

INSPECTION REPORT

PATTERDALE C of E PRIMARY SCHOOL

Patterdale

Cumbria

Unique reference number: 112326

Headteacher: Mrs E Stewart

Lead inspector: Mrs K Ford

Dates of inspection: 10 – 12 November 2003

Inspection number: 260659

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Voluntary Aided
Age range of pupils: 4-11
Gender of pupils: Mixed
Number on roll: 38

School address: Patterdale
Penrith
Cumbria

Postcode: CA11 0NL

Telephone number: 01768 482383
Fax number: 01768 482383

Appropriate authority: The governing body
Name of chair of governors: Mrs P Johnson

Date of previous inspection: 28 September 1998

CHARACTERISTICS OF THE SCHOOL

Patterdale C of E Voluntary Aided Primary School lies to the south of Ullswater Lake and thirteen miles from Penrith. It is a very small, but growing, community school with thirty eight pupils on roll. Pupils of four to eleven years are taught in two classes, each providing for a wide age range. A private part time nursery is also located in the school. Pupils attending the school live mainly in Patterdale and Glenridding, with a few children from further afield. There is little movement of pupils to or from other schools during the school year.

Apart from its size, the most important feature of the school is its relationship with the local community. This is reflected in all aspects of school life.

There are very few pupils, well below the national average, eligible for free school meals and no pupils for whom English is not their main language. Three pupils have special educational needs, mainly moderate learning difficulties. When they begin school at four years old, pupils have the skills and knowledge broadly expected for their age, although the intake covers the broad spectrum of ability and varies from year to year.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1470	Mrs K Ford	Lead inspector	English
			Science
			Information and communication technology
			Design and technology
			Art and design
			Physical education
			Special educational needs
			English as an additional language
12511	Mrs L Buller	Lay inspector	
29188	Mrs G Ulyatt	Team inspector	Mathematics
			Geography
			History
			Music
			Foundation Stage

The inspection contractor was:

Eclipse Education (UK) Limited
 14 Enterprise House
 Kingsway
 Team Valley
 Gateshead
 Tyne & Wear
 NE11 0SR

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Patterdale C of E Voluntary Aided Primary is a very good school, led by a highly effective headteacher. The quality of education and care for pupils is high. A key strength is the school's place at the heart of its community, and this has a very beneficial effect on pupils' attitudes to school and their response to teaching. The small size of the school creates difficulties in organisation, which the school, with the community, has worked hard and successfully, to overcome. Conversely the size of the school creates a very strong family ethos, which has an extremely positive impact on learning and personal development. Pupils perform well in national tests, and their achievements in lessons are often above what might be expected in Years 3 to 6. The school has maintained its high standards since the previous inspection. It has many strengths and some areas for further improvement. The school provides very good value for money.

The school's main strengths and weaknesses are:

- Standards in English, mathematics, science and information and communication technology (ICT) are good, and pupils' personal development is excellent by the time pupils leave Year 6.
- The quality of teaching is good overall, and is often very good, especially in Years 3 to 6.
- The headteacher is a highly effective school leader.
- The care and support for pupils is very good and provides a strong sense of security and basis for learning.
- Links with the community are excellent, and are reflected in the commitment to, and financial support for, the school
- Curriculum planning for the younger pupils is not as effective as the planning for older pupils, in matching their stage of development.
- The headteacher's monitoring role is somewhat limited by her teaching commitments, so that some inconsistencies in practice are not always identified.
- The standards of presentation of pupils' work are not as good as they should be and this sometimes impedes their learning.
- The marking of pupils' work does not always link carefully enough to pupils' targets or identify what they need to do to improve.

Since the previous inspection, the school has continued to provide a high quality education for pupils, and has addressed the key issues raised at that time concerning the governing body's strategic and financial management. The school continues to improve in key areas of its work, including: governance; leadership by the headteacher, and in the spiritual, social, moral and cultural development of pupils. In relation to the previous inspection, the quality of teaching is not so consistently good. However, direct comparisons are limited by the significantly fewer observations made during the current inspection. The school's overall effectiveness has improved so that it now provides very good value for money.

STANDARDS ACHIEVED

Pupils achievements are good by the time they leave the school in Year 6. Children under five achieve well from an average baseline when they enter school. The achievement of pupils in Years 1 and 2 is sound, and pupils in Years 3 to 6 achieve well. Standards and achievement in the core subjects are above average in Year 6. Pupils make steady progress in the Foundation Stage so that they achieve the goals expected by the end of the Reception year, and their personal and social development is good. By the end of Year 2 pupils have made sound progress and achieve average standards. Progress accelerates as pupils move through Years 3 to 6 so that their standards in English, mathematics, science and ICT are above average by Year 6. Pupils regularly attain high standards in national tests reflecting their achievements in lessons. **The school is hugely successful in developing pupils' personal qualities, and their spiritual, moral, social and cultural development is excellent**, as are their behaviour and attitudes to work. Attendance is good.

It should be noted that the table of comparison normally included, has been omitted as only one pupil took the tests in Year 6 in 2003. In relation to the standards pupils achieved in national tests, comparison with other schools is of extremely limited value, because of the very small number of pupils involved.

QUALITY OF EDUCATION

The quality of educational provision is very good. The curriculum breadth and enrichment planned by teachers are very significant factors in pupils' enthusiasm for learning. **The quality of teaching is good.** This together with pupils' personal qualities of enthusiasm and intrinsic interest results in very good learning. Very good team work in the Foundation Stage has a positive impact on children's progress and on personal development, although there are occasions when tasks do not meet individual pupils' needs as well as they should. Teaching is particularly strong for pupils in Years 3 to 6, in relation to planning for the very wide range of ages and abilities. It is characterised by very careful planning, clear instructions, and careful attention to the needs of individuals and year groups. This contributes significantly to the strong motivation and high levels of achievement shown by older pupils, which is not so evident in Years 1 and 2, where planning is not always so effective. Pupils' written work is not always assessed effectively enough to support their further improvement and untidy work is sometimes too readily accepted. The school's care for pupils and its work with the wider community are of the highest order and the school has very good relationships with parents. These factors combine to ensure that pupils feel entirely secure and valued in their school and community, and this is visible in their confident demeanour and interest in their work.

LEADERSHIP AND MANAGEMENT

Overall, the leadership and management of the school by the governing body, headteacher and key members of staff is good. The governing body is increasingly centrally involved in the work of the school and this is growing. Governors are knowledgeable about the school and are closely involved in setting priorities for the future. Personal leadership by the headteacher is very good. Everyone responsible for the school's effectiveness takes their responsibilities seriously. The headteacher, who balances an almost full time teaching commitment with the leadership and management of the school, leads the school very effectively. She is an excellent role model for staff and pupils, displaying very good understanding of the importance of team work in taking the school forward. Management of the school is good with an emphasis on high achievement and the personal development of pupils. The headteacher monitors pupils' progress very carefully, by analysing their performance and through regular discussions of progress with other staff. The headteacher's monitoring role does not place sufficient emphasis on the regular, systematic monitoring of the quality of teaching and curriculum provision.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents, rightly, think highly of the school. In particular they identify the leadership and management of the school and the quality of the curriculum as strengths. The inspection team agrees with this view. Pupils emphasise the care and support the school provides and the fairness of their teachers, and the inspection team's findings support these views. The questionnaire completed by pupils suggests that older pupils do not always find their lessons interesting or fun. This response is very much at odds with the views expressed consistently by pupils during the inspection and inspectors' observations of pupils in their lessons where enthusiasm and motivation were excellent.

IMPROVEMENTS NEEDED

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

- Improve the day-to-day planning of the curriculum for the Foundation Stage and pupils in Years 1 and 2, so that tasks always match each child's stage of development.
- Extend the headteacher's monitoring activities to include more regular and systematic opportunities to monitor teaching and curriculum provision.

- Ensure that teachers are consistent in marking of pupils' work so that marking is related, wherever possible, to pupils' individual targets, and shows them clearly how to improve.
- Improve the presentation of pupils' work so that untidiness does not hinder their learning.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Overall, children under five achieve satisfactorily from an average baseline when they enter school. but their personal and social development is good. The achievement of pupils in Years 1 and 2 is sound, and pupils in Years 3 to 6 achieve well. Standards and achievement in the core subjects are above average in Year 6.

Main strengths and weaknesses

- Standards in English, mathematics, science and ICT are good for pupils in Years 3 to 6.
- Pupils achieve well in Years 3 to 6 because of the particularly effective planning and teaching for the different age groups being taught.
- Very good team work supports the achievement of children under five.
- Pupils with special educational needs are very well supported and as a result they achieve well in their lessons.
- Individual targets support pupils' achievement, although these are not always emphasised sufficiently when books are marked.

Commentary

1 Standards in the Foundation Stage are satisfactory and children are on course to achieve the early learning goals by the end of the reception year. However, they make good progress in their personal and social development and are above average for their age in their social skills. Children in the Foundation Stage often achieve well in their tasks and activities because of good team work by adults.

2 Pupils' achievement in Years 1 and 2 is satisfactory and in Years 3 to 6, it is good. Standards in Year 6 are above average in all the core subjects. In this year's national tests, 2003, pupils in Year 2 performed well below those in similar schools nationally in reading and mathematics, but performed well in their writing tests when compared to other similar schools. It should be noted that in relation to the standards pupils achieve in national tests, comparison with other schools is of extremely limited value, because of the very small numbers of pupils involved. There was only one pupil in Year 6, rendering national comparisons in performance and trends inappropriate.

3 The 6 pupils currently in Year 2 are achieving average standards in English, mathematics, science and ICT. It is not possible to make secure judgments about standards in other subjects, because of insufficient evidence. Pupils are learning appropriate skills for reading, writing, speaking and listening. In reading, pupils still have a narrow range of strategies for reading unfamiliar words but are confident in their efforts. They write simple sequential sentences and can spell simple words correctly. In mathematics, most are working at levels expected for their age, and are developing their knowledge and understanding of numbers satisfactorily. Pupils with special educational needs are well supported and this helps them to achieve at an appropriate level.

4 Because of particularly effective planning and teaching that is often very good, pupils from Year 3 through to Year 6 are achieving well in all the core subjects, often above what might realistically be expected. As a result standards and achievement by the end of Year 6 are above average in English, mathematics, science and ICT. Pupils are extremely confident and mature in their speaking and listening skills, engaging in discussion enthusiastically, with a clear grasp of their contribution and how to speak in different situations. They are confident readers and write for a range of purposes – note taking, drafting, recording scientific experiments, and imaginative long stories. They use ICT very effectively to support their learning. All pupils, including those with special educational needs, achieving well in this class because of very effective planning and good

support from the teacher and the classroom assistant. It was not possible to make firm judgements about standards in other subjects for Year 6 pupils during the inspection, because insufficient lessons were observed.

5 The school's approach to setting targets for individual pupils effectively supports its efforts to improve standards and achievement further. Older pupils understand their targets and why and how these are set. If these were referred to more explicitly, when tasks are set and books are marked, this system would have an even greater impact on standards and achievement.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values and other personal qualities are excellent and make a very significant contribution to the principal strengths of the school. Attendance and punctuality are good, reflecting pupils' enthusiasm for school. Pupils' spiritual, moral social, and cultural development is excellent.

Main strengths and weaknesses

- Pupils' have outstanding attitudes to their work, which contribute very significantly to their achievement and personal development.
- Pupils value each other and this is evident throughout the day in and out of lessons.
- Behaviour is excellent during lessons, at lunchtime, as well as at play, maximising the opportunities for teaching and learning.
- The personal development of pupils is marked. They have high levels of awareness of themselves, their school and wider community.
- Pupils show real maturity in their ability to work with others and to respect others' views.

Commentary

6 The most striking feature of the school is the family atmosphere. Adults and pupils work very well together and each person knows and looks out for everyone else. The commitment to caring for each other is truly excellent and is a model of inclusiveness. Through excellent role-modelling pupils learn to show true respect for all. The school caters for the needs of everyone and pupils really value the opinions of others. In lessons, discussions and at meal times, pupils rarely interrupt when another person is speaking.

7 In 'Circle Time' pupils show very high levels of maturity for their age, and they listen to others carefully because of the well-focused discussions led by the teacher. Pupils work alongside others who are older or younger than themselves, yet all feel their ideas matter. Pupils of nine years of age, for example, confidently discuss issues such as the meaning of 'to criticise' and its effect on individuals, with older pupils of 11 years.

8 The School Council includes pupils from four to 11 and is especially effective in developing mature thinking. It encourages pupils to be enterprising and responsible. For example, playground rules are created and monitored by the council. The rules contribute to all pupils playing amicably together and problems are rare. There are also plans for developing a 'buddy system' to extend the friendliness in the playground by helping each other. There have been no exclusions.

9 Individual performance and achievement are directly related to the pupils' excellent attitudes and relationships with adults. Pupils aim to achieve as highly as possible. They are eager to learn, and concentrate diligently during both class teaching and small group work, which leads to good levels of achievement in many lessons. In the early years of school, they are developing good levels of concentration and showing a positive attitude to all their tasks and activities. Pupils respond well to teachers' expectations, concentrating well and persevering with tasks, even when these are quite challenging.

10 Throughout the school day, including playtimes and lunchtime, pupils behave extremely well. They clearly know right from wrong and are very polite and helpful. They have an excellent

awareness of local culture and heritage and are keen to talk about their environment and locality. Their knowledge and understanding of cultures other than their own is strong and improving. Pupils are reflective and thoughtful, they respect each other's differences and their high self-esteem is very evident in this school, reflecting very high levels of spiritual development.

11 From conversations with pupils and from their responses to the pre-inspection questionnaire, it is clear that they enjoy coming to school, feel secure, and find other children friendly. Parents also confirm these views.

12 Attendance during the last academic year exceeds the national average and continues to improve. This reflects pupils' enthusiasm for school, and is reinforced by careful monitoring systems and good support by the school.

Attendance

Attendance in the latest complete reporting year (95.2%)

Authorised absence		Unauthorised absence	
School data	4.8%	School data	0.0%
National data	5.4%	National data	0.4%

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

Exclusions

Ethnic background of pupils

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

Exclusions in the last school year

No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
36	0	0
1	0	0
1	0	0

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

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is very good and there are significant strengths in the school's provision:

- Pupils benefit from teaching which is always at least satisfactory and often good, and in Years 3 to 6 is often very good or excellent.
- The school plans a very rich curriculum in accord with its aims, paying proper attention to key skills in numeracy, literacy and ICT, but also ensuring a very rich and varied range of curriculum experiences, which draw particularly well on its local community and way of life.
- Pupils are very well cared for and receive very high levels of support and guidance, which provide an excellent foundation for their learning.
- The school works extremely well with parents and has excellent links with the local community, of which it is an integral part. The impact on pupils learning is strong and very positive.

Teaching and learning

13 Overall the quality of teaching is good, particularly for pupils in Years 3 to 6, where the quality of teaching is often very good and on occasion excellent. The combination of good teaching and the personal qualities of pupils such as their enthusiasm and intrinsic interest in lessons results

in very good learning. This contributes significantly to the standards and levels of maturity achieved by pupils, by the time they leave the school. Teaching in Years 1 and 2 is not so consistent as it is Years 3 to 6 and this accounts for the differences in pupils progress. Teachers' day to day assessments are at least satisfactory and often good, well founded in their knowledge of their pupils.

Main strengths and weaknesses

- All teachers and other adults have excellent relationships with pupils, which contributes to their considerable confidence and enthusiasm for learning.
- Teachers and support staff in each of the two classes work very well together and this has a very positive impact on how pupils learn and achieve in lessons.
- Teachers plan motivating activities, which encourage pupils to learn and engage their interest.
- Class organisation, planning for the four different year groups in Years 3 to 6 is impressive, based on careful assessment, and very well focused on the needs of individuals and groups.
- Planning for younger pupils is not consistently so effective, so that work does not always match pupils' needs or stage of development.
- Not enough attention is paid to presentation of work and marking which helps pupils to know how to improve their work.

Commentary

14 A real strength of teaching is the knowledge teachers and other adults have of each individual pupil. This enables them to establish the excellent relationships which are obvious throughout the school both in and outside lessons. As a result pupils' confidence and self esteem is very high and this shows in their learning. For example they are keen to answer questions, ask their own questions, admit to misunderstandings and offer tentative suggestions in discussion - all the signs of mature learners.

15 The team work between adults and the shared approach to planning is strong in both classes; classroom assistants are well briefed and this adds to the achievements of pupils in lessons. During the inspection, classroom assistants were observed offering high levels of support for learning in reading and in group work, often to pupils with special educational needs. As a result of close attention to their needs, those pupils often achieve well in lessons

16 It is to teachers' credit that the curriculum and pupils' learning is considerably enriched by many interesting activities. Teachers are committed to ensuring first hand experiences for pupils, which catch their attention and interest. For example in a history lesson about old artefacts, young pupils had an opportunity to experience 'washday' complete with wash tub, wash boards and 'mangles'. As part of their physical education lesson, the teacher had arranged for Year 1 and Year 2 pupils to go 'gully climbing' with experienced guides. In a practical science lesson about respiration for Year 3 to Year 6, the teacher had planned a full range of experimental activities and interesting ICT based recording for each group. All pupils were highly motivated, and achieved results beyond those that might be expected.

17 In many instances, but not all, teachers plan very effectively for all the age groups in the class and the impact on learning and achievement is considerable. This was the case with the science lesson described above, in which careful thought had been given to the needs of all pupils at the planning stage. The very careful planning and organisation undertaken consistently by the Year 3 to Year 6 teacher is highly effective in addressing the needs of different year groups and individuals within those groups. In a Literacy lesson based around ICT activities she was skilful in 'juggling' her interventions and instructions to different year groups, making best use of time and ensuring that all pupils were gainfully employed and achieved well in the lesson. This high level of effectiveness in meeting individuals needs was not as consistently effective in Years 1 and 2.

18 Teachers assess their pupils well and show considerable insight about the development of each pupil and his or her particular needs, in relation to both academic and personal development. Where this is translated into planned tasks that meet pupils' identified needs, progress and

achievement are good. In Years 1 and 2 this is not always the case, and on occasion this slows the rate of pupils' progress and their levels of achievement.

19 There are instances where pupils' untidy presentation of work hinders their learning. For example in a mathematics lesson in Year 3 to 6, where pupils were adding 4 digit numbers, one or two pupils were confused by the place value of the digits and made inaccurate calculations. Despite school guidelines, teachers' marking is not yet consistent across the school. Comments do not always link to pupils' individual targets and do not always identify ways in which pupils can improve.

Summary of teaching observed during the inspection in 18 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	8	6	0	0	0

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

The curriculum

The school provides a very good curriculum with a broad range of interesting learning opportunities. The curriculum caters very well for all pupils and enrichment is good through well-established community involvement in the school, visits and visitors. The accommodation is satisfactory. Resources are good and support learning in all subjects.

Main strengths and weaknesses

- The school plans very good links between subjects which motivates pupils and helps their understanding of ideas and gains in knowledge.
- The curriculum is broad and learning is deepened and impressively enriched through community support.
- The quality of some aspects of personal social and health education have a strong impact on pupils' personal development.
- The lack of separate dining facilities or provision for indoor physical education is limiting but the school works around these limitations extremely well.
- The Community Development Centre, developed by a member of staff working with the community, is an excellent ICT resource for the school and the community.

Commentary

20 The quality and range of the curriculum is very good. Its strength lies in several features:

- its breadth and richness;
- the contribution of an extensive range of visits and visitors from the community with interests and expertise in the arts, history, and the local environment;
- the reinforcement and extension of pupils' learning and achievement through well planned links between subjects;
- the commitment of staff to providing motivating experiences for pupils.

21 For example in a science topic on 'light and dark' pupils made profiles of faces in art; they wrote poetry about 'A Dark Tale' and learned about the Great Fire of London in history. The current work by pupils on Greenhead Lead Mine is another example where reading and writing for a purpose is encouraged, as pupils create their own leaflets about the mine and use their ICT skills in their production. Young pupils in Years 1 and 2 have recently enjoyed activities as disparate as gully climbing as part of the physical education curriculum, and hand washing clothes in a washtub with a washboard, as part of understanding the past in their history lessons. Pupils benefit from the range of visiting artists in residence, musicians and dancers who work alongside pupils.

22 The curriculum is well organised and planned over a four year period. The intention is that pupils who, because of the school's size, remain in the same class for several years do not repeat work. This system, together with teachers' knowledge of pupils and the support provided in lessons usually works well and ensures that all pupils, including those with special educational needs, make good progress in developing their knowledge and skills sequentially as they move through the school. In some subjects such as design and technology and physical education, sampled during the inspection, albeit very limited, it was not evident that the curriculum was sufficiently well planned to ensure that pupils' progress in their learning was secure.

23 Expertise in the community is extensive and enriches learning for all pupils. Friends and family of pupils as well as local businesses are very involved with the school, so pupils have many worthwhile learning opportunities through direct experiences. For example, parents who work in the tourist trade or those who work for the National Trust add a tremendous enrichment to the work done in school. Many adults with excellent local knowledge support pupils through geography, history, art and environmental projects. There is some extra curricular activity but this is limited by the school's and families' situations. Nevertheless the school has worked closely with the community to support after school provision which takes place in a nearby hall.

24 The school is committed to pupils' personal development and as a result, makes very good provision for personal, social and health education at all stages, from the Foundation Stage onwards. Assemblies give pupils opportunities for deep reflection which they respond to very positively. In November, for example, they consider the symbolism of the poppy and 'those who did not come home'.

25 The lack of a hall for physical education is limiting, but staff ensure that every opportunity is taken to work outdoors, and give above average time to the subject to ensure that pupils have plenty of opportunities for physical activity. The lack of dining facilities means that a classroom has to be prepared each day. What might be a limitation is in fact a strong contributor to personal development, and bears witness to pupils' maturity. There is no waste of curriculum time and pupils independently tidy up and prepare for lunch quickly, efficiently and calmly each day (and order the lunches from a nearby school when needed!)

26 A strength in the school's accommodation is its dual purpose extension. The Community Development Centre comprises an ICT suite and community room and is an excellent resource for both school and the community. It ensures continued local involvement with the school and pupils have regular use of the computer suite. The school grounds are set in spectacular surroundings and pupils use the wildlife area and small pond for environmental work.

Care, guidance and support

The school's care for pupils is very good. Support, advice and guidance are very good and the school is very effective in the way it takes into account pupils' views.

Main strengths and weaknesses

- Every pupil in the school is well known to all the adults working there, and this gives them confidence.
- The youngest children feel very secure in the school environment because of good links with the nursery and local playgroup.
- Pupils' personal development is monitored very effectively by staff.
- The very strong ethos of care in the school and wider community contributes significantly to pupils' well being.
- Pupils are encouraged to express their views consistently in lessons, in discussions focused on personal and social education and in the School Council. Pupils respond very positively in all of these situations.

Commentary

27 Care for pupils permeates the life of this school. Its small size works very effectively, and in pupils' best interests, and this is reflected in the high levels of care, and the very good support and guidance offered by the school. Pupils and their families are all known personally by staff, and this adds to the obvious sense of well being that pupils themselves identify. Young children in the Foundation Stage feel very secure in the school because of the very good working relationships with the on-site nursery and the local play group. This supports good induction arrangements which staff, parents and children see as part of a continuous relationship. At the same time the school is very flexible in making induction arrangements which suit the child and individual parents' preferred ways of introducing their child to the school setting.

28 This knowledge of pupils provides a secure basis on which adults offer the very good support and guidance that pupils need for their academic and all round personal development. Pupils are confident about the good levels of support and guidance they receive and clearly have faith in the adults who care for them. Younger pupils also express a high degree of confidence that they can turn to older pupils for help. Adults demonstrate a deep knowledge and understanding of individual pupils and their needs, which is reflected in the very effective and caring way they deal with pupils in and out of class.

29 The school involves pupils in its work very well, so that older pupils talk knowledgeably about their school, the Community room, and their community. The School Council and class 'circle time' are the outward, formal indications of the value placed on pupils views. However equally, if not more important, is the value consistently given by staff to pupils' views and ideas in and out of lessons, in day to day conversation and in very ordinary adult pupil discussions of simple tasks. This results in the considerable maturity shown by pupils.

30 The school works hard to maintain a healthy and safe working environment and takes appropriate security measures, which it recognises are especially important because of the school's daily involvement with the community through its 'drop-in' Community Development Centre.

Partnership with parents, other schools and the community

Links with parents are very good and community links are an excellent feature of the school. Links with other schools and providers are very good.

Main strengths and weaknesses

- The school keeps parents well informed about their children's progress and the day-to-day activities of the school.
- The school has very good strategies that involve parents in the life of the school.
- The school actively seeks and values parents' views, which adds to their satisfaction with the school.
- The partnership with parents ensures that their contribution to pupils' learning at home is good.
- The school's partnership with the wider community is excellent with mutual benefits to both. The school works hard and very successfully to maintain and develop its relationships with other schools, which adds to pupils confidence and prepares them very well for moving on.

Commentary

31 The school provides very good quality information for parents. The prospectus and newsletters are well presented and informative and termly leaflets describe the curriculum that is being taught, so that parents can contribute and offer support. Teachers write very good annual reports for pupils; particularly useful are the comments about personal development, English, mathematics and science, highlighting pupils' progress and how they can improve. The school invites parents to talk about the report, future targets and progress, through regular formal and

informal meetings. Parents know that they are always welcome when they have any concerns about their child's academic or social development.

32 The homework policy encourages parental support with learning at home. New homework diaries are helping to formalise the system so that everyone understands what has to be done and when homework should be handed in. The Basic Skills Agency runs courses in the Community Development Centre to help parents see how numeracy and literacy are taught in school, so parents are confident when supporting their children at home. Many parents work during the day, but the school seeks their views in various ways, not least through the very active School Support Group. This group, in consultation with the school, contributes a large sum of money each year. It buys equipment and pays for all the trips organised to ensure all pupils are able to attend.

33 The school's partnership with the community is a living, breathing relationship, integral to the schools continued success and to pupils' well being. Grandparents and parents help with pursuits outside school by assisting when pupils visit places of local historic and geographical interest. Some local businesses give their services free to the pupils throughout the year. Skilled people from the community share their expertise with pupils so they find out, for example, how to cut slate and make objects with it. The school takes full advantage of the locality by providing an extensive range of visits to enrich curricular provision. The tangible financial support of the community ensures that class sizes are kept small and this has a significant impact on learning.

34 There are good links with the private nursery which operates within the school so staff already know children well before they enter the reception and infant class. The school has developed a longstanding and very effective partnership with other local primary schools and the local Ullswater College which welcomes pupils throughout the year and encourages the use of its facilities. The College Head knows pupils by name which adds to pupils' high self-esteem and their confidence about transfer.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good overall. The governance of the school is good. Additionally, the headteacher provides very good personal leadership which is having a significant impact on the school's ethos and the quality of education provided. Management by the head and other key staff is good. The school's approach to dealing with the main barrier to achievement (namely mixed age classes containing several year groups) is very good and effective.

Main strengths and weaknesses

- The governing body is effective.
- Governors are strongly committed to the school and have a good understanding of its strengths and weaknesses.
- The headteacher has a very clear vision and aspirations for the school.
- She possesses an extremely well developed understanding of the importance and place of the school in its community.
- She leads by example, provides very good curriculum leadership, demonstrates very high standards of teaching, and is an excellent role model for colleagues.
- The headteacher manages the school well, but the nature of her role as a teaching head does limit her monitoring role.

Commentary

35 The governing body has a very keen sense of the importance of a thriving school, highly regarded in its community, and it works hard to ensure the school's continued success. The governing body takes its responsibilities seriously and this is reflected in governors' positive approach to training. Because of the make up of the governing body, all governors know the school very well. They have been closely involved in identifying the school's priorities, and visit and contribute to its work on a regular basis. Governors are aware that as the school becomes more

stable with the rise in numbers, there is an opportunity to think more strategically about its long term future direction. The partnership between the governing body and the school has a very positive impact on the creation of an ethos of care, in which pupils feel secure and able to work well.

36 The headteacher is highly effective in her leadership of the school and consistently demonstrates a concern that all pupils should achieve as well as they are able. The headteacher has a high profile in the wider community, working strategically and very effectively, to establish partnerships that will support the school's future development. She has a deep understanding of the dynamic of the school and its community. She has a very good grasp of the skills of team work, needed to lead a small school, as well as the need to be a highly effective teaching practitioner herself. The headteacher, in her day to day work, exhibits this understanding and these skills in large measure. She has developed a cohesive team of teachers and support staff who work well together in the best interests of pupils.

37 The school is well managed by the headteacher, and teachers taking curriculum responsibilities do so effectively. The school reviews the performance and achievements of pupils regularly and has a clear grasp on what is needed for every pupil to achieve as well as they can. The size of the school and the very small number of teachers mean that performance, curriculum and school issues are well understood and regularly discussed by everyone in the school, so that there is a common understanding of direction and what is required to achieve results. The headteacher takes seriously her role in managing and monitoring the quality of teaching performance and the curriculum. Her own teaching commitments make it difficult for her to undertake this role on a regular basis, so that there remain some inconsistencies in planning and provision.

38 The school community has worked very effectively to overcome the main barrier to high achievement, namely the mixed age classes, which, in such a small school, inevitably involves pupils of three or four year groups working together. Continued community commitment to fund raising enables the school to have a generous pupil teacher ratio, and two teacher classroom organisation, which has a very positive impact on pupils' learning and achievements. This is matched by the school's well considered approach to curriculum organisation and timetabling. Nevertheless, this still makes enormous demands upon the headteacher who is teaching virtually full time, whilst still carrying the responsibilities of headship including the key role of monitoring quality and ensuring consistently high standards of teaching.

Financial information

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	133,406	Balance from previous year	10, 462
Total expenditure	126,527	Balance carried forward to the next	16,879
Expenditure per pupil	3,329		

39 The unusually large balance carried forward from the previous financial year is as a result of an external financial error, which resulted in the school receiving inaccurate information. As a result of this surplus the governing body have now identified expenditure in line with the school's priorities.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for the four children in the Foundation Stage is **good** and has been maintained since the last inspection.

It was not possible to see children being taught in all six areas of learning. Judgments on progress and achievement are being made on general observations, discussions and assessments carried out by the school.

Main strengths and weaknesses

- Children are well prepared for the next stage of learning in the school, because they are in the same class and work alongside infant pupils for much of the day.
- The majority of children have attended the private nursery which operates in the school and this helps them to settle well.
- Children benefit from being in a small group and having close interaction with a very able teaching assistant.
- The curriculum is appropriately planned to provide a wide range of interesting and relevant activities.
- All adults are very good role models for the children and manage them well.
- Staff make good use of the accommodation both inside and outdoors to promote practical, motivating activities.
- There is a very good ratio of adults to children. Both staff work very well as a team and monitor children's progress through assessments and observations.
- Although staff know children well, they do not always use this information sufficiently to ensure activities match each child's stage of development.

Commentary

40 Children make good progress in **Personal, Social and Emotional Development** and teaching is good. Staff have an easy, caring manner with children which helps them feel relaxed and comfortable in school. Children are confident, easily engaging visitors in conversation. A reception child sits on the School Council alongside pupils from every year group. Children willingly try out different activities such as new computer programs. They learn to be independent and manage dressing and undressing for physical activity and their own personal hygiene. They have already established friendships and play amicably alongside others. Behaviour is good. Children learn to work in groups when playing in sand or in role-play. They feel included in the school family, attend assemblies and learn about their culture and traditions, such as the meaning of the Remembrance 'poppy'. Resources are good and staff plan a good range of learning opportunities from which children can choose, using a tool known as 'Language Master' to direct them. The effective use of this by staff is helping children to become independent in their learning.

41 In **Communication, Language and Literacy** standards are average and progress is steady. Teachers use puppets well to teach letter sounds. They teach children to recognise patterns in words through carefully chosen rhymes. Resources, including word banks and white boards are used well to promote children's learning. However the range of ability within the small group is considerable and staff do not always fully take into account in their planning what each child knows, understands and can do. Therefore some written activities are too hard for some children. For example, when copying words some children finish quickly while others take a very long time and are not clear about the purpose of the activity. Children overall speak clearly and enjoy their discussions in their imaginative play. They enjoy sharing books with staff and parents and some are beginning to read.

42 In **Mathematical development** children make steady progress. Good emphasis is given to number activities and well-planned practical activities help children understand how numbers work. Staff make good use of a shared room and plan interesting sessions. For example, in learning to recognise numbers and building on children's interest in cars, one activity involved them in jumping onto large number cards, or directing remote controlled vehicles to specific numbers. Children were very enthusiastic and they achieved well. Some children can already write numbers from memory. Children use a range of resources and this helps them to learn about heavy and light, large and small objects, as well as shapes. They also become more aware of shape through planned play.

43 Children improve their **Knowledge and Understanding of the World** and make steady progress through good use of the outdoor area and the local environment. They experiment with sand and water through play. They watch bean seeds, carrots and onions growing and compare differences between their own plants and others. Children make models with boxes and use a range of construction equipment. Children use the computer to support the reading of new stories and learn to control the 'mouse' as they watch the screen. They find out about the past through direct play with old artefacts, such as scrubbing boards and 'poss-tubs'. Regular visits in the local area support their understanding of their environment and reception children benefit from many worthwhile trips with Year 1 and 2 pupils to places of historical, geographical and physical interest.

44 Activities to promote children's **Physical Development** ensure children make good progress. These are planned through every day activities to help children develop fine finger skills. Children handle dough, glue spreaders, paintbrushes and scissors; they push and pull components together when constructing models. Children have healthy snacks each day and know that some foods are better for you than others. Their co-ordination skills are improving steadily as they play outdoors regularly with toy vehicles and with older children; they have opportunities to run vigorously in the school grounds. They play with small apparatus and develop eye-to-hand co-ordination.

45 Provision and teaching in **Creative Development** are good and children have regular opportunities to develop their imagination through role-play. Children achieve well because staff interact well and become involved to help children improve their imagination. Children are taught to observe closely when drawing poppies and they learn how to use a sponge when printing. Staff praise children and value their work, which improves their confidence. Children sing songs and rhymes and learn to dance to traditional music. They show a good sense of rhythm.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils show particular maturity and confidence in speaking and listening.
- The oldest pupils read confidently, and have a wide range of reading interests.
- The quality of teaching is good, particularly for pupils in Years 3 to 6, so that pupils achieve well.
- The effective use of ICT motivates and enthuses pupils to produce interesting work.
- Language and literacy skills are used very well in other subjects.
- Pupils' written work shows imagination and good understanding of structure, but the presentation is untidy and sometimes inhibits their learning.
- Marking, especially for pupils in Years 1 and 2, does not provide clear enough guidance on what pupils need to do to improve.

Commentary

46 Standards in English are good overall. This is not reflected in the national comparative test data for 11 year olds because of the very small numbers of pupils involved. Nevertheless, the school's results indicate good progress from entry when pupils are mainly working at levels which are average for their age, through to Year 6 when they achieve above average standards.

47 Standards in speaking and listening are average in Years 1 and 2, but above average in Years 3 to 6. The maturity and confidence of the oldest pupils in Years 5 and 6 is particularly marked. All staff listen carefully and take seriously what pupils have to say, both in lessons and in informal conversation. This contributes significantly to pupils' self esteem and confidence to express opinions and offer ideas. The oldest pupils pay close attention to what is said by others in discussion and respond sensitively. "I think both Daniel and Lauren have made good points" was one pupil's response to two very different views in a class discussion.

48 Pupils achieve well in their reading and clearly enjoy books, often expressing their individual preferences confidently and comparing the work of different authors that they have read. From the time they enter school, pupils make steady progress in their reading, so that their standards are average by Year 2. However, they still lack the broad range of strategies for reading unfamiliar words, depending heavily on initial letter sounds and simple sound blends. Pupils make significant progress from Year 3 onwards so that by Year 6 they are achieving standards that are above average. They read a range of fiction with enthusiasm, and use non fiction books confidently to support their learning. The school provides good support for reading, especially for those who are experiencing some difficulties. This is having a positive impact on their confidence and achievement. Parents are encouraged to support their children at home and this also contributes significantly to pupils' reading achievements.

49 The standard of pupils' writing is not as consistently high as their reading, speaking and listening, but nevertheless pupils achieve good standards of work by Year 6. In Years 1 and 2, pupils write in simple sentences and can spell simple words correctly, although they are sometimes careless in their approach. They write for a purpose, composing lists or writing instructions, however, there is less evidence of opportunities to write longer narrative stories which can improve pupils' use of interesting vocabulary and help them to develop their creativity. Pupils' books are untidy and handwriting skills, which are practised regularly, are not readily transferred to other forms of writing. In Years 3 to 6, pupils demonstrate an increasing understanding of the conventions of grammar, punctuation and the structure of writing, including paragraphs. They use these skills effectively in writing of various forms, such as recording their work in science, compiling historical data, and in producing some very imaginative stories and poems. The language of pupils

'remembrance' poems was very expressive and evocative, and pupils' increasingly lengthy stories show individuality and very good development of the plot and characters. Older pupils are developing effectively their skills in note taking and drafting, as essential tools in constructing stories or non fictional writing. These are being used to good effect in pupils' current task of preparing a leaflet on Greenside Lead Mine, as part of a local history project. ICT is extremely well used by pupils to produce final drafts of writing and to present these in interesting ways with illustrations and photographs.

50 The school is targeting writing and especially spelling as an area for improvement. This needs to continue. In addition, there is not enough emphasis on presentation and handwriting, and marking does not always help pupils to understand how to improve. Too often there is no clear link between the individual targets set for a pupil, his or her writing tasks, and the teacher's comments in pupils' books.

51 In the lessons seen, the teaching of English in Years 3 to 6 was of a particularly high quality with very good classroom organisation, catering effectively for pupils of four different year groups and a wide span of ability. This, together with the high levels of enthusiasm and desire to learn shown by pupils, has a major impact on the rate of learning and achievement in lessons. The support provided for pupils who have special educational needs is good and ensures that they achieve as well as they can.

Language and literacy across the curriculum

52 Pupils use their reading and writing skills very well in other subjects because the school believes in making strong cross subject links, and plans these carefully and effectively. This is particularly noticeable in pupils' work in science, history and geography, where pupils write in a range of different forms.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Pupils achieve well in Years 3 to 6, because of the good teaching and learning taking place.
- There is a strong focus placed on developing pupils' numeracy skills.
- There is good emphasis on problem solving.
- The monitoring of teaching and learning is not sufficiently developed.
- Marking and pupils' individual targets are not always used effectively to show pupils what they need to do to improve.

Commentary

53 Overall the school does well for its pupils. During the past two years, the numbers of pupils attaining expected standards in the national tests have remained slightly below average by the end of Year 2 and above average by the end of Year 6. Standards overall have continued to rise since the previous inspection, but there is a great deal of fluctuation in school data because of the small numbers of pupils in the school. Achievement is steady in the Year 1 and 2 class. In the Year 3 to 6 class, pupils make very good progress and achieve well by the end of Year 6. Pupils with special educational needs are well supported by teaching assistants and achieve as well as their classmates.

54 Most pupils enter the school with average mathematical understanding. In Year 2 most are working within the expected range for their age, developing a knowledge and understanding of place value and recalling addition and subtraction number facts to at least 20. More able pupils understand numbers up to 100. They are taught different strategies to solve number problems, such as understanding that *the difference between* numbers is a subtraction problem. As pupils move up the

school the speed and range of mental calculations increase rapidly. Pupils in Years 3 and 4 learn patterns in numbers and see the relationships between addition and multiplication. They use tables and number patterns to identify multiples of 2, 4, and 8, up to 100. By Year 6, most are clear about decimals and fractions and work confidently within 1000 demonstrating a clear understanding of addition, subtraction, multiplication and division. More able pupils work with numbers up to 10,000.

55 Pupils make good use of the computers and use their skills in mathematics to support other subjects such as geography and science. They also use ICT to solve problems,

56 In lessons seen teaching ranged from satisfactory to very good. Strengths in teaching include:

- well planned lessons with clear learning objectives and carefully planned activities to ensure the objective is achieved;
- teaching methods which truly inspire pupils because they can see the relevance to everyday life;
- very good role-modelling so pupils clearly understand what they are supposed to do;
- the 'eureka' factor seen in the Year 3 to 6 class, so pupils see links between, for example, doubling numbers and multiplication;
- the very good knowledge some teachers have of the level of understanding of each pupil so that well targeted activities meet their needs, irrespective of age;
- the way teachers encourage pupils to collaborate and discuss mathematical issues with a partner to secure understanding.

57 The school uses the National Numeracy Strategy as the basis for planning and this has made a very good contribution to the way the subject is planned and taught. Consequently standards have continued to rise. Although the majority of pupils are clear about their personal targets in mathematics, there is some inconsistency because some targets are not focused enough. The way teachers mark pupils work does not always help them to be clear about what needs to be improved and presentation of work is not as good as it should be. A regular pattern of monitoring is not established, although teachers regularly discuss and share their practice, as a way of checking on pupils' progress.

Mathematics across the curriculum

58 The range of work that pupils are given in each class effectively covers the National Curriculum and teachers are good at forging links between different areas of the curriculum. The use of mathematical skills is evident in science and geography and contributes to the high standards pupils achieve.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Knowledgeable and enthusiastic teaching results in high levels of achievement.
- Very good planning, explicitly addressing the wide ranges of age and ability, supports effective teaching.
- The emphasis on first hand investigation captures pupils' interest and enthusiasm.
- ICT is used very well to support the recording and interpretation of findings, and to make hypotheses.
- The subject is very well managed.

Commentary

59 Pupils achieve above average standards in science, in both knowledge of scientific ideas and in the skills of investigation. This is not reflected in national comparative test data for 11 year olds, because of the very small numbers of pupils involved. No science lessons were seen for younger pupils, but their books indicate that they are achieving at least average standards. Achievement in the Year 3 to 6 lesson seen during inspection, together with discussion with pupils and the scrutiny of their books indicates that pupils are achieving high standards. They have a good grasp of scientific ideas and are very capable in carrying out and recording scientific investigations. Pupils who have special educational needs are well supported so that they also achieve well.

60 Science is mainly taught by one teacher across the school. The carefully considered approach to planning lessons results in pupils of all ages and all abilities achieving beyond what would be expected. There is a regular emphasis on the development of practical investigative skills and pupils have a very good understanding of how to devise, carry out and record their experiments. Year 6 pupils demonstrated these skills very effectively in their independent exploration of the correlation between lung capacity and chest size. They were able to explain their work confidently and knowledgeably, showing a good understanding of the effects of changing variables and the need to check results carefully. Pupils' knowledge and skills were significantly extended by their use of an excel spreadsheet to create a scatter graph and test their hypotheses.

61 Pupils respond enthusiastically to the scientific tasks that are provided and talk of 'enjoying very much' their work in this subject. As a result they concentrate well and work very productively. Pupils' ability to work co-operatively, discuss their work and share resources is particularly well developed. These very positive attitudes to learning are central to the high levels of achievement in lessons. The use of ICT to record and interpret their results is a well established way of working which supports both science understanding and the development of ICT skills. The teacher's organisation, enthusiasm and knowledge are key factors in the standards that pupils achieve. In the lesson seen, the teacher was occasionally overstretched in responding to the needs of groups, not least because of some technical hitches with the ICT software and the Year 3 to Year 6 make up of the class. This slowed the learning at some points for some pupils, but overall they achieved well.

62 The good quality of policy guidance and of planning is indicative of the effectiveness with which the subject is co-ordinated. The teacher undertakes careful assessments of pupils' learning at the end of each unit of work and this adds to the quality of provision.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- There have been significant improvements in the resources for ICT.
- Teachers have high levels of expertise and a commitment to ICT.
- The subject is well managed.
- ICT skills are used very effectively to support learning in subjects.
- Some elements of the subject, such as the regular use of email, control and simulation are not as well developed as the areas of information seeking, recording and interpretation, word processing, design and presentation.

Commentary

63 Standards in many aspects of ICT are above average, although some elements of the subject need more emphasis to ensure consistently high standards across the subject as a whole. The school has for many years treated ICT as an important aspect of the curriculum, and has maintained the high standards described at the time of the previous inspection. In recent years there has been considerable ICT development in the school and the community, led most effectively by the member of staff, responsible for ICT. This has been extremely beneficial to pupils in respect of the

provision of computers and lap tops and a fully equipped computer room, which is also used by the local community.

64 Staff have responded very positively to these improvements. Teachers are enthusiastic and competent in using ICT as a resource for teaching and learning, for example, timetabling the use of the ICT room each week to support learning in numeracy and literacy. This contributes to the confidence shown by pupils. Teachers' planning and the work in pupils' books and on display, indicates that ICT is well used to communicate pupils' ideas in a variety of ways, and to improve the presentation of work.

65 During the inspection there were few opportunities to observe pupils in Year 1 and 2 using ICT. However in the English lesson seen in the computer room, pupils in Year 2 were competent and confident in loading and opening Word programmes and in undertaking a range of word processing activities. They understood how to alter font size, highlight text, underline and so on. ICT was used effectively in the lesson to support pupils' understanding of rhyming words, and to afford them an appropriate measure of independence and control in their learning.

66 Pupils from Year 3 onwards are increasingly confident and competent in the use of ICT, largely in the presentation of written work and in graphical presentation of data in geography, history, mathematics and science. Pupils are also competent in the preparation of presentations using Power Point. The oldest pupils showed considerable ability in using data bases as an integral part of their work in scientific enquiry and this added significantly to the quality of their learning. The widespread use of ICT is reflected in pupils' personal computer files which contain work in all curriculum subjects.

67 Conversations with pupils indicate that they have some experience in using the internet, e-mail and the school web site, and have some experience of control and simulation technology. However they are not so confident in discussing these aspects of the subject, and there is less evidence in school of a regular emphasis in these areas.

68 ICT is well managed by a highly confident and experienced teacher, who has done much to develop the subject throughout the school.

Information and communication technology across the curriculum

69 ICT is very well used across the curriculum. Pupils regularly use ICT as a tool for recording, interpreting and presenting data in science and mathematics, applying their skills in using spread sheets. They are adept at using 'paint' and 'graphics' packages to illustrate their stories and other forms of writing. Word processing skills and desk top publishing skills are well developed in the presentation of class books and instructions. ICT is also used effectively in art and design and in musical composition.

HUMANITIES

70 During the inspection there was only one **history** lesson seen and no **geography** lessons. It is therefore not possible to form an overall judgement about teaching and learning in these subjects. There is every indication from discussions with pupils that provision is well planned and has remained so since the last inspection. Work in history and geography reflects the school's commitment to a broad and rich curriculum which helps pupils to understand their community and beyond.

71 In both subjects it is clear that the range of visits and visitors play an important part in making the work interesting and relevant. Pupils talk enthusiastically about places such as Hartsop Hall, Howe Green Farm and Patterdale Hall. The visits are well supported by parents and grandparents and pupils gain first-hand insight into the local historical past. For example, they see how people managed to farm land, rear animals and make milk, cheese and butter with no running water or electricity. They discover how local slate is used and see interesting and beautiful features

of the landscape such as waterfalls and gorges. From discussions with pupils in Year 6, many obviously enjoy history and geography. They speak enthusiastically about how their visit to Hadrian's Wall taught them a great deal about Roman Britain.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

72 Because of the limited number of observations, it is not possible to make firm judgements in **art and design, design and technology, music or physical education**. However the evidence available allows some points to be made about provision. The school's curriculum plan and weekly timetables indicate that the school treats all these subjects seriously, providing a wide range of experiences, in keeping with its aims for a broad and rich curriculum. Lessons seen in design and technology and physical education with pupils in Year 3 to 6 suggest that the breadth and richness of pupils' experience is not always sufficiently matched by a rigorous approach to developing skills and knowledge in a sequential way for each year group.

73 The **art and design** work on display and photographic records indicate that the subject is taught enthusiastically and that all elements of the art and design curriculum are included. There is ample evidence of recording from first hand experiences, and this was demonstrated in a lesson during the inspection in which pupils in Years 1 and 2 were observing and drawing poppies. However, pupils' sketch books are used intermittently, and do not show sufficient development of skills in design drawing or sketching as pupils move through the school. Pupils have opportunities to appreciate art from other cultures, as shown by work based on African, Aboriginal and South American art forms, as well as developing an understanding of different artists from Andy Goldsworthy to Monet and Matisse. Pupils have enjoyed several opportunities to work with local artists, adding to the richness of the school's provision, and earlier work using natural materials in the style of Goldsworthy is worthy of note.

74 In **design and technology**, photographic records, the one lesson seen and discussions with pupils, suggest that pupils work with materials such as card, paper, soft materials and wood, although their recall of their design activities was hazy. Pupils enjoy the subject, but it is not clear that skills and knowledge are carefully developed over time. For example, in the lesson seen, the work of pupils aged 7 to 11, in making their 'buggies' move, using batteries, was too similar in terms of the skills and understanding being developed. There was little evidence of growing ability in design, the increasing use of mathematical skills in the design process or a growing maturity in evaluating their work.

75 In **music**, no lessons were seen. Discussions with pupils and analysis of teaching files indicate that provision is good; this is an improvement since the previous report. It is clear that the good subject expertise of teachers is used well to help pupils to move forward. The curriculum plans are detailed. Pupils are familiar with the music of Mozart and Beethoven and enjoy singing songs and listening to music from the Caribbean. Pupils enjoy composing short pieces for themselves and have a good understanding of musical vocabulary. In assemblies pupils sing tunefully and with enjoyment. All pupils in the junior class benefit from regular instrumental teaching (piano or clarinet) organised through the local education authority. Concerts and performances throughout the year also contribute to pupils' experiences.

76 The school's timetable shows that **physical education** receives a generous amount of time each week and that pupils enjoy dance, gymnastics and games as part of the school's provision. The school suffers from the lack of a hall for indoor activities but teachers work hard to compensate for this limitation. The school's location provides excellent opportunities for outdoor and adventurous activities and the school exploits such opportunities to the full. Pupils in Years 1 and 2 have recently enjoyed rock climbing, while older pupils have opportunities for outdoor centre residential experience, all of which contributes, not only to the development of physical knowledge and skills, but to pupils' broader personal and social development. The school has no facilities or realistic opportunities for pupils to have swimming lessons. However the headteacher is currently in discussion with a local hotel and is trying to arrange for swimming instruction for pupils.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social, health education and citizenship (PSHCE) is **very good**.

Main strengths and weaknesses

- The school's commitment to personal and social development is reflected in teachers' relationships with pupils and the many ways in which pupils develop confidence and take responsibility.
- The work on healthy lifestyles has led to the school's achievement of the Healthy Schools Award, and strong links are made with the science curriculum, which adds effectively to pupils' understanding.
- The school's working relationship with its community provides a very strong basis for furthering pupils' understanding of how people live together and depend upon each other.
- The developing School Council provides an effective forum for pupils to understand democratic processes.

Commentary

77 The curriculum provides good opportunities for pupils to consider sex education, drugs issues, healthy lifestyles and personal safety. Pupils display very high levels of confidence in themselves and they are eager to share their views and opinions because they know that they will be listened to by other pupils and by staff. The one lesson during inspection, entitled 'PSHCE' was virtually a 'master class' in mature relationships and mutual care. Under the simple heading of 'active listening', boys and girls, adults and pupils, older and younger children worked together in pairs on a listening and sharing activity, which they then shared with the whole group. Both the process and the outcomes were remarkable in terms of the way in which adults and pupils responded to the task, engaged maturely in active listening, and listened closely in the plenary session.

78 The School Council offers further opportunities for development in this area and helps pupils to understand what it means to co-operate and to disagree with others, and how to resolve differences amicably. Pupils take on several responsibilities throughout the school day: they organise fruit and milk for others; organise their classroom for lunch; place school orders for meals each day; take responsibility for the phone, and older pupils display genuine care for each other and younger pupils in the school community. Because of the school's commitment to personal education, pupils are developing into responsible, mature, confident young people.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	2
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	2
Overall standards achieved	3
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	1
Attendance	3
Attitudes	1
Behaviour, including the extent of exclusions	1
Pupils' spiritual, moral, social and cultural development	1
The quality of education provided by the school	2
The quality of teaching	3
How well pupils learn	2
The quality of assessment	3
How well the curriculum meets pupils needs	2
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	4
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	1
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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