is made for personal development. There are very clear expectations of behaviour and the positive values promoted in assemblies and lessons help to promote spiritual, moral, social and cultural development.
How well the school cares for its pupils	The school cares for its pupils very well and is successful in ensuring their welfare, health and safety. Staff know their pupils well as individuals and create a supportive environment in which they can develop. The school ensures equality of opportunity for all pupils. However, there is not yet a whole-school system of assessing and recording progress for all subjects.

The school has developed a good partnership with parents to support their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management provided by the headteacher and other key staff is satisfactory overall. The headteacher provides clear leadership. She has established new systems to evaluate the school's performance. However, these are still at an early stage of development.
How well the governors fulfil their responsibilities	Satisfactory. Governors give good support and are becoming more active in making decisions. They are aware of the needs and priorities facing the school and contribute to its success.
The school's evaluation of its performance	There are now satisfactory systems in place to monitor the quality of teaching and learning and the standards of attainment. These are not fully effective and the self-evaluation does not yet provide an accurate picture of the school's performance.
The strategic use of resources	Financial planning is sound and the school makes satisfactory use of the principles of best value to make effective use of the financial resources available for the benefit of pupils' learning.

The school has ample, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. The accommodation is very good and the school has a good range of resources to support learning.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like school. • Their children make good progress. • The behaviour in school is good. • The teaching is good. • The staff are approachable. • Children are expected to work hard and achieve their best. • The school helps their children to become mature. 	<ul style="list-style-type: none"> • A wider range of activities outside lessons. • The homework their children receive.

The overwhelming majority of parents speak highly about the school and support its work. The inspection team agrees with the many positive views expressed by parents at the meeting with inspectors and in the questionnaires. Some parents would like to see a wider range of activities outside lessons. However, evidence from the inspection indicates that there is a good range of activities available at lunchtimes and after school. The school also provides opportunities for a wide range of visits, including residential visits and makes effective use of visitors to the school to extend the experiences offered to pupils. Some parents have reservations about homework. There was some evidence during the inspection of homework being used to support the work done in lessons. However, it is not set on a consistent basis for all classes and the school could make more effective use of homework to support pupils' learning.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and pupils' achievements

1. There is a wide range of attainment on entry to the Nursery but overall, standards are well below those expected of this age group. Careful assessment made of the new entrants soon after they start Nursery indicates that their skills, particularly in personal and social development and communication, language and literacy are well below those expected. The children's progress is tracked through continuous teacher assessment and by further formal tests on entry to the Reception class. Children in the Nursery and Reception classes achieve well and make good progress. This is due to the good curriculum provision and the very good teaching. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. In personal, social and emotional development, physical and creative development, most children reach the expected standards. However, whilst many children attain the standards expected nationally in communication, language and literacy, mathematical development and knowledge and understanding of the world a significant minority do not.
2. Pupils' results in the 2002 national assessments in Year 2 in reading, writing and mathematics were well below the national average. In comparison with similar schools, results in reading were below average whilst results in writing and mathematics were in line with the average. Teacher assessments indicate that standards in science were below the national average. Inspection evidence indicates that pupils achieve well in Years 1 and 2. However, standards in English, mathematics and science are below the national average by Year 2.
3. Pupils' achievement in the 2002 Year 6 national tests was below the national average in English and in line with the national average in mathematics and science. In comparison with schools with pupils from similar backgrounds, attainment was well above average in English, mathematics and science. Similar results were achieved in the 2003 tests, although national comparisons are not yet available. Evidence from the inspection reflects these results. Pupils have made good progress since they were in Year 2 when attainment in all three subjects was well below average. There are no significant differences in the performance of boys and girls. Overall, the school's results have improved between 1998 and 2002 at a higher rate than the national trend. However, most of that improvement was between 1998 and 2001. Standards since then have declined slightly.
4. Standards in English, mathematics and science have improved since the last inspection. This is the result of an increased proportion of teaching which is good and the implementation of the National Literacy and Numeracy Strategies which has provided a framework for planning and led to a clear focus in lessons. The school makes effective use of national strategies to provide additional learning opportunities for pupils identified as below average in attainment and also ensures that there are appropriate levels of challenge for pupils, including the higher attainers.
5. When pupils start school, many lack confidence in speaking. Their vocabulary is limited and their listening skills are poor. In the Nursery and Reception classes, teachers use their secure knowledge and understanding to plan a curriculum which appropriately emphasises the development of speaking and listening skills. Standards in speaking and listening are broadly in line with expectations for the age group by Year

2 and Year 6. Pupils of all ages listen carefully and behave well in lessons. The vast majority try hard to supply complete answers. However, a minority have difficulty expressing ideas and their answers are often very short.

6. Although pupils in Years 1 and 2 make good progress, standards in reading are below average at the end of Year 2. Higher attaining pupils are able to read simple texts with some accuracy. However, a significant minority have difficulty in reading independently at this stage and rely on adult support. Pupils in Years 3 to 6 continue to make good progress. They develop a growing confidence in tackling reading and by the end of Year 6, standards of reading are in line with national expectations for the age group. Higher attaining pupils read independently from a range of texts and other material. They are able to discuss books they have read and express opinions about what they read. However, lower attaining pupils are hesitant with unfamiliar text a significant number of pupils find reading difficult.
7. By the end of Year 2, standards in writing are below the national expectation. Higher attaining pupils use extended sentences with accurate punctuation and spelling. But lower attainers use little punctuation and spelling is weak. By Year 6 pupils produce a variety of writing for different audiences and make good progress. Teachers provide good opportunities to develop independent writing skills and this is raising the standard of writing. However, the quality of pupils' writing in Year 6 is below average overall. Higher attainers produce good quality imaginative writing. However, the work of lower attainers lacks adventurous vocabulary and stories are often quite brief.
8. In mathematics, pupils make good progress. By Year 2, they develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. However, many pupils are still consolidating their knowledge of number facts. Lower attaining pupils have a limited ability to mentally recall number facts but they are able to use apparatus effectively to aid calculations. By the end of Year 6, standards are in line with those expected for the age group. The higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. They have an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and solids and their properties. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. Attainment in problem solving is less secure. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution.
9. Pupils make good progress in science. By Year 2, they develop a secure fund of knowledge about the world around them and how it functions. Pupils develop the skills of observation and recording. However, lower attaining pupils rely heavily on support to explain or record what they have found. This reflects their limited communication and literacy skills. By Year 6, pupils show a sound breadth and depth of scientific knowledge and understanding. Their science skills are satisfactory although this work needs to be developed further to allow the pupils to achieve an understanding of the importance of conducting fair tests, observing and measuring accurately and recording results systematically.
10. At the time of the last inspection, standards in information and communication technology (ICT) were below average by Year 6. Since then the school has worked hard to improve provision by creating a computer suite, by providing training for staff and by introducing a whole school scheme of work to widen the range of pupils' skills. As a result standards have improved. By Year 2, pupils can enter, save and retrieve

their work. They use a mouse and the keyboard effectively. They are starting to understand and gain the skills of how to edit text. By Year 6, standards are in line with those expected for the age group. Pupils produce their own multimedia presentation. They know how to access the Internet and can locate information using search engines. They learn how to use a database and spread sheets. They make good use of their computer skills to support learning in other subjects through research and word processing.

11. There has been good improvement in design and technology since the last inspection. Pupils are taught the full design and technology process from an early age and they are learning appropriate skills and using a range of materials. Teachers now have a good knowledge of the subject, the curriculum is taught in sufficient depth to all year groups and good progress is made in acquiring skills, knowledge and understanding in a systematic way. Standards of attainment are above those expected for the age group.
12. Attainment in geography and music has improved since the last inspection and is now in line with expectations for the age group by Year 6. Standards in art and design have improved and are now above those expected for the age group. Standards in history, physical education, and religious education are in line with those expected for the age group.
13. Pupils with special educational needs make good progress in relation to their prior attainment. Pupils make particularly good progress in literacy where the good support in class helps them to learn important basic skills. They make good progress towards the targets on their individual education plans.

Pupils' attitudes, values and personal development

14. Pupils' attitudes both to school and their lessons are very good and this contributes significantly to the progress they make. The pupils enjoy school. They have very clear views about their school, which they were happy to share with the inspectors. They spoke positively about the caring ethos. *'There are lots of people to ensure you're happy... everybody's really friendly and nice... we help new people because we don't want them to feel left out'*. They spoke enthusiastically about, *'the loads of clubs and after school activities...'* and the fact they *'get to do lots of interesting things, and sometimes do fun things too'*. Pupils are well motivated, they concentrate hard, and are keen to contribute in lessons and participate fully in their different tasks and activities. The youngest children in the Nursery and Reception classes show a confident approach both to work and within their relationships with each other. They are developing good social skills as they engage in their lessons and games. The children work and play very well together happily sharing their toys and resources. Parents are particularly pleased at the high expectations of members of staff, which encourage pupils' to work hard, behave well and achieve their best. They feel this is helping their children to become mature and responsible.
15. The standards of behaviour in and around the school are very good and have been well maintained since the last inspection. There are a small minority of pupils with challenging behaviour but these are well managed. Two pupils were excluded for short periods earlier this year for extreme abusive behaviour. The school has a very orderly atmosphere. Parents commented about the good behaviour at the pre-inspection meeting. They approve of the way teachers encourage and support their children to sort out minor difficulties themselves, and value the good attitudes promoted, especially the way pupils are taught to be honest and truthful. Pupils are very friendly and polite, pleased to talk about what they are doing and share their work with visitors. There are

few incidents of oppressive behaviour and a high degree of harmony exists between pupils. Pupils report that the school is a happy and secure place with very little bullying. *'It doesn't happen very often... it gets sorted out...it's taken seriously and stopped'*. Pupils with special education needs have good attitudes to learning. They respond well to specialist support. They listen carefully to their teachers and support staff and show good levels of interest and perseverance when engaged in tasks and activities. Their behaviour in lessons and around school is very good.

16. Relationships in the school are excellent, both between staff and pupils, and amongst the pupils themselves. The school works hard to promote tolerance and kindness and ensure pupils do not feel excluded. Social development is well promoted and pupils respond well. There are frequent chances for pupils to work co-operatively together in pairs or during small group activities, and this promotes a good working environment making a positive impact on learning. Pupils are frequently asked to turn to their 'talking partners' and discuss an issue, and pairs were observed working particularly well together in a science lesson comparing differences between various organisms. The school promotes a value and respect for each other, which is reinforced by the good role models of the staff. Pupils confidently share their views and beliefs, and show a particularly perceptive awareness and understanding of the impact of their actions on others. This is well developed during personal, social and health education lessons.
17. Pupils' personal development is good. Opportunities for pupils to take responsibility for their own learning, and develop their initiative are particularly well developed in the Nursery and Reception classes where they have free choice activities. However, opportunities for pupils to take responsibility for their own learning are less well promoted for older pupils. Where this is available pupils respond well, and Year 5 pupils talked enthusiastically about history projects they had undertaken at home. Pupils willingly undertake roles of responsibility around the school acting as class monitors for various tasks. Older pupils take care of the younger ones and there are reading 'buddy' systems set up between some classes to encourage older pupils to help younger ones read. Year 6 pupils also act as house captains, librarians and run the tuck shop at playtime. The school council has been very successful in instigating change and pupils spoke enthusiastically about it saying *'it sorts everything out'*, and gives them a voice. Pupils' views are currently being canvassed through the school council by local organisations with regards to the allocation of funding in a proposed play park. Pupils are coming up with a number of exciting ideas.
18. Attendance levels in the school are satisfactory and have improved slightly over the past three years. The levels of attendance are now slightly above the national average, although unauthorised absences are also above that of other schools. Absences are due in part to illness during the year as well as the large number of parents taking their children on holiday in term time. Pupils are generally prompt into school in the mornings; however there are a small number of parents who bring their children to school late on a regular basis.

HOW WELL ARE PUPILS TAUGHT?

19. The quality of teaching is good overall and effectively promotes the progress and attainment of all pupils. The quality of teaching has improved since the last inspection, with more teaching that is good and very little that is less than satisfactory.
20. The quality of teaching is very good overall in the Nursery and Reception classes. None of the teaching is less than good, and at times it is excellent. Teamwork between teachers and support staff is especially effective and has a considerably beneficial

effect on children's learning. All staff have a secure understanding of how young children learn and of the importance of play and first hand experiences. This has a very positive effect on the good progress children make towards the early learning goals and provides a firm foundation for learning in Year 1. In the Nursery for example, the teacher's very positive and lively approach ensured that all children were fully involved when she skilfully used a large book to tell a story. Very good use was made of soft toys and other props to engage children's interest. Children were encouraged to think about words in the story that rhymed and very good use was then made of a mystery 'parcel' which contained a series of objects to be matched as rhyming pairs. Although this was a very challenging activity, very good reinforcement and lots of fun ensured that children made good progress.

21. Warm and caring relationships and skilled management of the children are pivotal to the confidence, happiness and perseverance they show in lessons. As a result they demonstrate a willingness to learn, determination to succeed and interest in all they do. Praise and encouragement are very effective in promoting positive behaviour and personal, social and emotional development. All activities are planned carefully to enable children of all abilities to build on their previous knowledge and understanding. Children are provided with many interesting practical activities and they respond very positively, making good progress. Children in the Reception class enjoyed sorting clothes appropriate for winter or summer weather and dressing teddy bears. The teacher also made very good use of special clothes such as a Christening Gown, brought in by children. Very good questioning enabled children to focus carefully on the clothes and also prompted the development of vocabulary as they described the material. This was another example of a very well planned and organised lesson which provided very good learning opportunities and lots of fun. In a mathematics lesson, well organised activities were very well matched to the wide range of ability in the class and the teacher and teaching assistant both used every opportunity to develop children's understanding and mathematical vocabulary.
22. In Years 1 to 6, teaching is good overall. The teachers generally have appropriately high expectations of behaviour and attainment. They expect pupils to maintain concentration and lessons proceed at a good pace. They make good use of questioning to develop pupils' understanding and they give clear explanations. This good quality teaching has a positive impact on maintaining and raising the standards of attainment. A good example was observed in a Year 5 religious education lesson when very good questioning enabled pupils to reflect on their recent work on Buddhism in an atmosphere of mutual trust. Group work is organised skilfully to enable some groups to work independently thus enabling the teacher to give intensive support to others. Pupils are encouraged to be responsible about their work, and are given opportunities to work independently and in pairs or groups. Classroom support staff are used very effectively to support pupils' learning and make a very positive contribution to the progress made.
23. Relationships are very positive and pupils respond well to teachers' expectations of good behaviour. Where teaching is most effective it builds on previous learning, work is introduced in a lively and stimulating way and tasks are provided to meet the differing needs of pupils. In a well planned mathematics lesson in Year 3/4 with a group of lower ability pupils, the teacher's very lively approach made learning fun and pupils responded very positively to her high expectations of behaviour and work rate. Clear explanations and lots of very positive feedback to pupils encouraged them to try hard and develop their skills, knowledge and understanding of time. Activities were well matched to the ability of pupils and good support for pupils with special educational needs enabled them to take a full part in the lesson.

24. Where teaching is less successful, teachers have not clearly identified what they want pupils to learn. Work is not always well matched to pupils' needs and abilities. At times the work lacks challenge, especially for the higher attaining pupils and the pace of pupils' response slows with an adverse effect on the progress made.
25. Teachers know their pupils well. They provide good verbal feedback during lessons and help pupils to improve their work. The use of written marking is less consistent. Whilst there are examples of good marking which clearly indicate what pupils have achieved and what they need to improve, comments do not always effectively ensure that pupils are aware of areas which need to be improved or are set clear targets for improvement.
26. Teaching in English is good overall. In the best lessons, work is well structured and the National Literacy Strategy is implemented well. A good range of teaching methods is used to motivate pupils and, as a result, pupils are keen to do well and have very good attitudes. A very good example was observed in a Year 2 reading lesson. Lively teaching, very good questioning and challenging activities resulted in pupils making good progress. The strategies now in place, which include booster classes, additional literacy support and early literacy support, are being used effectively to help pupils improve their skills and understanding.
27. Teaching of mathematics is satisfactory overall. It is never less than satisfactory, and at times it is very good. Good use is made of the framework provided by the National Numeracy Strategy. However, work is not always well matched to the needs of some groups and at times there is insufficient challenge for the higher attainers.
28. The quality of science teaching is satisfactory overall. However it ranges from unsatisfactory to very good. Generally the teachers make science lessons interesting and this stimulates pupils' motivation to learn and understand. In less effective lessons pupils do not have the opportunity of first-hand experience and the resources available to give sufficient opportunities for pupils to observe and explore things for themselves. Where teaching was unsatisfactory the pupils did not have a clear understanding of what they were doing. In some classes a weakness of teaching is the narrowness of expectation in what pupils are expected to do and record in terms of their capabilities. The lower attaining pupils are often supported in their recording, but the tasks do not always enable them to work independently.
29. Teaching in information and communication technology has improved since the previous inspection and is now satisfactory overall. Teachers make effective use of the computer suite and lessons are well structured and build systematically on skills and concepts explored in previous sessions.
30. Two specialist teachers, deliver the music curriculum. Their teaching is never less than good. However, the fact that this teaching is done on behalf of the class teachers means that the school is not well prepared to maintain the music curriculum if the specialists are not available for any reason.
31. Teaching in art and design, design and technology and geography has improved since the last inspection. Teaching of art and design is now good. It is characterised by good organisation, well-prepared resources, secure management of pupils and a shared understanding of what it is the pupils will achieve by the end of the lesson. Teaching of design and technology is good. Teachers have a good understanding of the subject and plan purposeful lessons based on the overall scheme. Teaching of geography is good with effective use of valuable first-hand experiences.

32. The quality of teaching for pupils with special education needs is good. The special education needs co-ordinator and the support staff have a very good understanding of the specific needs of this group of pupils. The school has several special intensive teaching programmes such as Reading Intervention in order to support pupils' learning in English and mathematics. Pupils with behavioural and emotional targets are also well catered for through appropriate planning and a good knowledge and understanding of the pupils' needs. There is effective liaison with the classroom assistants who continue to provide sensitive and timely support for the pupils.
33. Homework is not used as effectively as it could be to support learning. The amount of homework given to pupils is increased as they progress through the school. This takes a variety of forms including reading activities, mathematics and following up class work to support learning across the curriculum. However, parents are given insufficient information about homework and this restricts its effectiveness. There is also some inconsistency in the homework expected in different classes.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

34. The curriculum is well organised and provides pupils with a broad and balanced education that includes all subjects of the National Curriculum and religious education. The school provides a good range of learning opportunities. This represents good improvement since the previous report when improvement of the curriculum was a key issue. Effective use is made of national guidance as the basis for curriculum planning with the result that there is now a more coherent approach to both planning and time allocation. This has created an appropriate balance and consistency in the time spent on subjects. As a result, the curriculum in Years 3 to 6 has improved considerably.
35. The curriculum for the children in the Nursery and Reception classes is good. It reflects the teachers' good knowledge and understanding of the ways in which young children learn, and provides a range of well-organised experiences which are closely matched to the children's level of development, and helps them to make progress. Detailed planning ensures that the curriculum is securely based on the nationally recommended six areas of learning for children of this age. Special emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy and Numeracy Strategies are incorporated into lessons in the Reception class. Opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas.
36. The National Literacy and Numeracy Strategies have been implemented effectively throughout the school. Pupils are given opportunities to use and apply their literacy and numeracy skills in a range of situations across the curriculum. The design and technology curriculum has improved since the last inspection with the result that pupils' knowledge and skills have improved. There has also been good improvement in provision for information and communication technology. The school now provides more opportunities for pupils to carry out investigations and problem solving. However, this is an area that requires further development.
37. The school gives a high emphasis to equality of opportunity and all pupils, irrespective of ability, ethnicity or gender, are encouraged to play a full part in all activities. Provision for pupils with special educational needs is good.

38. Provision for pupils' personal, social and health education is good. Much of this is taught through the religious education curriculum, particularly moral and social issues. Pupils are taught from an early age about healthy eating and care of the body, including drug awareness. There is now a sex education policy and older pupils receive sex education in line with this, health visitors support this provision. Residential visits offer opportunities for independence, challenge and self-reliance. Personal relationships are developed sensitively through peer group discussion. The ethos of the school is very caring and supportive of all pupils. Although this provision is successfully linked with subjects such as science and religious education other subject links are not detailed.
39. Extra-curricular provision is very good; it includes activities such as choir, chess, football, cross-country and gymnastics that are open to all junior pupils. A good range of visits and visitors helps to link learning experiences to the real world. There are residential visits for pupils in Years 5 and 6.
40. Links with other educational establishments are very good. Teaching expertise from the local high school is used well in art and sport. High quality artwork is clear evidence of the success of this contact. Pupils from a nearby special school visit the Nursery on a regular basis. The school provides work experience for students in a number of child-related vocations and in particular, links well with teacher training institutions.
41. Community links are also very good. An active 'Friends of the School' association raises valuable funds in support of the school. Parents regularly help in classrooms. Various courses about parenting and learning with young children are supported. 'Artists in Residence' are used to provide specialist skills in art. Links with the local library foster pupils' involvement in reading and raise awareness of the availability of books. There are regular visits from members of the local community, such as the church, police and fire service.
42. Improvements in the management of the curriculum are now clear as a result of the policies and schemes of work for all subjects. All pupils have good access to this curriculum and pupils with special educational needs are well provided for. The role of subject manager is now defined and procedures for development are in place. But the improvement plans for many subjects are still at the evaluation stage and the overall focus of school improvement does not draw developments together in a clear structure of raising standards.
43. Overall the school makes very good provision for pupils' spiritual, moral and social development. The provision for pupils' cultural development is satisfactory. Improvement since last inspection has been good. The school has continued to maintain the atmosphere of openness and trust in which pupils develop tolerance, mutual respect and co-operation. It now meets the statutory requirements for collective worship and provides satisfactory opportunities through the curriculum for pupils to learn about the diversity of other cultures.
44. Spiritual development is strongly promoted through religious education and through personal and social education. Pupils are given plenty of opportunity to think about and explore their feelings, emotions and beliefs about a range of issues. Pupils' spiritual development is also developed through opportunities across the curriculum, for example pupils are encouraged to listen to, appreciate and reflect on a range of different types of music that provoke various feelings and emotions and to discuss these with their partners. School assemblies promote spirituality through prayer and pupils respond meaningfully to daily acts of collective worship and there is an appropriate sense of respect.

45. The provision for pupils' moral development is very good. The school has a code of conduct, which they understand and follow throughout their time in school. In all year groups pupils know the difference between right and wrong and understand well what is considered to be acceptable and unacceptable behaviour. The school has established a strong sense of community and the very good relationships and high level of respect that exist between the pupils and the teaching and support staff contributes significantly to the very good behaviour of pupils across the school.
46. The provision for pupils' social development is very good and is enhanced by the development of a policy for personal and social education, which ensures consistency and progression across the school. The school provides some opportunities for pupils to accept responsibility in order for them to make a positive contribution to the life of the school. A range of educational visits to local places and residential visits contributes well to pupils' social development. Visits and visitors contribute well to the development of social skills and the awareness of the community in which the school is placed. Although the overall provision for pupils' social development is very good, the number of opportunities in lessons for pupils to take responsibility for their own learning through group work and personal research could be improved.
47. Provision for cultural development is satisfactory. In some lessons, pupils have the opportunity to learn about their own cultural heritage and that of European cultures. These are enhanced by visits to places of interest in their own locality and visitors to school. Pupils learn about major world faiths in religious education. In geography they encounter other life styles. However, there is scope to increase pupils' understanding of life in a multi-cultural society and their awareness of other cultures.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

48. The school continues to provide a very caring and supportive environment. Its provision for pupils' health, welfare and guidance is good, and makes a significant contribution to their personal and academic development. Parents feel that teachers are helpful and good support is offered, with any problems being identified quickly and appropriate action taken to deal with them. The school focuses effectively on the issues of inclusion to ensure pupils have equal opportunities. The procedures for monitoring and supporting pupils' personal development are good. Teachers and support staff know their pupils very well. They effectively monitor pupils' personal development and will act quickly when they see a need. The school is also piloting a new initiative to support more vulnerable pupils and supporting their transition to secondary education.
49. Procedures for monitoring and promoting discipline and good behaviour are very effective. There is a clear system of rewards and sanctions. Pupils are aware of the school rules and how they should behave and this is reflected in their very good behaviour and the orderly atmosphere in the school. The weekly celebration assemblies recognise pupils' successes and achievements. The school 'house' system works well and pupils respond enthusiastically to accumulating house points and competing to be the house that wins extra playtime on a Friday. Pupils feel the reward system is effective and acts as an incentive and '*makes everybody work harder and behave well*'. Procedures to monitor and eliminate oppressive behaviour or bullying are good. Pupils know what to do and feel confident in going to any member of staff if they have concerns.

50. Procedures for assessing pupils' attainment and progress are satisfactory. Baseline assessments are used to evaluate the attainment of children when they first enter the school. They are used effectively to plan work and activities which are well matched to children's needs and abilities. The school also makes use of the national tests in Years 2 to 6 and supplements these with commercially produced tests. The school has now started to record pupils' performance in these tests using a computer based system. However, this is not yet effective in monitoring progress from year to year. Data from the assessments is analysed and used to set targets for the Year 6 tests. However, it is not yet used in a systematic and rigorous fashion to identify areas for development in the curriculum. Nor is it used to identify and target individuals or groups of pupils at particular levels of attainment and then decide what it is that they need to do in order to improve.
51. The quality and use of day-to-day assessment is satisfactory. Teachers provide good verbal feedback during lessons and help pupils to improve their work. The majority of teachers have a good knowledge of the individual strengths and weaknesses within their class. Teachers' assessment of pupils' attainment is not always used effectively to plan work that is accurately matched to the needs of all pupils in the class.
52. Procedures for monitoring and improving attendance are sound. The school keeps parents appropriately informed about their responsibilities for ensuring their children attend school regularly and promptly. However, the school is still not monitoring attendance procedures effectively and ensuring that all teachers are completing the registers correctly. Some teachers are not updating attendance data once absence letters have been received from parents. This affects the number of unauthorised absences being shown in the registers. There are good links with the educational welfare officer who attends the school regularly and follows up issues as necessary.
53. The school has good systems in place for child protection and ensuring pupils' health, safety and welfare. The school has appropriate procedures and guidelines for child protection. The special educational needs co-ordinator and the headteacher have designated responsibilities for child protection issues. Both have undertaken recent updating training and other members of staff are aware of the necessary regulations and requirements relating to child protection issues. Sufficient numbers of staff are qualified to provide first aid treatment. Well-established systems are in place to take care of pupils who have minor accidents or fall ill during the day, and there are effective procedures to meet the medical needs of pupils. The school has appropriate links with the external agencies such as the school nurse and educational psychologist and they visit regularly.
54. There is a health and safety policy and appropriate procedures in place to address the issues of safety and security of pupils in and around the school and when out on visits. The headteacher, caretaker and the health and safety governors undertake regular health and safety checks and risk assessments, before reporting back to the governing body. The governors take their responsibility for health and safety issues conscientiously.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

55. The school's has developed a good partnership with parents. Parents feel they are kept well informed and particularly value the two-way communication offered via the reading record, which goes home regularly. Good induction arrangements are provided

for parents of children in the Nursery including home visits and information packs. Information regarding the school and its activities is detailed on the web site and in the school prospectus and the governors' annual report to parents. Regular contact with parents is maintained through regular newsheets and updating letters informing them of forthcoming activities or events. Curriculum information including details of projects and topics is circulated to parents each term. This helps to keep parents well informed about what their child will be covering during the course of the year. The teacher with responsibility for home/school liaison has been extremely effective in establishing various links with parents and the local community, and the school has a parent's room to facilitate some of these activities. Overall, the quality of information provided for parents is good.

56. Parents have positive views about links with the school. The open door policy is appreciated and they are made to feel welcome. Parents feel comfortable approaching the school with any issues and they appreciate the fact that the school encourages suggestions and takes any concerns they have seriously, handling them sensitively. They feel that the teaching is good and their children are expected to work hard. The parents' questionnaires identified a few concerns. A few parents have reservations about homework, and some parents would like a greater range of activities outside lessons. The inspection team felt the range of clubs and extra-curricular visits and visitors to be very good and added significant enrichment to the curriculum. There was some evidence during the inspection of homework being used. However, it is not set on a consistent basis for all classes and is not used effectively to support the work done in lessons.
57. Parents have frequent opportunities to speak with staff, to ask questions or discuss any concerns they may have either informally in the playground at the end of the day or through the regular consultation evenings. These are always well attended. Parents are kept appropriately informed regarding the progress their child is making. The quality of the pupils' annual reports is good, and they clearly identify what children know, understand and can do.
58. The good contribution of parents to their children's education has a positive impact on pupils' progress and learning. The school warmly encourages parents to become involved in their children's learning by helping out in the school. A small number of adults are helping out on a regular basis by listening to reading; helping with groups for sewing, cooking or computers; working in the library; helping with different tasks or providing assistance on school trips. A small number of parents have also been trained to help out with after-school clubs. Parents are well briefed for these tasks both by teachers and through informal courses run by other parents on 'how to help out'. The school runs a number of adult education courses for parents many of which are accredited for national qualifications. This has a very positive result with some parents who had previously helped out in the school gaining qualifications and now being employed as teaching assistants. Parents who are regularly sharing books with their children both at school and at home are contributing to the standards of reading. School events such as class assemblies, coffee mornings, sponsored events, curriculum evenings, concerts and plays are always well attended. The involvement of parent's through the Friends of Pennine Way is also making a valuable contribution to the school. This is very effectively run by a committed group of parents, and they successfully run a number of fund-raising and social events each year. The events are well attended, and generate additional funds for the school. This has been well used to help purchase valuable extra equipment and resources such as blinds, white boards, a digital camera and playground equipment. In addition, funds are used to subsidise different events such as Christmas gifts, trips and treats.

HOW WELL IS THE SCHOOL LED AND MANAGED?

59. The overall quality of the school's leadership and management is satisfactory. The headteacher provides clear leadership, promoting and sustaining a clear sense of direction for the work of the school. Collectively the, headteacher, staff and governors contribute effectively to the quality of education provided and to the standards achieved by the pupils. They have established a caring and supportive atmosphere within the school. The school ensures that all pupils have access to the curriculum. There are high expectations of pupils' behaviour, good relationships and equality of opportunity for all.
60. The governors are kept well informed about developments in school and many of them are regular visitors. They provide good support for the school and are developing their management role. They are involved in decisions about finance and the curriculum. Individual governors have responsibility for areas such as special educational needs, literacy and numeracy. All governors have links with a specific class. They have established committees to oversee and meet the requirements of their statutory responsibilities. However, the school is not fully meeting the statutory requirements relating to information for parents in the governors' annual report.
61. The school has made good progress in addressing the areas for improvement identified in the last inspection report. The quality of teaching in Years 3 to 6 has improved. The role of subject leaders has been developed and the curriculum provision for information and communication technology, science and mathematics has improved. However, the development of skills of investigation and problem solving is still an area for further development. The balance of the curriculum has been improved and all subjects of the National Curriculum are now covered. The adoption of national guidance has supported teachers' curriculum planning. The curriculum now reflects the diversity of other cultures but there is room for further development in this area. New systems for assessment have been introduced to monitor pupils' progress and set targets for improvement. However, these are not yet fully effective. The school now complies with the statutory requirements for a daily act of collective worship and has a clear policy for sex education.
62. The headteacher has been in post since September 2002. She has produced a school improvement plan in consultation with staff and governors. The major focus of this plan has been the development of systems of school self-evaluation, linked to staff development and performance management. Subject co-ordinators have carried out some monitoring of teaching and learning and have drawn up action plans for their subject. However, this system is still at an early stage of development. The monitoring and evaluation of teaching and learning is not yet effective because teachers are not receiving clear feedback following the observations. There is a performance management system in place which involves senior managers observing teachers and agreeing areas for development. Here again, the system is not yet effective in setting clear objectives for teachers which will help the school to raise standards of attainment. Senior managers and subject co-ordinators require clear guidance and training in the process of observation and target setting.
63. The school has some strategies in place to monitor pupils' progress through the use of standardised tests and teacher assessment. These procedures are in the early stages of development and do not yet provide a sufficiently rigorous analysis of pupils' attainment and progress. This makes the self-evaluation process more difficult. Whilst the new systems are a clear step forward, there is a need to ensure that they

are used more effectively as a tool for monitoring progress and identifying priorities for further improvement.

64. All staff have curriculum responsibilities. In consultation with staff and governors, curriculum co-ordinators have produced whole-school policies which support teachers. Systems of monitoring the standards and the quality of teaching and learning have been established. However, this monitoring has not yet been used effectively to provide a consistency in the quality of teaching throughout the school.
65. The provision for pupils with special educational needs is managed very effectively. All statutory requirements are met. The policies for dealing with pupils with special educational needs are consistently implemented. There is very deliberate ethos of care and calm where pupils feel secure and safe. Effective use is made of all staff to teach pupils with special educational needs both within class and in withdrawal groups. The co-ordinator has a good knowledge and understanding of the processes and practices, which provides a high level of support to children and parents. Individual education plans are based on the requirements of the statements and there is good liaison with external agencies. Stronger links need to be made on the teacher's weekly plans, which will allow the co-ordinator to undertake monitoring and evaluation of progress towards targets. Records of review meetings need to be completed in more detail showing the views of the parents and the children, which will ensure that individual learning targets are very precise and well matched to the pupils' needs.
66. The school's procedures for financial control are sound. The present headteacher inherited a budget deficit which arose from the inaccurate forecasting of pupil numbers. Governors have recently employed an independent bursar to support them in the monitoring of expenditure and with future budget planning. The day-to-day administration and management of finance are good. The school's secretarial assistants ably support the headteacher. They provide a welcoming and friendly introduction to the school for parents and visitors. The collection of money and ordering and checking of school equipment are efficient and ensure minimum disruption to teaching and learning. The school ensures that it makes effective use of specific grants such as those to support pupils with special educational needs.
67. The school has sufficient, suitably qualified teaching and support staff to meet the demands of the curriculum and cater for the needs of all the pupils. The number of support assistants for special educational needs and general support for learning is good. They are deployed well to support pupils in a variety of ways, and their work with teachers and pupils has a positive effect on learning throughout the school. The cleaners, school meals and supervisory staff help to provide a clean, safe and healthy environment for pupils and make a valuable contribution to their well-being.
68. The accommodation is very good. It provides a positive setting to meet the needs of the pupils. The fabric of the school is maintained well by the caretaker and cleaning staff, and children show respect for the building and its furnishings. The school has spacious grounds. These include both hard surface playgrounds and large grassed areas. They provide a good area for outdoor play and games lessons. The children in the Nursery and Reception classes have their own well-equipped outdoor play areas. There is a good range of learning resources to support the curriculum.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

69. In order to improve further the quality of education and the standards of attainment, the headteacher, governors and staff should:

- (1) make more effective use of assessment information to monitor pupils' progress and to set clear targets for individual and group improvement by:
 - ensuring that systems of assessment and recording are established for all subjects;
 - using the new systems of recording assessments in English, mathematics and science to set clear targets for individuals and groups;
 - ensuring that marking provides clear information for pupils about what they need to do in order to improve;
 - ensuring that teachers use assessment information when planning work so that it is more accurately matched to pupils' needs and abilities;
 - developing teachers' knowledge and understanding of the criteria used to assess National Curriculum levels of attainment.
(paragraphs 50,51,63,98,108,109,118,123,128,134,138,147,164)

- (2) make more effective use of the school's systems of self-evaluation to inform the planning of further improvements by:
 - providing training and support for senior managers and subject co-ordinators in the monitoring of teaching and learning;
 - ensuring that the performance management targets are linked closely to the school priorities and will support the raising of attainment;
 - making effective use of the subject leaders' action plans and prioritising these as part of the school improvement plan.
(paragraphs 62,64,99,118,128,134)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- ensure that the governors' annual report to parents meets statutory requirements;
(paragraph 60)
- ensure that attendance registers are completed accurately;
(paragraph 52)
- work with parents to improve the effectiveness of homework to support pupils' learning.
(paragraphs 33, 56)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	70
Number of discussions with staff, governors, other adults and pupils	39

Summary of teaching observed during the inspection

	Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
Number	3	25	18	22	2	0	0
Percentage	4	36	26	31	3	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. Care should be taken when interpreting these percentages as each lesson represents more than one percentage point.

Information about the school's pupils

Pupils on the school's roll

	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	15	270
Number of full-time pupils known to be eligible for free school meals	0	80

FTE means full-time equivalent.

Special educational needs

	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	11
Number of pupils on the school's special educational needs register	0	31

English as an additional language

	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year

	No of pupils
Pupils who joined the school other than at the usual time of first admission	15
Pupils who left the school other than at the usual time of leaving	16

Attendance

Authorised absence

	%
School data	5.4
National comparative data	5.4

Unauthorised absence

	%
School data	0.6
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1 (Year 2)

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
		2002	19	19

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	10	13	16
	Girls	16	17	17
	Total	26	30	33
Percentage of pupils at NC level 2 or above	School	68 (79)	79 (60)	87 (65)
	National	84 (84)	86 (86)	90 (91)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	15	14	16
	Girls	18	17	17
	Total	33	31	33
Percentage of pupils at NC level 2 or above	School	87 (74)	82 (65)	87 (72)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year.

Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
		2002	23	17

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	18	22
	Girls	12	14	16
	Total	27	32	38
Percentage of pupils at NC level 4 or above	School	68 (76)	80 (80)	95 (98)
	National	75 (75)	73 (71)	86 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	15	16	22
	Girls	12	13	16
	Total	27	29	38
Percentage of pupils at NC level 4 or above	School	68 (67)	73 (71)	95 (84)
	National	73 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.

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	270	2	2
White – Irish	0	0	0
White – any other White background	0	0	0
Mixed – White and Black Caribbean	0	0	0
Mixed – White and Black African	0	0	0
Mixed – White and Asian	0	0	0
Mixed – any other mixed background	0	0	0
Asian or Asian British - Indian	0	0	0
Asian or Asian British - Pakistani	0	0	0
Asian or Asian British – Bangladeshi	0	0	0
Asian or Asian British – any other Asian background	0	0	0
Black or Black British – Caribbean	0	0	0
Black or Black British – African	0	0	0
Black or Black British – any other Black background	0	0	0
Chinese	0	0	0
Any other ethnic group	0	0	0
No ethnic group recorded	0	0	0

The table refers to pupils of compulsory school age only. It gives the number of exclusions, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	28.5
Average class size	28.5

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	195

Qualified teachers and support staff: Nursery

Total number of qualified teachers (FTE)	0.6
Number of pupils per qualified teacher	15:1
Total number of education support staff	1
Total aggregate hours worked per week	42.5
Number of pupils per FTE adult	7.5

FTE means full-time equivalent.

Recruitment of teachers

Number of teachers who left the school during the last two years	2
Number of teachers appointed to the school during the last two years	0

Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0.4

FTE means full-time equivalent.

Financial information

Financial year	2002/03
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	£
Total income	696,264
Total expenditure	724,997
Expenditure per pupil	2,408
Balance brought forward from previous year	-7,636
Balance carried forward to next year	-36,369

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	285
Number of questionnaires returned	32

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	50	41	6	3	0
My child is making good progress in school.	53	44	3	0	0
Behaviour in the school is good.	41	44	9	6	0
My child gets the right amount of work to do at home.	31	31	25	6	6
The teaching is good.	50	47	3	0	0
I am kept well informed about how my child is getting on.	34	56	6	0	3
I would feel comfortable about approaching the school with questions or a problem.	63	34	3	0	0
The school expects my child to work hard and achieve his or her best.	63	38	0	0	0
The school works closely with parents.	34	53	13	0	0
The school is well led and managed.	44	38	9	3	6
The school is helping my child become mature and responsible.	38	59	3	0	0
The school provides an interesting range of activities outside lessons.	38	31	22	6	3

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

70. Children are admitted into the Nursery in the September following their third birthday. They move into the Reception class in September of the year in which they become five years old. Although attainment varies widely, many children start Nursery with skills which are considerably below the expected level in almost all areas of learning. Careful assessment made of the new entrants soon after they start Nursery indicates that their skills, particularly in personal and social development, communication, language and literacy and mathematical development are well below those expected. The children's progress is tracked through continuous teacher assessment and by further tests on entry to the Reception class. By the time they start in Year 1, almost all children achieve well. This is due to the suitable curriculum and the very good quality teaching. The time children spend in the Nursery allows them to gain confidence and to feel secure at the start of their school life. Throughout their time in the Nursery and Reception class, staff work hard to find out what each child can do, those who need it are given extra help. The school makes very good use of support staff to work with individual and small groups of children to guide and support their learning.
71. Children with special educational needs are effectively supported and have full access to the curriculum. They make good progress. Despite the good progress made, overall standards on entry to Year 1 are below the expected level. Whilst many children attain the standards expected nationally in communication, language and literacy, mathematics, and knowledge and understanding of the world a significant minority do not. In personal and social education and creative development children make very good progress and reach the expected standards. In physical development, where attainment on entry is closer to the expected level, children attain the expected standard.
72. The school makes very good provision for children in the Foundation Stage. The curriculum is securely based in the six areas of learning appropriate for this age group. In line with the school's philosophy and the children's needs, special emphasis is rightly given to personal, social and emotional development, as well as to communication, language and literacy and to mathematical development. Appropriate elements of the National Literacy Strategy and the National Numeracy Strategy are incorporated into lessons in the Reception class. In the Nursery, opportunities to promote skills in these areas are incorporated into all aspects of the curriculum. The children are encouraged to enjoy learning and to take part in a wide range of lively practical activities, which support their progress effectively in all areas. The Foundation Stage prepares children well for the next stage of education.
73. The quality of teaching is very good overall. It is never less than good and at times it is excellent. Teamwork between teachers and classroom assistants is especially effective and has a considerably beneficial effect on children's learning. Parent helpers and students are used very effectively and have an important role in supporting children's learning. In both the Nursery and Reception classes, relationships are strong and supportive. The teaching and learning environment is very secure and caring. Teachers know their children well. They have a very good understanding of the learning needs of young children. Teachers have high expectations of what the children will achieve and this results in good progress and sometimes very good progress being made in lessons. They are very aware of the need to ensure that the wide range of activities provided fully engage the children's interest and contain the right

amount of challenge. In this they are successful. The children are very well managed through clearly explained routines and high expectations of behaviour. This results in good behaviour and relationships. Classrooms are well organised so that children learn through direct first-hand experience in a wide range of interesting activities. Staff are keen to involve parents in their children's learning. Admission arrangements to Nursery are thoughtfully planned to enable parents and children to feel welcome and settle in securely.

Personal, social and emotional development

74. Teaching is very good and reflects the considerable emphasis given to this area. Opportunities to promote personal, social and emotional development are built carefully into all aspects of the curriculum and staff set and model high standards of care and consideration. The children achieve very well and by the time they leave the Reception class the vast majority will have achieved the early learning goals. All staff work closely together to provide a warm supportive learning environment where children feel valued. The children respond enthusiastically and are eager to learn. In both Nursery and Reception classes, staff value the children's work and use it to create stimulating displays which enhance the children's self-esteem and confidence. All staff communicate their high expectations of appropriate behaviour. They establish daily routines to encourage positive attitudes to work. The equipment and resources are easily accessible to children to enable them to become independent learners. Some children begin Nursery reluctant to join in, taking time to settle in to the new routines, but because teaching in Nursery and the Reception class is very good, children make very good progress and most children will reach the expected levels for their age by the time they move in Year 1. Most are enthusiastic and keen to join in all activities. All children from starting Nursery are encouraged to become independent in selecting activities for themselves. As they get older, they sustain concentration for increasingly long periods and often complete their chosen tasks without direct adult supervision. Children in Nursery and Reception are learning to share. Appropriate opportunities are organised, for instance, at snack time. Good manners are required and staff insist that children are polite to each other and to adults. In the Reception class, group work is carefully organised so that children learn to be considerate of others. They are good at taking turns and in sharing equipment. They show pleasure in their own achievement and are appreciative of the work of others. Timely intervention by staff extends their play and models caring attitudes which children adopt. There is a good blend of free choice activities and teacher direction. The children know the rules of how many children may play at each activity and organise themselves with some independence. The children are becoming independent in dressing and undressing when preparing for physical education lessons. They follow instructions well and are sensible when moving around the school. The majority of children are well motivated and their behaviour in class and around the school is very good.

Communication, language and literacy

75. Teaching is very good. The teachers' very good knowledge and understanding of young children and of this area lead to a lively, well-planned curriculum which appropriately emphasises the development of speaking and listening skills as well as promoting the development of reading and writing skills carefully over time. Lessons in the Reception class incorporate appropriate elements of the National Literacy Strategy and there is a clear focus on exactly what is to be learnt. Teachers ensure that work is closely matched to the particular needs of children of different attainment.
76. In sharing sessions, children are encouraged to speak to the group. Staff sensitively encourage the development and use of good vocabulary. All staff use questions

carefully to help children express and extend their ideas. They consistently broaden children's vocabulary and conversation as they involve them in activities. Many Nursery children tend to respond in one-word answers, some of which are unclear and difficult to understand. Reception children are becoming more confident to contribute to discussion, but many still find it difficult to find the appropriate words to say what they want to say.

77. Children in the Nursery and the Reception classes enjoy looking at books and handle them with care. All of the children are encouraged to enjoy stories. Teachers make very good use of additional props such as puppets to bring stories to life and as a result, children listen carefully. Some are easily distracted from listening tasks and in discussion, many show that their understanding is weak.
78. Early reading skills are taught well. Staff use rhymes and jingles to draw children's attention to letters and their sounds. By the end of the Reception year, children understand how letters and words convey meaning in books. They know how books and stories are organised. The basic skills of learning letters and their sounds are taught well. By the end of the Reception year, most children recognise some letters by shape and sound, and some high frequency words from simple texts. Higher attaining children read confidently. Lower attainers make good use of picture clues to help with their reading but still need a lot of support, generally their reading is below expected standards.
79. Staff in the Nursery draw children's attention to letters and their sounds. Higher attainers in the Nursery attempt to write their name although many are still at a very early stage of mark making and cannot yet write recognisable letters. In the Reception class, most children recognise some letters by shape and sound, and some high frequency words from simple texts. They use their knowledge to spell out words or to write the initial letter. Words and labels are clearly evident in the classrooms and children are encouraged to use the writing area in their first attempts at drawing and mark making. They are developing pencil control and learning how to form letters. Higher attainers use their knowledge of letter sounds to spell out words or to write the initial letter. They are starting to compose and write their own sentences. Overall, however, levels of writing are below what is expected of children of this age. A number of lower attaining children have difficulty in forming letters accurately and have limited independence in their writing.

Mathematical development

80. Teaching is very good. Staff provide a variety of interesting, well-structured practical activities which support learning well. Staff plan activities carefully targeted to the age and abilities of their children which help to develop their basic number skills. In the Reception class the more structured sessions are linked to the National Numeracy Strategy. Staff encourage children to use and develop appropriate mathematical language. For example, Nursery children learn positional language such as 'over', 'under', 'through' and 'round' as they talk about their visit to a local tarn and describe their journey with the use of digital photographs on the computer. Staff make good use of counting songs and rhymes to motivate and interest children in this area of learning. Children are beginning to recognise numerals. Higher attainers match the symbols of numbers to the correct number of objects and are able to count, match and order numbers up to five. The teacher told the story of 'Five Little Ducks' and made excellent use of plastic ducks to help children develop their counting and matching skills. These were later reinforced by the use of the same ducks when children were playing in the water tray. By the end of the Reception year, children can recognise and name

common regular shapes. In the Reception class, most children can count and sequence numbers up to 10. Higher attaining children can count beyond this. Children are learning to count backwards as well as forwards and higher attainers understand concepts such as 'more than' and 'less than'. The majority of children make good progress in learning mathematical language such as 'more', 'less', 'longer than' and 'shorter than'. Higher attainers are beginning to carry out simple addition and subtraction sums practically, using apparatus. However, lower attaining children struggle with number recognition and accurate counting.

Knowledge and understanding of the world

81. Children are encouraged to use their senses to explore a wide range of materials. Resources are thoughtfully prepared and organised so that children learn well. Carefully directed questions extend children's knowledge and help them make sense of the world around them. Language is used carefully and precisely to extend the pupils' vocabulary and deepen their knowledge. Staff plan a range of interesting first-hand experiences including out-of-school visits and the use of visitors to enhance the children's knowledge of the world around them. For example, the Nursery children had the opportunity to observe babies being bathed and fed when they visited the Nursery. During the inspection, the local vicar visited the Reception class to talk about and show her 'special clothes' as part of a topic on clothing. Children are encouraged to talk about events in their lives and the environment. Staff use questions skilfully to enable children to make best use of their observations, and encourage them to explore and investigate in practical situations, as when children explore the properties of wet and dry sand and experiment with water. There is a good balance between direct teaching and opportunities for children to explore and investigate on their own.
82. Children are beginning to consider locations other than their own. Stories are used to encourage pupils to develop concepts of time and place. Children talk about their family members who are older than them and are encouraged to talk about past events and they recognise the difference between past and present. The Nursery children have talked about when they were babies and how they have changed and grown. They also recall their experiences through a range of role-play situations. The Nursery children currently have a 'baby clinic', and the Reception class has a 'shop'. Floor play equipment such as a farm, railways and roadways is used to enable pupils to develop their language use and to make connections with their own surroundings. The Nursery children worked with adults in small groups to create a map of the route they took on the visit to the tarn. This identified key features they observed. However, many children have limited experiences outside the home and their general knowledge is weak.
83. Children in the Nursery learn to use listening centres to listen to music and stories. Children use computers effectively to support their learning and become gradually more confident in using the mouse to control objects on screen. Reception children also have access to the computer suite.
84. Children start Nursery with a very limited general knowledge but with very good teaching and a wide range of interesting experiences they make good progress. However, many children will not achieve the expected levels for their age as they move into Year 1.

Physical development

85. Teaching is very good. All staff manage pupils well with praise and encouragement and are aware of safety factors, for instance, in the use of large equipment. Nursery and Reception children make good use of their outdoor play areas and the range of equipment which provides them with opportunities to run, jump and climb with increasing co-ordination and some independence. They learn to control wheeled toys such as pedal tricycles and use small apparatus such as stilts, balls and skittles. Both Nursery and Reception children also take part in physical education lessons in the hall. The children move with control and co-ordination. The Nursery children develop in confidence as they explore different ways to travel over, along and under benches, stools and mats. Activities are challenging but fun and support and encouragement from staff results in children making good progress.
86. Many opportunities are provided for children to improve their fine motor control. They show increasing expertise in using tools like glue spreaders and scissors safely, to complete their tasks. They are given opportunities to use large and small construction kits that develop their manipulative skills well.

Creative development

87. Teaching is very good in this area. The supportive relationships established between staff and children enhance the children's self esteem and promote confidence in their own ability to explore a range of media without fear of failure. The children explore an interesting range of media, including art materials, construction kits, and musical instruments. Teachers encourage children to develop their own ideas as well as learning new skills. Children use paint and collage techniques to fulfil their own independent ideas as well as to work with others to produce a class or group effort. Teachers are imaginative in planning tasks, which capture the children's interest and help them to learn. In the Nursery, they made interesting collages from natural materials they had collected on their visit. They also painted patterns on stones. Reception children looked at the work of Bridget Riley before creating their own patterns and designs by painting, printing and cutting and sticking paper strips. Their work is valued and displayed very well to provide a lively environment. Staff make good use of these displays to reinforce learning and develop language. Children work with play dough, clay and recycled materials to create two and three-dimensional pictures and models.
88. The attractive provision for role-play is successful in encouraging children to develop their language and personal skills. Staff are sensitive to intervene and develop the children's ideas to improve the quality of the play. The children enjoy singing and most join in with Nursery and number rhymes within a range of class activities. The planning of appropriate activities, along with the use of a good range of resources, results in children being able to achieve the intended learning outcomes in this area of learning.

ENGLISH

89. The performance of pupils at the end of Year 6 in the 2002 national tests for English was below national average. When compared with similar schools their performance was well above average. Results since 1998 have improved at a higher rate than the national trend. There is little difference in the performance of boys and girls. In the 2002 national tests for pupils at the end of Year 2, the results in reading and writing were well below the national averages. In comparison with similar schools, reading results were below average, although writing results were in line with the average.

90. Inspection evidence confirms this overall picture with attainment below expectations for pupils in both Year 2 and Year 6. However, pupils achieve well and make good progress. When they start school, attainment in communication, language and literacy is well below that expected for the age group.
91. Standards of speaking and listening are broadly in line with national expectations. The majority of pupils listen well to their teachers and behave well in lessons. They take turns in discussion and, when working in pairs or groups, show consideration for each other's views and share ideas. A minority of pupils are not ready to offer opinions, explain their reasoning or comment on the views of others. Lower attainers have difficulty expressing ideas and have limited capacity to formulate clear questions of their own to gain further information.
92. The reading of pupils in Year 2 is below national expectations. A sample of boys did not speak of personal pleasure from books and read very little at home. Higher and average attaining pupils use punctuation well to read fluently but with expression that is not always appropriate. Lower attaining pupils lack confidence and read at a very simple level. Ideas are not well understood for pupils of all abilities as a result of using a mechanical system of reading rather than developing the sense of what is read. They do not value the 'pleasure' of stories although all pupils spoke of enjoying school reading.
93. By Year 6, standards of reading are in line with national expectations for the age group. Higher attaining pupils are expressive and use punctuation well in their confident reading. Average and lower attaining readers know the characters in their reading and can gain meaning from the story about events that may not have happened yet. Average attaining pupils use punctuation well to give some expression to their reading but lower attaining pupils are hesitant with unfamiliar text. Most pupils can identify a favourite author, but their knowledge of authors and their styles is limited. The use of reference material by all abilities is undeveloped. They know about index, contents, and speed-reading skills to find information but show little experience of using these skills.
94. The writing of Year 2 pupils is below national expectations. Higher attaining pupils use extended sentences, speech marks and accurate punctuation as well as accurate spelling of words such as 'bounced'. But average and lower attaining pupils are below national expectations. Spelling is weak, sentences string ideas together and lower attainers use little punctuation. Handwriting is frequently joined but letter formation is weak for lower attainers.
95. Observation of lessons and analysis of pupils' work finds that the writing overall of pupils by Year 6 is below national expectations. Higher attaining pupils have developed a good style of cursive handwriting and are mainly accurate in their spelling. The content of written work is good and includes imaginative phrases such as 'Sun glittered on the water like millions of shards of glass' and 'The mist swirled round her like dead white fingers pulling at her ankles'. Extended sentences with high interest value are used in paragraphs and conversation. Average attaining pupils use a variety of sentence openings and use speech and developing paragraphs but sentence structure is simple and does not fully involve the reader. Spelling is readable and handwriting joined for both average and lower attaining pupils. However, there is little development of a personal style of handwriting that would give greater pride and self-esteem to individual pupils. Weak punctuation and basic sentence structure, with simple joining words such as 'and', 'then' and 'next', mark the writing of the lower attaining pupils.

96. Teaching and learning are good overall. At times the teaching is very good and none is less than satisfactory. Pupil management is very good and teachers' subject knowledge is good. As a result pupils work well and gain in skills and knowledge. Classroom support staff are used well to improve the learning of the lower attaining pupils. The literacy strategy is implemented well. All areas are covered well and teachers are clear about what they want the children to learn and share this with pupils at the beginning of lessons. A good range of teaching methods is used to motivate pupils and, as a result, pupils are keen to do well and have very good attitudes. The strategies now in place, which include booster classes, additional language support and early language support, are being used effectively to help pupils improve their skills and understanding.
97. When teaching and learning is very good teaching points are made briskly and the lesson moves forward at an interesting pace. Classroom support ensures that all pupils are involved and willing to learn. Very good preparation presents ideas to pupils in an imaginative way. Praise, encouragement, evaluation and suggestion are all used to good effect. For example, in a Year 5 lesson on the way in which complex sentences work the teacher had prepared phrases on different coloured cards and was able to demonstrate the effects of using them in different combinations. The pupils' work reflected this structure as they generated a large quantity of good quality sentences. The teacher promoted self-evaluation in asking pupils to test the sense of their work as they sought to develop more complex sentences. Pupils become totally involved in their learning, they were very interested and enthusiastic as they tested out their ideas. Tasks were clearly pitched at different levels of ability and the accurate level of challenge placed pupils in a position to write confidently and purposefully.
98. Marking regularly gives pupils information about their success with the aims of the lesson and offers constructive suggestions about improvement. This means that pupils with special educational needs learn well and all pupils show good levels of interest in their work. However, information about the abilities of particular groups of pupils is not readily available or used to adjust expectations. As a result, at times, pupils' learning is focused on the objectives of the lesson rather than on any specific learning need of the pupils. Consequently, pupils are not fully aware of their own personal gains or given opportunities to develop and extend their skills in response to individual challenge. Homework is not used well in this respect with inconsistent requirements and content that does not challenge and extend pupils in open-ended activities.
99. There has been satisfactory improvement in the subject since the previous inspection. There is now a structure to subject management. Teaching has improved and the curriculum is consistently delivered to a clear overview. Pupils clearly enjoy the challenge of the learning opportunities provided and there is good use of literacy in other subject areas. Satisfactory use is made of information and communication technology to enhance skills, for example by using word-processing to present pieces of writing. However, subject development is not clearly focused on higher standards. Teaching observations do not clearly evaluate the learning of pupils. This means that the good structures for subject management that have recently been put into place have not yet made a significant contribution to raising standards in the subject.

MATHEMATICS

100. The performance of pupils at the end of Year 6 in the 2002 national tests for mathematics was in line with the national average. When compared with similar

schools their performance was well above average. In the 2002 national tests for pupils at the end of Year 2, results were well below the national average, although in comparison with similar schools, they were in line with the average.

101. Inspection evidence indicates that attainment is below expectations for pupils by Year 2 and in line with expectations by Year 6. Pupils achieve well and make good progress. Pupils' attainment on entry to the school is well below that expected for the age group. The percentage of pupils identified as having special educational needs is above the national average. Overall, these pupils make good progress.
102. In Years 1 and 2, the pupils develop an appropriate mathematical vocabulary, an awareness and knowledge of shapes and their properties and simple data handling skills. However, many pupils are still consolidating their knowledge of number facts. A significant number are still not secure in their understanding of the value of a digit in two or three digit numbers. By the end of Year 2, the higher attaining pupils have a clear understanding of the value of numbers and they carry out simple calculations accurately. Most have good understanding of patterns in number and know the difference between odd and even. By Year 2, pupils have been taught a range of mental methods. However, they do not always know when to use them. When presented with $23+9=?$, the pupils added on in ones rather than use more advanced methods. They develop skills of simple data handling and can construct and interpret graphs. Lower attaining pupils have a limited ability to recall number facts mentally but they are able to use apparatus effectively to aid calculations. The majority of pupils have a satisfactory understanding of shape, space and simple measures.
103. By the end of Year 6, the higher attaining pupils carry out written calculations accurately and have a satisfactory knowledge and understanding of number facts. The pupils have a good grasp of our number system and can, with ease, multiply and divide whole numbers by 10 or 100. A line graph involving scale was drawn correctly without hesitation. They calculate simple ratios and solve a range of word problems. They could scale up a recipe for 10 people, in order to feed more, using their multiplication facts. They have an understanding and appreciation of number pattern and measures and an awareness and knowledge of shapes and solids and their properties. The higher attaining pupils have an understanding of percentages and can perform calculations involving fractions and decimals with accuracy. They are able to calculate the perimeter and area of shapes. The lower attaining pupils can apply the four rules of number effectively, use a range of units of measure competently and can construct simple graphs to illustrate data they have collected. However, they have a less confident approach to explaining their working out, and as a result, struggle to recall how to solve problems involving more complicated calculations. Attainment in problem solving is less secure. Lower attaining pupils often have difficulty with interpreting the questions and knowing which mathematical skills are required to produce a solution. By Year 6, pupils have a range of mental methods of calculation but they do not always select the best method. Pupils are becoming confident when handling data. They can interpret graphs and charts to find particular information.
104. The quality of teaching mathematics across the school as a whole is satisfactory. Teaching is never less than satisfactory, and at times it is very good. Lessons are well prepared and structured, with clear aims which reflect the National Numeracy Strategy. They begin with a session of mental arithmetic when teachers encourage the development of skills and strategies to improve pupils' performance. Lessons are interesting and capture pupils' attention, so they listen intently and try to do their best. Meaningful practical activities are used well to develop pupils' understanding when a new aspect of mathematics is introduced. Review sessions, at the end of lessons, are

used effectively to consolidate learning and to address difficulties pupils had experienced during the lesson.

105. Teachers have high expectations of pupils' behaviour and demand attention. Pupils respond well and display positive attitudes to their work in mathematics. They behave well and respond positively to challenge. They are keen to contribute to discussions and settle quickly to their work. When required, they collaborate well with other pupils, sharing ideas and equipment sensibly. These positive attitudes to learning have a beneficial effect on their attainment and progress.
106. Teachers make good use of resources to help pupils' understanding. Across the school pupils used whiteboards and pens to show their answers. In some classes effective use is made of 'talking with a partner' to increase pupil involvement and help pupils to develop their understanding of the work. Teaching assistants are deployed effectively throughout the school to support those pupils who need additional help. Where teaching is less effective, though still satisfactory, activities are not well chosen for the age or ability of pupils, with over-complicated instructions that pupils find difficult to follow. The teachers generally make good use of questioning to assess and develop pupils' understanding and provide support as necessary. However, work is not always well matched to the needs of some groups and at times there is insufficient challenge for the higher attainers. In a Year 3 and 4 classroom high attainers were asked to colour $\frac{1}{4}$ of a given shape when it was obvious that this task was far too easy for them. One pupil could find $\frac{2}{5}$ of 25 sweets in his head.
107. In a very good lesson on problem solving in Year 2, pupils were given good guidance on how to solve problems and the teacher checked that pupils understood the meaning of key mathematical words. Pupils were reminded to estimate, to record their method and then go back and check their answer. This very good teaching of problem solving, in Year 2, was not, however, consistent across the school. Written methods are taught well, and develop from pupils' mental methods. A Year 6 teacher valued and encouraged pupils' jottings, but use of jottings to aid mental methods is not consistently developed throughout the school.
108. Though there was variation, the use of homework is unsatisfactory, as it is not set on a regular basis by all teachers. Marking of pupils' work is variable across the school. In some classes several pieces of work were left unmarked. Where marking is good, the teachers provide constructive feedback and explain why work is good. However, comments do not always effectively ensure that pupils are aware of areas which need to be improved or to set clear targets for improvement.
109. The mathematics co-ordinator provides clear leadership. Useful evaluation data has been collected about pupils' performance in tests and problem solving has been identified as an area in need of development. More rigorous analysis of this data is needed to monitor pupils' progress, set clear targets for improvement and drive up standards. The co-ordinator has observed most members of staff teach and this provides some useful and constructive feedback to teachers. Mathematics has improved since the previous inspection. Standards by Year 6 have improved. Teaching in Years 3 to 6 has improved and is none is now less than satisfactory. The use of mathematics to support work in other subjects has also improved but teachers still do not give this a high enough profile as they plan and so they are still missing valuable opportunities.

SCIENCE

110. National test results for Year 6 pupils in 2002 were in line with the national average but well above those of similar schools. The results in 2003 are similar, although national comparisons are not yet available. The 2002 teacher assessments of the attainment of Year 2 pupils show that standards were well below the national average. By Year 2, pupils achieve well and make good progress. However, standards overall are below the national average. Evidence from the inspection reflects these results.
111. Standards in science have improved since the last inspection. The rise in standards is attributable to the introduction of a scheme of work and an increase in the teachers' knowledge of the subject, which has generally improved the quality of teaching. There is also evidence that there are more opportunities for investigating and problem-solving within the science lessons. Teachers' planning is sound but needs to be developed to show how the lesson will support pupils who have special educational needs or who need extra support, also how the more able pupils are to be challenged.
112. Teachers encourage pupils' oral responses and the use of correct scientific language. This enhances pupils' understanding. Pupils of all attainment levels achieve well in most classes and attain standards that compare favourably with those found in similar schools. Throughout the school there is no noticeable difference between the performance of boys and girls.
113. In Years 1 and 2 pupils are given a sound start in understanding science. Pupils develop the skills of observation and recording. They are also beginning to understand that science involves observing important differences, such as different types of fruit and seeds. Pupils in Year 1 could describe the difference between the seeds of a strawberry and a kiwi fruit and produce some good observational drawings. Pupils in Year 2 know the various parts of a plant and that seeds are needed to produce a new plant. Past work in pupils' books shows also, for example, a satisfactory knowledge of living things, the main parts of our bodies and how they relate to our senses. Most pupils have a simple understanding of the properties of materials. They also begin to develop a satisfactory understanding of the processes of growth in plants. They make simple recordings of their work, using writing or labelled drawings. Lower attaining pupils rely heavily on support to explain or record what they have found. This reflects their limited communication and literacy skills.
114. The oldest pupils show a sound breadth and depth of scientific knowledge and understanding. For example, they understand the differences between solids, liquids and gases and what may cause a change from one of these states to another, such as through evaporation or condensation. They also have a sound understanding of forces and can describe the effect of gravity and friction in correct scientific terms. They have a satisfactory knowledge of the parts of the body, such as heart and lungs and their functions in keeping us alive. Detailed knowledge and understanding of the processes by which plants reproduce, such as pollination and seed dispersal, are strong features of pupils' knowledge. There is some evidence of practical investigations, which stimulate their interest and demonstrate practically and clearly the scientific processes they study. This work needs to be developed further to allow the pupils to achieve an understanding of the importance of conducting fair tests, observing and measuring accurately and recording results systematically so the conclusions can be drawn from their predictions and hypotheses.
115. In less effective lessons pupils do not have the opportunity of first-hand experience and the resources available to give sufficient opportunities for pupils to observe and explore things for themselves. Where teaching was unsatisfactory the pupils did not have a clear understanding of what they were doing. There was no clear link to the objective of the lesson, as it had not been explained to the pupils. In some classes, a weakness in

the teaching is the low expectations of what pupils are expected to do and record in comparison to their capabilities. The lower attaining pupils are often supported in their recording, but the tasks do not always enable them to work independently. Higher attaining pupils are often expected to do more work but it is not sufficiently challenging to encourage them to use their knowledge to explore new ideas.

116. The quality of science teaching is satisfactory overall. However it ranges from unsatisfactory to very good. Generally the teachers make science lessons interesting and this stimulates pupils' motivation to learn and understand. In most lessons, pupils' concentration and perseverance are high, they work effectively in pairs or in groups to discuss their ideas. More opportunity needs to be given to encourage the pupils to develop and share predictions and hypotheses when carrying out investigations.
117. The curriculum for science is appropriately broad and there is an increasing focus on investigation and problem solving although this still needs further development especially in Years 3 to 6. Recording of pupils' work is limited due to the overuse of worksheets and opportunities need to be given to allow children to take responsibility for deciding on how to present their findings. Information and communication technology is not used appropriately in science to do research or to record pupils' findings.
118. Work in the subject is soundly led by the subject co-ordinator who has a good knowledge and understanding of the subject. The policy and scheme of work are in place and the time allocated to the subject is appropriate. Awareness of areas of strength or needs for improvement is limited, though, by lack of detailed analysis of pupils' performance in national tests or of pupil progress.

ART AND DESIGN

119. Standards are above expectations for pupils by Year 2 and Year 6. There has been good improvement in art and design since the previous inspection. There is now a curriculum scheme for the subject; art and design is taught as a separate subject; teaching has improved and standards have improved as a result.
120. Year 2 pupils explore the work of William Morris and Henri Matisse in using templates for repeated symmetrical printing in subtle shades or symmetrical arrangement in strong primary colours whilst drawing on images from nature. Year 6 pupils show a clear awareness of the possibility of clay as a medium for representing three-dimensional images developed from a river study in geography. They use a variety of tools to secure a variety of effects such as trees, rocks and waterfalls. A variety of techniques are used to create texture and to fix different layers together. They also use vibrant colours and segmented images in the style of Picasso to create a very effective display. Tissue paper collage is used to present strong dramatic images in the form of African Masks.
121. Progress is seen in all year groups as pupils study the work of famous artists such as Archimboldo, Mondrian, and Monet. Enthusiastic and confident teaching in most classes means that pupils learn about the artists as well as learning how to create the effects through the use of a variety of materials and techniques. Display shows good examples of the pupils' work in these styles at a good standard.
122. Teaching and learning are good overall with some that is very good. None is less than satisfactory. The very good teaching and learning in Year 4 gave pupils interesting information about the artist and developed skills in the use of watercolour paints, chalk and blending of colours in the style of artists such as Monet. Pupils responded with

enthusiasm and pride in their work. They learned much in responding to the open challenges that the teacher offered and their work captured the style of the artist under study. Where teaching was less successful, subject knowledge and organisation limited the freedom of the lesson and so pupils were not as successful in exploring the possibilities of working in the style of artist such as Henri Matisse. The development of images was not easy and so the pupils lost sight of the creative challenge in their arrangement.

123. There is an enthusiastic subject manager for art and design who provides good leadership. Other teachers are supported well with advice and interactive support. A wide range of experience is planned in the structured scheme of work that moves pupils progressively through their development. Initiatives such as 'Artists in Residence' and sharing of expertise from the local high school add to the development of skills in both teachers and pupils. However, there is as yet no structure to the assessment of pupils' skill development. Photographic evidence has been gathered but there are no key features against which pupils' work can be evaluated.

DESIGN AND TECHNOLOGY

124. Standards of work are above the national expectation by Year 2 and Year 6. This is a significant improvement since the last inspection when standards by Year 6 were below national expectations. Significant improvement has also been made in the following areas; teachers now have a good knowledge of the subject, the curriculum is taught in sufficient depth to all year groups and good progress is made in acquiring skills, knowledge and understanding in a systematic way. The amount of time allocated is appropriate and the scheme of work is suitably planned so that pupils have the opportunity to develop their design and making skills progressively over the years.
125. By the end of Year 2, pupils have learned to design and make products to a high standard. They consider the purpose of the product and decide on the materials they want to use. They use simple tools well to cut and join materials and pupils are imaginative in their designs. They are interested in finding out how things work and incorporate the ideas into their own designs. Pupils make use of their knowledge of clothes by designing and making a tee shirt, using examples of their clothes to design and draw up list of instructions for the making and finishing of the product. Photographs, pupil's writing and ICT are used to show the different steps in the process. The products were attractively decorated and well finished.
126. Pupils make very good progress in Years 3 to 6. By the end of Year 6 they have a good grasp of planning and design. They investigate how artefacts and products are made and reproduce to their own designs. For example, pupils examined slippers to see how they were made and then designed and constructed their own. Photographs of the finished articles showed that thought had been given to the strength of material and that a variety of skills and techniques had been used. Pupils' skills in testing and evaluating the products are good. Mathematical skills of estimation and measuring are used well by the pupils and ensure accuracy in dimensions and the content of the final product. They are also able to think about how they can refine their approaches during or after making the items as well as a sound understanding of the need to consider a range of practical, aesthetic and economic factors when attempting the design. Examples of objects previously made and photographic records show that pupils generally achieve a good standard of finish to the articles they make.
127. Only one lesson was seen during the inspection but the supporting evidence indicates that teaching and learning are good overall. Teachers have a good understanding of

the subject and plan purposeful lessons based on the overall scheme. Pupils' written work is sound but needs to be developed to show independent recording of designs, explanation and evaluation of the work.

128. The subject co-ordinator leads the work with enthusiasm, giving good support to colleagues with planning ideas and the resources to provide a stimulating curriculum. A valuable development is the introduction of the Design Technology and Art week, which is delivered in partnership with the neighbouring secondary school, and allows pupils the opportunity to work with different materials and media. The outcomes of pupils' work based on Pablo Picasso are outstanding and provide an excellent display within the school. Procedures for monitoring and evaluating performance in the subject, including assessment of pupil progress, are developing but are not currently precise enough to show exactly where further improvements to teaching and learning should be made.

GEOGRAPHY

129. Attainment is below that expected for the age group by the end of Year 2. It is in line with national expectations by the end of Year 6. Pupils throughout the school, including those with special educational needs, are achieving well in relation to their attainment on entry to the school. This is because the quality of teaching is good and teachers make good use of the scheme of work to ensure that pupils develop geographical skills and knowledge, year on year, as they grow older.
130. Year 1 pupils know about the climate and types of animals to be found in Africa. They make comparisons to the climate in this country. By the end of Year 2, most pupils were knowledgeable about a range of different types of transport. Most were able to identify who, on the Island of Struay, would use each type of transport. However, the ability range was wide, with some Year 2 pupils still not knowing who might use a tractor. Written work is found on displays but the amount recorded in their books is below expectations.
131. From Year 3 onwards, teachers provide opportunities for pupils to study the geographical features of places close to them and further afield. By the end of Year 6, most pupils have a satisfactory knowledge of the elements of the geography curriculum. They can use atlases to find information and quickly find countries on the world map. Good progress has been made in mapping skills. However, not all Year 6 pupils could apply their knowledge without prompts. Most pupils have a good knowledge of how change affects the lives of the people living in an area and that people can improve or damage the environment. They recognise ways in which the environment could be improved. As part of their river study, pupils in Years 6 had expected the speed of the water at one of their testing stations to be faster than their results suggested. Most could account for the difference, for they knew that the lack of rain meant that the water level was much lower this year.
132. Teaching and learning were good or very good in all but one lesson. In this lesson the teaching and learning was unsatisfactory because the teacher moved on even though the pupils were struggling. All teachers observed had a good subject knowledge of the topics they taught. Throughout the school there was a good use of valuable first-hand experiences. Unplanned occurrences like the arrival of postcards from pupils on holiday were used well to locate places on a world map. Throughout the school there was an emphasis on pupils finding out by going on trips and gaining valuable first-hand experiences. Good links were made to other subjects. For example, in Year 2 links were made to literacy, as pupils found out about where Katie Morag lived and the

geography of the surrounding area. Pupils were retaining their skills, knowledge, language and understanding of geography because they were learning in a meaningful way.

133. Teachers teach with enthusiasm and very good resources, which help the pupils understand. A big story book about the imaginary Island of Struay, along with a map of the island and pictures of the various forms of transport, were used very effectively by the Year 2 teacher to focus the pupils' attention on the transport available on the island. In Years 5 and 6 photographs taken at intervals along the River Calder allowed pupils to see and discuss the changes in the river. In a very good Year 3/4 lesson, pairs of pupils selected a country of their choice and then found out about it using a variety of sources. The Internet, books, atlases and travel brochures were all used effectively to gain information. Pairs swapped their scrap books and gave each other written feedback. Talking to a partner was a feature of good lessons, as was the continual comparison of new countries to life in Carlisle. All the teachers ask good questions, which made their pupils think about important aspects of geography. The teachers know their pupils' level of understanding and the good teachers use this knowledge well to modify their plans. However, effective written records of pupil attainment are not kept and used by all teachers.
134. Management and leadership of the subject are good. A useful portfolio of photographic and written evidence of pupils' work has been collected. This work now needs to be matched against the National Curriculum levels of attainment. It should be used alongside the scheme of work to improve the teachers' awareness of the work their pupils are capable of achieving. There has been some monitoring of planning, teaching and learning. However, this is not yet fully effective in improving standards.

HISTORY

135. During this inspection only one Year 5 history lesson was observed. There was insufficient evidence therefore to make judgements about the quality of teaching. Additional evidence was taken from examining pupil's work, looking at displays, discussions with the co-ordinator, examining the co-ordinator's portfolio of evidence, and talking to pupils. Overall, attainment is in line with that expected for their age. Pupils, including those with special educational needs, make good progress. This is a similar picture to that reported at the time of the previous inspection.
136. By the end of Year 2 pupils develop their knowledge and understanding of the past. Much of the pupils' historical understanding is developed through discussion, which enables those who have immature writing skills to participate fully. They recognise the similarities and different characteristics of other times. Opportunities are taken to develop pupils' understanding of chronology using familiar everyday events and stories. They are acquiring appropriate historical terminology such as old, new, in the past. They discuss changes over time and identify similarities and differences between then and now. They talk about artefacts from the past and know that household equipment like irons now use electricity whereas those from the past did not. They explain how a flat iron and a bedpan were used.
137. By Year 6, pupils talk with enthusiasm about their experience of history. They understand the difference between fact and opinion. They understood that if new evidence was found then history might need rewriting. One pupil in Year 5 pointed out that facts can be wrong because the people who write history books were not alive in Ancient Greece. Year 6 pupils had started to discuss the likelihood that events happened. They could order the areas of history they had covered in lessons and were

interested in the history of Carlisle. They knew how they would go about researching a new topic.

138. History within the scheme is enquiry based and the pupils collect information from a variety of sources including the Internet. Good displays of work around the school create an interest and enthusiasm for the subject.
139. The newly appointed co-ordinator provides satisfactory leadership. A new history scheme has been introduced; this is based on national guidance. The co-ordinator checks all the medium term plans against the schemes of work and teachers plan together over a two-year cycle. However, pupils' progress in the acquisition of history skills, knowledge and understanding is not tracked and recorded as they move through the school.

INFORMATION AND COMMUNICATION TECHNOLOGY

140. Standards of attainment by Year 2 are slightly below expectations for the age group. Standards by Year 6 are in line with expectations. This is a good improvement since the last inspection when standards by the end of Year 6 were below national expectations. Pupils, including those with special educational needs, make good progress.
141. There has been a considerable effort by the school to improve provision for ICT. A number of the teaching staff have completed training and this has raised their confidence and level of expertise generally. The range of software has been improved. New resources, including a designated computer suite have been obtained. These are being used effectively to support the development of pupils' basic skills.
142. By Year 2, pupils use information and communication technology (ICT) to classify information and to present their findings. They enter, save and retrieve their work. They can, with direct guidance from the teacher, edit their work but only the more able could do this unaided. With good clear instructions they are starting to understand and gain the skill of how to move and edit text. The pupils in Year 2 give simple instructions to a floor robot in order to make it move backwards and forwards the correct number of squares. Teachers' sound subject knowledge ensures that an appropriate range of ICT experiences are provided.
143. By Year 6, pupils use 'PowerPoint' to produce a multimedia biography of a person of their choice. The teacher's example of the biography of Anne Frank inspired them to go on and confidently produce their own multimedia presentation. Spreadsheets were used confidently with good knowledge and understanding in Years 5 and 6, where pupils could enter the correct formula to find the average. Pupils research information on the Internet using a search engine and know how to refine a search. Pupils use the computer to produce pieces of writing linked to their work in literacy. They add headings, using carefully selected print styles, sizes and colours. Pupils make satisfactory use of information and communication technology to support their work in other subjects, making effective use of the Internet to research information. Teachers ensure that careful attention is given to Internet safety in accord with the school policy. The Year 6 pupils in their lunch time help to collect and add items to the school website.
144. The teaching of ICT is satisfactory overall. Although there examples of good and very good teaching were observed. Lessons are planned with clear, well-focused objectives which are built on previous learning experiences. A feature of the teaching across the

school was the recapping of previous work and the good links made from one lesson to the next. This enables pupils to make good progress. Teachers and class assistants give good attention to those pupils who need support. Teachers ensure that they and the pupils use the correct subject vocabulary. In a good Year 1 lesson in the ICT suite, pupils made numberlines and as they did so they thought about the font, the size and position of numbers. They could also input pictures. There was a purpose to their task as the Reception pupils were going to use the finished numberlines. In a very good Year 3/4 lesson in the ICT suite the pupils were well occupied on and off the computer working on databases.

145. Use of ICT across the curriculum is generally good. During a Year 1 mathematics lesson the computer was used well to show number patterns. In Year 2, the pupils edited their letters to Katie Morag, a character from a book they were reading. In Year 5 the computer was used effectively by pupils to draft their writing in religious education and the Internet was used to access further information on Buddhism from the BBC website. Although on order, the school does not yet possess an interactive whiteboard and the ICT facilities presently available are not used consistently by all teachers, even when ICT was the best way of achieving their learning objective. The technician does a good job but despite this the network gave some trouble during the inspection and one classroom computer did not work, so valuable learning time was lost.
146. Positive attitudes and good behaviour are important factors in pupils' achievement. Almost all pupils are keen to learn; the vast majority listen attentively during the teacher instruction and show their understanding by their eagerness to answer questions or demonstrate their skills. This contributes to their progress when working on the computers. Working in pairs, most pupils show good cooperative skills and take turns to use the keyboard. Those pupils who use computers at home are more skilful and confident and work at a faster rate.
147. The co-ordinator has good subject knowledge. She has started to observe other teachers and is helping to build their confidence. There is, however, still a need for further training to boost teachers' skills and confidence. For example, the teachers of the older pupils needed training, support and encouragement to use more advanced packages and programs. Some teachers need help to plan more opportunities to use ICT across the curriculum. A system for assessing pupils' progress is being introduced. However, it is not yet effective and assessment data is not collected, analysed and used to improve pupil performance.
148. Provision for ICT has improved since the last inspection. An up-to-date policy document and a scheme of work, which cover the full programmes of study, is now in place. Pupils acquire skills, knowledge and understanding in a systematic way and the school has joined a scheme so that pupils can be given certificates to celebrate their achievements. A lunchtime ICT club is run to help those who do not have a computer or access to the Internet at home.

MUSIC

149. Standards are above those expected nationally by Year 2 and in line with national expectations by Year 6. This is a good improvement since the previous inspection. There is now a structured scheme of work, teaching has improved and standards have risen. However, the school relies on the teaching of two specialist music teachers and is not well prepared to cope with any significant change in this provision.

150. Year 2 pupils worked well together as they allocated roles and rehearsed their effects in developing a storm sequence with percussion instruments. They responded well to the challenge of independence and responsibility for their own learning in this part of the lesson. They listened attentively to the contribution of others and made constructive evaluations. As a result their sequence of wind, rain, thunder and rainbow was very effective as sounds rose in intensity to a crescendo and then fell back again. Good awareness and sensitivity was shown by the 'rainbow' group as they used xylophone, cymbal and tambourine lightly and gracefully with an attractive 'shimmer' of high pitched notes.
151. Year 6 pupils composed a sequence to represent the planet Pluto after listening to the work of Holst on other planets. They identified calm, cold, quiet and comforting as features to express in their work. Groups of three or four pupils worked together to develop sequences that represented a particular feature. They were responsible and imaginative in their work and when a dialogue was blended with the performance of these sequences a remarkable effect was created.
152. Two specialist teachers, one for Years 1 and 2 and the other for Years 3 to 6 deliver the music curriculum. Their teaching is never less than good. They have good subject knowledge and show good skills of organisation and class management. As a result, pupils make good progress in the development of their musical awareness, appreciation and performance skills.
153. The subject is led well by an enthusiastic curriculum manager who organises a number of extra-curricular activities for the pupils. There is a school choir and a number of performances by the pupils throughout the school year. The scheme of work is now structured well and delivers all aspects of the programme of study for music. However, the influence of the subject manager on the development of teaching is severely restricted by the current organisation of teaching responsibilities.

PHYSICAL EDUCATION

154. The school provides a programme of physical education which meets the requirements of the National Curriculum. Pupils learn to play games, participate in gymnastic activities and respond to music through dance. All pupils in Years 3 to 6 have opportunities for swimming lessons. All pupils, including those with special educational needs, make satisfactory progress and standards of attainment have been maintained since the last inspection and are in line with national expectations by the end of Year 2 and Year 6.
155. Pupils make sound progress as the result of effective teaching that covers the appropriate skills and understanding. In Year 1, pupils demonstrate adequate awareness and use of the space around them. They follow instructions accurately, adjusting the pace and direction of their movement in response to signals from their teacher. They develop skills of controlling apparatus such as hoops and work well in co-operation with partners when sending or receiving them. Most pupils enjoy the activities that have been planned for them. They are enthusiastic, try hard during the lesson and have positive attitudes to their work that enhance their quality of learning. All pupils are becoming increasingly conscious both of the benefit of exercise and the importance of warming up for physical activity. Year 2 pupils demonstrate a good range of simple games and activities with a skipping rope. They respond well to the challenge provided by the teacher to find new ways of using the rope, including balancing, jumping and skipping.

156. In Years 3 to 6, pupils develop a range of skills that are appropriate for their age. They attend the local swimming pool for instruction and the great majority achieve the skills expected for pupils by the end of Year 6. They develop athletic skills including cross-country running and orienteering. They learn to play a good selection of team games and have opportunities to develop their dance and gymnastic skills. During the inspection, Year 5 pupils practised cricket skills including catching, throwing and bowling. Year 6 pupils made good progress with simple sprinting and relay skills. Pupils in Years 5 and 6 have the opportunity to attend residential visits which include a good range of adventurous outdoor activities.
157. The quality of teaching is good, overall. Teachers set a good example by dressing correctly for lessons and this has a positive impact on pupils' attitudes. They begin lessons with an appropriate warm-up session and take opportunities to remind pupils of the benefits of physical exercise. Where teaching is most effective, lessons are lively, energetic and move along at a brisk pace. Most teaching makes best use of good performers to demonstrate new skills to the rest of the class. Pupils also have opportunities to evaluate their own and each other's work. Teachers offer plenty of praise and immediate feedback to the pupils. They set appropriate challenges, provide clear instructions and explanations and encourage pupils to develop skills. Relationships and class management are good. This results in safe, controlled lessons where pupils listen carefully and follow their teachers' instructions. Teaching is enthusiastic and this is reflected in the pupils' response. However, there are times when pupils are not sufficiently busy, for example when waiting their turn to use the apparatus.
158. A good range of extra-curricular, physical and sporting activities is planned throughout the year and supports the physical education curriculum. These activities enhance physical education for those who take part. The gymnastic club is particularly successful and pupils taking part achieve standards that are above the expectations for the age group. The school also takes part in competition with other schools. Effective use is made of outside coaches to develop pupils' interest and skills in sports.
159. The co-ordinator provides good leadership. There is a policy and a scheme of work that provides useful guidance for teachers. There is a clear improvement plan for the subject and the quality of teaching is monitored and evaluated. Training has been organised for teachers and also for other adults who now support extra-curricular activities such as the gymnastics club. The school has a good selection of apparatus and equipment. The accommodation for physical education is good. The school has two halls. Outdoor facilities consist of playground areas and a large playing field. These are used well to promote physical education. The school gained the Active Mark for its programme of physical education.

RELIGIOUS EDUCATION

160. As at the previous inspection, standards throughout the school match the expectations of the Cumbrian Agreed Syllabus. There has been improvement from the last inspection: the policy and scheme of work is in place and resources are now satisfactory. The subject co-ordinator is secure in her role and monitors short-term planning to ensure continuity and progression throughout the school. Pupils achieve well from a low starting point and their learning is reinforced and extended through assemblies and collective worship, which now meets statutory requirements. The subject has good status in the school and its work strongly reflects the school's aims and values. Pupils respond well to the varied and interesting scheme of work, which contributes strongly to their spiritual, moral, social and cultural development.

161. By the end of Year 2, pupils have deepened their understanding of Christianity and are able to describe the similarities and difference between Christian and Jewish traditions. They show a growing understanding of the special festivals and celebrations that mark the major events and relationships of our lives. They can recall many facts about the Jewish tradition and respond with feeling when looking at special clothes saying that when the skullcap is worn that, "Everything goes out of your head so that you can pray." And one child said of wearing the shawl that, "It would make you feel like God was all around you."
162. By the end of Year 6, pupils have made good progress, they can recall the main beliefs and traditions of six major religions. Work is varied, stimulating and challenging. A range of topics is taught covering miracles or magic, the Buddhist faith, similarities and difference between wedding and marriage ceremonies. Pupils show a lively interest and awareness as they consider typical moral dilemmas, and the factors and alternative points of view that affect everyday life. They are ready to debate issues and make connections, drawing on a wide range of earlier learning. A number of children are able to discuss sensitively but with confidence their thoughts on the difference between belief and religion and draw conclusions that reflect a good understanding of the main ideas. Pupils show the ability to respond appropriately when meditation was undertaken as a follow up to a visit to a Buddhist temple. All the pupils were motivated and interested and the response to the activity included "I felt nice and calm." "There was nothing going on in my mind." and "All my senses came out."
163. The quality of teaching and learning is good. Teachers' subject knowledge and understanding lead to the good development of knowledge, skills and understanding on the part of most pupils. Good planning leads to methods and activities that engage pupils' interest, encourage participation and develop their understanding. Recording of pupils' work needs to be developed to allow children to take responsibility for sharing their thoughts and responses, which will reduce the overuse of work sheets. Teachers' commitment and expectations are high, and pupils are motivated to put intellectual and imaginative effort into their work. Teachers manage pupils well, and pupils' attitudes and behaviour are positive which support their learning.
164. Leadership and management are good. The co-ordinator has a clear understanding of the Cumbrian scheme of work and the expectations of the locally agreed syllabus. There have been opportunities to check the quality of teaching and learning which ensures that pupils are making progress in each class, throughout the year and over time. There has been little opportunity to develop or monitor assessment and recording and this limits identification of points for improvement. The level of resources is satisfactory but the pupils would benefit in the teaching of different world faiths if these were extended.