

INSPECTION REPORT

KIRKBRIDE PRIMARY SCHOOL

Wigton

LEA area: Cumbria

Unique reference number: 112114

Headteacher: Heather Taylor

Lead inspector: David Morgan

Dates of inspection: 2nd – 5th February 2004

Inspection number: 260737

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	3 –11 years
Gender of pupils:	Mixed
Number on roll:	112
School address:	Kirkbride Wigton Cumbria
Postcode:	CA7 5JR
Telephone number:	01697 351483
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Appropriate authority:	Governing body
Name of chair of governors:	Mr J R Burfield
Date of previous inspection:	12 th - 14 th October 1998

CHARACTERISTICS OF THE SCHOOL

The present building was opened in 1977, and has been extended to offer additional accommodation including a library, two new classrooms and a conservatory. It has been remodelled from an open plan design and a new Foundation Stage unit was opened in 1999, which includes a large secure outdoor play area. Other provision includes a field with an environmental area. This rural school is smaller than average and serves a number of villages. Its community provision includes the Community Development Centre, which provides basic literacy, numeracy and information technology opportunities for the local adult population.

All pupils are white British and the proportion known to be entitled to free school meals is lower than the national average (1.8%), as is the percentage of pupils with special educational needs (12.6%). A characteristic of the school's intake is the substantial variability between cohorts as regards their attainment on entry which is broadly in-line with the national average.

The school offers a rich and varied curriculum including French for all pupils in Years 3 to 6, and subject specialists are used whenever possible. It received the Activemark for sporting provision in 2001 and the Schools Achievement Award in 2002. The school is part of a national pilot scheme for the use of interactive whiteboards.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20244	David Morgan	Lead inspector	Mathematics Information and communication technology Art and design Music Design & technology Physical education
19418	Alison Birch	Lay inspector	
27591	Madeline Cambell	Team inspector	English Science Geography History Religious education Foundation Stage Special educational needs

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This a very good school, achieving high standards, offering very good quality of education, which cares very well for its pupils and has very good links with parents, the community and other schools. The headteacher provides excellent leadership, and the school represents very good value for money.

The school's main strengths and weaknesses are:

- by Year 6, pupils' standards in English and information and communication technology (ICT) are very good.
- pupils' attitudes to work, each other and all staff are very good.
- the school provides a very rich and exciting curriculum.
- the quality of teaching is good overall.
- the care offered to pupils is very good, as is its commitment to the full inclusion of all pupils.
- its relationship with parents and the local community is very good.
- the school has a very good and productive relationship with neighbouring schools.
- the leadership of the headteacher is excellent.
- there is a lack of practical activities, and good recording practice for science in Year 1 and 2.
- although the provision for mathematics is good overall, it lacks a whole school approach, particularly for the teaching of problem solving.

Since the last report the school has substantially improved the role of the subject co-ordinators, the effectiveness of assessment, the tracking of pupils, and the marking of pupils' work. The quality of teaching has improved, and the restructuring of the staffing has led to higher standards. The Foundation Stage has improved its provision and parents are better involved in their children's schooling. Parents believe the school has improved 'out of all recognition'.

STANDARDS ACHIEVED

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

Key: A - well above average; B - above average; C - average; D - below average; E - well below average
Similar schools are those whose pupils attained similarly at the end of Year 2. As the school has a high pupil mobility rate and only 72% of the 2003 Y6 cohort remained in the school throughout, the above grades do not represent an accurate picture. In addition the 2003 cohort had a higher number of pupils with special educational needs than usual. In the opinion of the team, the current standards in year 6 are substantially higher than the chart indicates for the 2003 national tests.

By the end of the Foundation Stage, most children will have reached the Early Learning Goals in all areas of learning, and some will exceed them, particularly in communication, language and literacy, and personal and social education, and creative development.

By the end of Year 2, pupils' standards of attainment are above average in English, mathematics, religious education, art, design and technology, and physical education, and they have achieved well. Standards are well above average in Information and communication technology (ICT) and music, and achievement is very good. In science standards are about average. In history and geography there was insufficient evidence to judge standards.

By the end of Year 6, pupils' standards of attainment are well above average in English, ICT, religious education, design and technology, history and music, and pupils have achieved very well.

Standards are above average in mathematics, science, art, and physical education and pupils have achieved well. In geography, there was insufficient evidence to judge standards. Pupils' personal development is **very good** and they show a high level of independence in their learning. Their moral and social development is **very good**, while the provision for their spiritual and cultural provision is **good**. The school's attendance levels and punctuality are **satisfactory**. Pupils' attitudes to school are **very good**, as is their behaviour.

QUALITY OF EDUCATION

The quality of education provided by the school is **very good**. The quality of teaching is **good** overall with much **very good** teaching which results in **very good** learning and high standards.

The curriculum is rich and exciting and the level of pupil care and support is very good. The school's links with parents, the community and other schools is a strength.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are **very good**. The headteacher gives excellent leadership and demonstrates high personal standards and competencies. The governing body provides good and active support. All teachers contribute well to the effective management of the school.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents express very positive views of the school and agree that the recent improvements have been considerable. Pupils enjoy coming to school and generally express very positive views.

IMPROVEMENTS NEEDED

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

- improve the quality of the teaching of science in Years 1 and 2, to address the lack of practical experiences and the overuse of worksheets.
- further improve the quality of teaching of mathematics, which lacks a whole-school approach, and does not sufficiently promote the development of mathematical thinking through problem solving.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Standards in all subjects are above average (and some well above), except for science in Years 1 and 2, which are unsatisfactory.

Main strengths and weaknesses

- standards and pupils' achievements in English in Year 6 are well above average, particularly in writing.
- standards and pupils' achievements in information and communication technology are very good throughout the school.
- standards in music and design and technology are strengths of the school and pupils achieve very well.
- pupils' achievements in science Years 1 and 2 are unsatisfactory.

Commentary

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

Standards in:	School results	National results
reading	14.7 (15.5)	15.7 (15.8)
writing	14.2 (15.0)	14.6 (14.4)
mathematics	15.0 (16.0)	16.3 (16.5)

There were 12 pupils in the year group. Figures in brackets are for the previous year.

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

Standards in:	School results	National results
English	25.9 (26.6)	26.8 (27.0)
mathematics	25.9 (23.5)	26.8 (26.7)
science	28.1 (27.0)	28.6 (28.3)

There were 21 pupils in the year group. Figures in brackets are for the previous year.

1. The school has found that the attainment profile of each cohort entering the school can vary significantly from year to year, although, on average, they are close to the national picture. The particular cohorts who took the Year 2 and Year 6 national tests in 2003 (whose results are in the tables above) both contained a higher than usual number of pupils with special educational needs. In addition, there have been a number of other factors that had an adverse effect on the standards achieved in the national tests.

- the Year 6 cohort had a high mobility rate and only 72% of the pupils taking the test had spent their entire schooling at this school.
- the 'Foot and Mouth' epidemic of 2001, had a major impact on many pupils and the whole school community.
- the school identified the need for a major staffing restructuring to raise standards and pupils' achievements, particularly in Years 3 to 6.

The above factors all contributed to the lower than usual results, which do not represent current standards. The restructuring of the staff, the appointment of a new Years 3 and 4 teacher, and the increased use of specialist teaching, have all helped to raise standards substantially. Similarly an analysis of the trends of the school's performance in the national tests is untypical of the recent trend to the present day, which has revealed a sharp improvement in pupils' performance.

2. By the end of the Foundation Stage, most children will have reached the Early Learning Goals in all areas of learning, and some will have exceeded them. Overall, most children achieve satisfactorily as a result of the good teaching in most areas of learning. Children's speaking and listening and their personal and social development is above that which is expected nationally.
3. By the end of Year 2, pupils' standards in all aspects of English and mathematics are good and they have achieved well. Pupils' attainment in information and communication technology (ICT) is very good, but in science is satisfactory. In the subjects of religious education, art, design and technology and physical education, pupils attain well and their achievement is good. In music, pupils attain very good standards which reflects their very good achievement. Insufficient history or geography was seen to comment on pupils' achievements or standards.
4. By the end of Year 6, pupils have achieved very well in English reaching standards that are well above average, especially in writing. In mathematics and science pupils reach standards above average and have achieved well. In ICT, pupils' standards are very good and they achieve very well. In religious education, pupils' standards are very good in relation to the locally agreed standards. In history, design and technology and music, pupils achieve standards above national expectations and have achieved very well. In art and physical education standards of attainment are above expectations and pupils have achieved well. Insufficient geography was seen to be able to comment on pupils' standards and achievements.
5. Pupils with special educational needs achieve well throughout the school because they are given work which matches their needs and the specific targets on their individual education plans. They are identified early in their school life and monitored closely to ensure sufficient progress is being made. Very good support by teaching assistants enables all groups of pupils to access all aspects of the curriculum.

Pupils' attitudes, values and other personal qualities

The school's attendance levels are **satisfactory**. Punctuality is **satisfactory**. Pupils' attitudes to school are **very good**. Pupils' behaviour is **good**. The provision for pupils' moral and social development is **very good**, while the spiritual and cultural provision is **good**.

Main strengths and weaknesses

- pupils' interest in school life and the range of activities provided are very good.
- the school is very good at stimulating in pupils a willingness to take responsibility for their own learning and to be enterprising. As a result of this the older pupils are very keen to work independently.
- pupils respond very well to the high expectations set them, from an early age throughout their time at school.
- pupils' personal development, behaviour and sense of working together as a community are very good.

Commentary

Attendance in the latest complete reporting year (2002 - 2003)

Authorised absence		Unauthorised absence	
School data	5.6	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.

6. Pupils' attendance at school is in line with the national average. The majority of parents are keen for their children to learn and send them to school regularly and on time. Apart from a few parents, they make the effort to avoid taking holidays in term time. There were no exclusions in the last school year.
7. All of the pupils questioned during the inspection and in response to the questionnaire agree that they really like school. The pupils enjoy their lessons and work very well together. This was particularly evident in the science and English lessons observed. The school councillors are proud to be part of school life. They suggest new ideas, such as introducing the 'Buddy' scheme for pupils who have no-one to play with in the playground and the 'Bully Boxes' in each classroom. The result has been that there have been less reported incidences of misbehaviour recently. The school council also initiates fund-raising activities. Pupils are involved in a number of very successful enterprises, such as growing and selling bedding plants in their greenhouse. The pupils have also made and sold Christmas Puddings to raise money for the school.
8. The staff are very good at stimulating in pupils a desire to learn, encouraging them to take responsibility for their own learning. The headteacher encourages pupils to work independently towards their targets, in the final year, to prepare them for the transition to secondary school. This has proved to be very successful. Their involvement in their work contributes to the very good attitudes to learning and encourages high levels of good behaviour. The good relationships between pupils extend into the rest of the life of the school where the older pupils feel responsible for the younger ones and help them at lunchtimes. Pupils respond very well to the high expectations set them. This was particularly evident in a very well structured debate about hunting wild mammals with dogs in Years 5 and 6. The pupils had prepared their arguments extremely well and demonstrated a high level of debating skill. Afterwards, the pupils were encouraged to analyse what went well and areas that could have been improved. This contributed to their very high levels of confidence and self-esteem.
9. Pupils' personal, moral and social development is very good. They relate very well to each other, their teachers and other adults. The older pupils are particularly good at expressing their personal values through the writing of prayers, debating issues and through a good understanding of the school rules. As part of their literacy work, the pupils in Years 5 and 6 wrote a very well prepared guide book about the village of Kirkbride, the surrounding villages and the environmental regions within the Solway Plain. The staff have a good understanding of the need for their pupils to learn about the different cultures in Britain and the positive aspects that have had an impact on their own lives.
10. Pupils who have special educational needs are developing confidence and positive self-esteem. They relate well to the teachers and support staff, developing an enthusiasm for their work and an increasing ability to concentrate.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is **very good** as reflected by the **good** teaching, the **very good** curriculum and the **very good** level of care and support.

Teaching and learning

The quality of teaching is **good** overall with much very good teaching. This ensures that pupils' learning is **good**. The use of assessment is **good**.

Main strengths and weaknesses

- teaching is good or better in a very high proportion of lessons.
- all support staff are very competent and effective in supporting pupils' learning.
- the practice of team teaching to teachers' specialisms is effective in raising standards.
- most teaching is lively, inspirational and resources are used effectively.
- most teachers have high expectations of pupils, and challenge them effectively.
- teachers expect good behaviour and establish good relationships with the pupils.
- pupils collaborate well with each other and have a very good capacity to work independently.
- assessment in literacy and numeracy is good.
- all teachers are committed to inclusion.
- some over-use of worksheets limits opportunities for scientific writing and investigations in Years 1 and 2.
- although the provision for mathematics is good overall, there is a lack of a whole school approach, particularly for the development of strategies for problem solving.

Commentary

Summary of teaching observed during the inspection in 26 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	8	14	2	0	0	0

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

11. The quality of teaching is good or better in 92% of lessons seen. This is a substantial improvement since the last report. Teachers plan and prepare well and are committed to the raising of standards. The teaching assistants and other support staff are dedicated, very competent, hard working and committed to supporting the pupils within their care.
12. The recent restructuring of the staff has been successful in raising standards. The use of teachers' specialisms to team teach has been particularly effective. Not only does the specialist subject teaching permeate through the school, but the teachers gain experience in teaching other year groups. This enables them to more effectively lead staff training in their subjects.
13. Teachers have very high expectations of pupils' behaviour and as a result pupils respond well. They establish very good relationships with pupils, who generally show appropriate respect. Teachers have high standards for pupils' work and challenge them appropriately to their needs and abilities.
14. During the group sessions, pupils are given an appropriate range of activities and resources to match their needs, although the restriction of groups to their year group limits the opportunity to extend the younger more able pupils, and better support the older less able pupils, through more flexible groupings. Teachers are committed to the full inclusion of all pupils.
15. Teaching is often lively and inspirational and appropriate resources chosen to aid teaching and learning. There is some evidence of the overuse of worksheets particularly in science in Years 1 and 2.

16. Assessment in literacy and numeracy is good and assessment information is used well to guide future planning.
17. Pupils co-operate and collaborate well together when required to. By Year 6, pupils have a very good attitude to their own learning and show a very high degree of independence and confidence. This enables them to make particularly good progress and prepares them well for their next school.
18. The teaching of pupils with special educational needs is good. Teachers are careful to ensure that these pupils experience success in front of their peers. Teachers provide pupils with challenging but appropriate tasks that develop the specific skills and attitudes that are written in their individual plans. The impact of the range of support by the co-ordinator and support staff is good.
19. Assessment within special educational needs is good. The school policy of early intervention works well and children are monitored from the nursery unit. All staff track the progress of these pupils well. The special educational needs co-ordinator is aware of the needs and development of all the pupils with special educational needs. She keeps records of all contact with those concerned with the care of these pupils, and this close monitoring ensures pupils with special needs are provided for very well.

The curriculum

The school provides a **very good** curriculum for its pupils.

Main strengths and weaknesses

- the curriculum is enriched by a wide range of visitors to the school and activities outside school, particularly for the arts and sports.
- the breadth of curriculum and the opportunities provided in most subjects is very good.
- there is equality of access and opportunity for all groups of pupils.
- the outdoor provision for the Foundation Stage does not include a hard area which restricts the children's movements when the weather is poor.
- the school field needs further attention to make it fully usable.

Commentary

20. In all respects, the curriculum meets the requirements of the National Curriculum and for religious education, which is taught in accordance with the Locally Agreed Syllabus.
21. The Foundation Stage children enjoy a sound start to their early schooling. The curriculum provides a wide range of planned and structured activities which gives the youngest children a satisfactory start to school across all the recommended areas of learning, especially speaking and listening, creative and personal and social development. However, the otherwise good, outside area needs a hard surfaced space to use when the weather has been poor.
22. Visitors, including musicians, local clergy, speakers from charitable organisations, and dance and drama workshops add to the richness of curriculum. All pupils in Years 3 to 6 receive lessons in French. Pupils are involved in a range of educational visits, which make their learning more meaningful. These include Carlisle Cathedral, Tullie House Museum, cinema visits and theatre visits. Pupils also use their immediate locality for study, for example, Year 6 have created an excellent record of the Kirkbride area, using their knowledge of history, geography, English and ICT. Older pupils participate in a biennial residential visit which helps them develop their social skills.
23. The curriculum provided for pupils with special educational needs is good. Through quality planning, and provision, these pupils are given good access to the whole curriculum. They are

fully integrated into all lessons and the very good teaching assistants help these pupils learn successfully.

24. The school provides a good range of extra-curricular activities. These include many sporting activities such as football for boys and girls, high fives and rugby. There are also many musical opportunities such as violins, flutes, trumpets, recorder ensemble and choir. Pupils are also offered a homework club, art activities and computer club. The breadth and range of activities available are a strength of the school. These allow all pupils access to a wide range of studies and help to develop positive attitudes to their learning.
25. School accommodation is very good. The building is spacious, attractive, well maintained and gives most pupils a safe and secure environment in which to learn. The wide doorways and ramps enable access for all pupils. The school field still needs further attention to make it usable for the pupils. Resource provision is very good with interactive whiteboards and a computer suite as well as classroom-based computers, enhancing the quality of teaching and learning.

Care, guidance and support

Pupils' care and welfare is **very good** overall. The school provides **good** support, advice and guidance for pupils based on good monitoring of attainment, behaviour and personal development. The school is **good** at seeking, valuing and acting on pupils' views.

Main strengths and weaknesses

- there are rigorous health and safety procedures and good support for pupils with special educational needs.
- there are effective procedures for child protection.
- very good relationships exist between the staff and pupils.
- the school has very good procedures to track pupils' progress.
- pupils' access to well-informed support, advice and guidance is very good, particularly when acknowledging their achievements.
- induction arrangements for pupils are very good.
- the school is good at involving pupils in its work and improvement.

Commentary

26. The staff are very pro-active in ensuring the health and safety of their pupils through rigorous risk assessments for all school activities. The school employs effective child protection procedures. The staff work in close partnership with those from other agencies to secure their pupils' welfare, including the Literacy Centre, police, nurse, local vicar, fire prevention officer and the educational psychologist.
27. Teachers and support staff provide very good support and guidance to pupils, whose progress is tracked in great detail and assessed thoroughly. They involve pupils in the process as they help set their own targets and assess their own strengths and weaknesses. A number of pupils identified and supported through the tracking system have made particularly good progress. The very good trusting relationships between staff and pupils was clearly observed throughout the school.
28. Induction arrangements are very good for the very young children. As a result, the pupils settle in very quickly and learn the school routines very well. They become very confident quickly, contributing to discussions in class and in the 'Congratulations' assemblies to which parents are invited. The school has an active and enthusiastic school council who take their responsibilities seriously and ensures that all pupils have a voice in the school affairs.

29. All staff supporting pupils with special educational needs encourage them to grow in maturity, independence and self-awareness. The lessons always have a strong component of social training such as sharing work together as well as appropriate learning activities which support their individual education plans. This contributes well to their social development.

Partnership with parents, other schools and the community

This is a strength of the school. The links the school has with the parents and the local community are **very good** as are the links with the other local schools and colleges.

Main strengths and weaknesses

- parents are provided with good information about the school.
- the school is very good at consulting parents as to their views.
- the 'Friends of Kirkbride School' raise funds and support the school in many ways.
- the contribution of parents to their children's learning at home and in school is very good.

Commentary

30. Most parents are very pleased with the school, not only for what it offers their children but also themselves. They are provided with good information about the school, especially through the comprehensive school prospectus, the curriculum information describing what will be taught each term, and by regular letters.
31. Parents agree that the headteacher and staff are very approachable and make themselves readily available to listen to them and discuss concerns. The school regularly consults parents to seek their views about how to improve the school for their children. Parents assist in lessons and on educational visits. Many have contributed to a register of their talents which enables the school to effectively utilise their skills, such as French lessons and sporting activities. The parent-teacher association, Friends of Kirkbride School, is very successful in raising funds for the school.
32. The school runs many meetings to inform parents of the curriculum being taught to their children. As a result, parents feel more able to help their children with their homework, such as reading, mathematics and topic work.
33. The parents of pupils who have special educational needs value the commitment of the staff who care for their children. Parents are invited to all review meetings and there is close liaison with them regarding their children's progress and to ensure that their transition to secondary education is seamless and appropriate.
34. The school is very aware of its invaluable position within the community in supporting the parents, pupils, local residents and businesses. The vision of the headteacher and staff is to offer education to everyone. Of particular value is the very successful initiative of creating the Kirkbride Community Development Centre within the school. Not only does it provide a vast range of courses for parents, grandparents and other people in the community, it also provides training for the staff. It also provides a high level and quality input into the information and communication technology systems that support pupils' learning in lessons.
35. The liaison with the local cluster of schools is well developed. For example, the school has been involved in a great deal of work with the local secondary school to ensure the smooth transfer of pupils when moving to the next stage in their education. The parents and pupils are very confident about how smooth the transfer is. Likewise, parents are very pleased with the home visits and good support offered to the very young children when they start school. There are many other links with the community that benefit the residents and pupils alike, such as the concerts given to elderly and disabled residents in the village, the communal use of the school

library and the commendable work of a local farmer and turf company to repair the damage to the water-logged football pitch.

LEADERSHIP AND MANAGEMENT

The governance of the school is **good**, the headteacher's leadership is **excellent** and the management of the school is **good**.

Main strengths and weaknesses

- governors have a good understanding of the strengths of the school and what should be done to improve its performance.
- the leadership of the headteacher is excellent.
- the headteacher has very high aspirations for the school, and leads by example through total dedication, very high personal standards of teaching and a determination to ensure high standards of learning and personal development of all pupils.
- the schools' procedures for self-evaluation and planning for improvement are very good.
- the headteacher and governors have significantly enhanced the quality of the schools' resources by successfully bidding for major improvements to the accommodation and other resources.

Commentary

36. The school manages its finances well and has good systems in place to ensure this. With the appropriate monitoring of the governors, the budget is well prioritised and managed.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)		Balances (£)	
Total income	230,134	Balance from previous year	13,030
Total expenditure	227,610	Balance carried forward to the next	15,554
Expenditure per pupil	2,109		

37. The governors play an effective role in the school, through a balance of support and critical analysis. They have a well structured committee system including individual responsibility for different aspects of the curriculum. Most are able to visit the school regularly to observe teaching, monitor pupils' work and to discuss issues that are current at the time. They take a proactive role and have a very good working relationship with the headteacher. They understand well the priorities of the school as reflected through its strengths and weaknesses. One particular achievement has been to support the headteacher's successful bids to make very substantial improvements to the school's buildings and other major resources.

38. The headteacher has very high aspirations for the school and leads by excellent example. Her teaching is of a very high quality, and her commitment to the personal and academic development of all pupils is exemplary. This is achieved through total dedication and unstinting personal effort.

39. Her evaluation of the school's performance is very detailed and accurately identifies areas for continuing improvement. This is formalised into a very effective School Improvement Plan, which focuses on the raising of standards.

40. Subject co-ordinators effectively monitor their subjects in terms of the quality of teaching and the standards the pupils reach. The management of special educational needs is good. Given her limited non-contact time to fulfil this role, the co-ordinator is very well aware of the needs, progress and next step for all pupils with special educational needs. The governors are

supportive of the special educational needs co-ordinator and the needs of the pupils in school. Liaison with regard to pupils' next phase of education commences early so that transition arrangements are clear and understood by pupils, parents and teachers.

41. Tasks are well delegated within the restrictions of a small school, and the staff work very well as a team. The school's targets are realistic and take into account the substantial difference between each cohort of pupils. Management systems are effective and relevant documents clearly set out what is expected of staff and where to find the appropriate information and support. Performance management systems are well established and staff training is a high priority in the continuing processes of raising standards.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision for children in the Foundation Stage is **satisfactory**.

Main strengths and weaknesses

- children make good progress in personal and social education, their communication, language and literacy, and their creative development.
 - children who have special educational needs are identified and monitored early in their school life.
 - all groups of children are challenged by appropriate activities and good teaching, especially in music.
 - the accommodation in the reception unit is good, although the outside play area, needs a hard area.
42. Children in the Foundation Stage work towards the nationally agreed Early Learning Goals. They are given work that is stimulating, interesting and of good quality. This motivates all children, including those with special educational needs, to learn effectively. By the end of the reception unit, most children will have reached the Early Learning Goals in all areas of learning, and some will exceed them. Overall, most children achieve satisfactorily as a result of good teaching in most areas of learning. Strengths of the reception unit include the development of the spoken word, an emphasis on phonic work, a well qualified and confident teaching assistant and high quality provision for music by a specialist teacher. Curriculum planning is sound but assessment procedures, especially in the nursery, need to be more formalised so that they provide meaningful and manageable information which guides future planning for all children. All staff bring enthusiasm, skill and understanding to the children's learning and every opportunity is taken to develop spoken language, literacy and numeracy skills.
43. Other key strengths of teaching are the consistently high expectations of the teacher and support staff and their organisation and management of the children. Activities are based upon the Foundation Stage curriculum and as the children get older, some are introduced to slightly more formal ways of working to prepare them for the National Curriculum.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve well because of good teaching and high expectations set by all staff.
 - Caring and warm relationships help children settle quickly into school and become familiar with the organisation of their days.
44. All children in the reception unit achieve well because they receive patient, caring and appropriate teaching. Progress is good because the teacher specifically plans activities to promote skills through all areas of learning.
45. Once in school, the children quickly get to know regular routines and older children act as role models for the nursery children. They understand the need to change activities and learn how to make independent choices. They take part willingly at 'tidy up time', because they have learnt that working together makes the task easier. All staff praise good behaviour and explain calmly why certain behaviours, like shouting out or not sharing, are unacceptable. As a result, most

children are beginning to show good levels of self-discipline and confidence by the end of the year.

46. Relationships are very positive in the reception unit and this plays an important part in the children's learning. Children enter school somewhat anxiously but because of very good induction arrangements and the support of all staff, children gradually settle and are soon keen to get involved in the range of activities. They enjoy their work and soon become confident. They respond positively to all the new experiences such as the role play in the area laid out as a gingerbread man café or making gingerbread men.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- All staff take every opportunity to develop the children's language skills, and teaching is good.
47. Most children enter school at the expected levels for speaking and listening but some are lower. By the end of the Foundation Stage, most children will have achieved the Early Learning Goals and many will have exceeded them, working on the early stages of the English National Curriculum. Children make good progress because of good teaching by all members of the teaching team.
48. Throughout the reception unit, children develop their confidence with speaking because staff engage in almost continual conversation with them. They chat, question and encourage the children to extend their vocabulary and their confidence in the spoken word. The children learn to initiate their own conversations and they become interested in the well planned activities as they play at the writing table or in the newly organised café area.
49. The reception unit children listen well to class stories such as 'The Gingerbread Man'. Higher attaining children can identify the names, sounds and blends of certain letters and are able to write simple words. Clear labels, descriptions and pictures are prominently displayed and used to encourage the development of early reading skills.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

50. Provision for mathematical development is sound in the reception unit and by the time most children enter Year 1, they are likely to have attained the expected Early Learning Goals and some will have exceeded them. In school, they experience a wealth of opportunities to use mathematics in practical ways and across other areas of learning. They are introduced to simple numbers, names and shapes and whilst some are beginning to count to five or ten forwards and backwards, a few children are working with numbers up to 20. They count the number of little ducks that go swimming, and they sequence stories such as 'Three Billy Goats Gruff'. They begin to go shopping for items up to 5p and they measure length using non-standard measures such as crayons and straws.
51. Staff encourage children to use mathematical vocabulary as they explain their work. Much attention is given to consolidating children's learning through play situations and comparison language such as small, long, longer, big and bigger, and is emphasised by all staff in as many situations as possible, such as during creative and making activities. In the reception unit, teaching in mathematical development is good, offering all children opportunities to consolidate learning and extend their mathematical thinking in a meaningful and enjoyable way.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

52. The reception unit makes sound provision for developing children's knowledge and understanding of the world, and achievement is satisfactory. By the end of the reception year most children will be working at the expected levels. Staff plan an interesting range of activities which help children learn about the world around them and help develop an appropriate vocabulary. For example, they watch how materials change once they have been cooked in the oven. They have created a large castle to accompany their story telling and they make peg dolls with a parent helper. In most activities, children have good adult support to help them develop vocabulary and knowledge.
53. In the reception unit, all children have good access to computers. Some children are able to use click and drag across the screen whilst others find the necessary hand-eye co-ordination difficult. All are given support and guidance at an appropriate level.
54. Children take part in discussions about their own traditions and those of other cultures, for example they celebrate Chinese New Year.

PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory**.

55. By the end of reception, most children will have reached the expected standards in physical development and many will have surpassed them. The children learn quickly and their achievement is sound because they participate in structured and purposeful activities both indoors and outdoors. The reception unit children use their large outdoor area only in fine weather as it has no hard surface. They use the hall for physical education lessons, using large and small apparatus. They begin to develop an awareness of space and how to move about safely, with due regard to others. They are able to run, jump, hop and try to skip.
56. The reception unit children are given ample opportunity to develop hand-eye coordination. They manipulate the computer mouse and roll and mould play dough and pastry. They use scissors, glue sticks and paintbrushes when making gingerbread men masks and use a variety of equipment in the role play areas. They are offered a wide range of construction toys to use on the carpeted areas. They use large construction bricks to make a castle for Cinderella and benches for a bridge for the Billy Goats Gruff.

CREATIVE DEVELOPMENT

Provision for creative development is **good**.

Main strengths and weaknesses

- The range of activities and resources provided is good.
 - Musical development is very good.
57. By the end of reception, many children's attainment in creative development has reached the expected level for children of this age. This is because of sound provision and good teaching by all staff. Children's achievement is satisfactory as they have access to daily activities such as paints, collage opportunities, and a variety of fabrics, papers and artist's materials.
58. Children's creative skills are developed further by the provision of a wide range of activities in the role play areas using good quality resources which children use imaginatively with useful adult input. Staff talk to children as they play, to develop their ideas and vocabulary, and to encourage their understanding of the need to share and help others.

59. Music development is a strength of provision in the Foundation Stage. With the very good teaching by a specialist, children learn to compose and perform music to accompany the story of the 'Three Little Pigs'. They experience a wide range of different instruments from a variety of cultures, they learn to sing and play together and appreciate the efforts of each other's performances.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

The provision for English is **very good**.

Main strengths and weaknesses

- by the end of Year 6, standards are well above average and pupils' achievement is very good.
 - teaching is good overall with some very good teaching.
 - there are many opportunities for extended writing in other areas of the curriculum, especially in history and religious education.
 - leadership of the subject is very good.
60. Pupils in the current Year 6 have achieved very well during their time in school. They develop listening skills well because they are really interested in lessons and take an active part in discussions. Their speaking is also very good because they are given many opportunities to enrich their vocabulary and work together in pairs and groups. Older pupils conducted a formal debate on the issue of hunting wild mammals with dogs, which was carried out with great confidence and skill. As their vocabulary is extended, their written work reflects such enrichment and is of a very high quality. Pupils with special educational needs achieve well because of the very good support they receive.
61. Teaching in English is good overall, with some very good, especially in writing. In these lessons, teachers are enthusiastic and explain new ideas clearly. Pupils understand how well they are doing and what they need to do next. In Years 1 and 2, pupils worked on the story of 'The Ugly Ducking', learning how to sequence the story and create expressive dialogue through a variety of activities including role play, puppets and strip cartoons. This level of variety of activity enables pupils of all abilities to make good progress.
62. Year 5 and 6 pupils began work on 'The Willow Pattern' legend, and the class teacher had a variety of resources to stimulate pupils' learning including china plates and bowls and a tablecloth loaned by a villager. Texts were drawn from many sources so that pupils knew of several interpretations of the story and looked for metaphorical expressions within the texts. Throughout the school, pupils are given many opportunities to write expressively and factually. However, younger pupils need more opportunities to write scientifically as, currently, overuse of worksheets inhibits progress in this aspect of writing.
63. By the time pupils leave Year 2, their reading skills are well developed. They know how to use a variety of strategies when tackling difficult words. This is the result of the good teaching that is seen in the Foundation Stage which continues in Years 1 and 2. These good foundations for reading are further developed as the pupils move through the school. By the end of Year 6, pupils thoroughly enjoy reading activities. They use their voices expressively to emphasise the meaning to the listener. They are aware that using punctuation correctly also helps to ensure meaning and to add emphasis to moments of suspense. They discuss fiction and non-fiction work with confidence, have developed favourite authors and use the library and ICT to research their work.
64. The leadership and management of the subject is very good. The co-ordinator monitors teaching and pupil work throughout the school. She undertakes an analysis of standard assessment tests (SATs) results and identifies areas for development which will have an impact

in the short term, and later, for younger pupils. Her action plan is realistic, well formulated and the steps to achieve targets clearly identified. Tracking of pupils' work is fully developed and the co-ordinator is aware of the strengths of the subject and how to continue to raise standards throughout school.

Language and literacy across the curriculum

65. Opportunities for speaking and listening are well developed by all staff in most curriculum areas, and in music and history, pupils are expected to give explanations about their composition or research. Writing opportunities are well developed across the curriculum although there needs to be greater emphasis on written work in science for younger pupils. Pupils are given a wide variety of texts to read including stories with younger pupils and original historical documents with the oldest pupils.

MATHEMATICS

Provision in mathematics is **good** overall.

Main strengths and weaknesses

- teaching is good overall
- there is good use of inter-active whiteboards to support teaching & learning.
- the cross-curricular use of mathematics supports its development well.
- there is insufficient emphasis on the development of pupils' own strategies for calculation.
- there are insufficient problem solving opportunities to help develop sound mathematical thinking.

Commentary

66. The achievement of the current Year 6 pupils has been inconsistent through the school, but their standards of attainment are now above the national average and they are making good progress. Pupils make a good start in the Foundation Stage and most enter Year 1 having achieved the Early Learning Goals. Their achievement through Years 1 and 2 is good, and by Year 2, most reach standards a little above expected levels.
67. During one Year 6 lesson on similar fractions, pupils demonstrated secure basic skills in many of the elements of number and calculation, and talked logically and confidently about the processes they were using. They were highly motivated and showed very good independence and self-discipline.
68. The quality of teaching is good overall, but there is some inconsistency of approach.
69. The three-part lesson is well established, but some teachers do not put sufficient emphasis on enabling individual children to develop their own ways of calculating, and to give them opportunities to discuss their methods with other pupils during the mental starter session. During the groups session pupils are generally given appropriate tasks and resources are used well to support pupils' learning. Some teachers are reluctant to allow the pupils to spend time on practical activities to ensure that concepts are well formed, before they record their work. Support staff are competent and well used to teach individuals and groups.
70. Teachers use assessment data well to guide their planning and pupils have a good understanding of what they need to do to improve. Teachers' planning and current practice are strongly linked to the National Numeracy Strategy Unit plans, which give a progressive structure to mathematics teaching. However, insufficient attention is given to developing mathematical thinking in pupils through problem solving.

71. Interactive whiteboards are used well to support teaching and learning, and pupils have access to mathematical programs such as Logo. They have made a good start in this aspect of mathematics but their work in this area could profitably be developed to support the formation of thinking skills, as can the creative use of spreadsheets.
72. Although the quality of the teaching of mathematics is good overall, the co-ordinator has recognised the need for further staff development and has an appropriate action plan.

Mathematics across the curriculum

73. Pupils collate and interrogate data within spreadsheets and produce graphs to illustrate their findings in science, which is an effective use of the skills they have learned in mathematics. A particularly good example of applying mathematical knowledge to other subject areas occurred during a design and technology lesson with Year 6, when one pupil was able to calculate the internal angle of an octagon which helped her construct the roof of an octagonal pagoda.

SCIENCE

Provision in science is **good** overall.

Main strengths and weaknesses

- standards in Year 6 are above average.
 - good teaching in the juniors enables pupils to make sound achievement.
 - national test results need to be analysed to guide future planning.
 - the teaching of science in Years 1 and 2 lacks practical activities, interest and challenge.
74. By the end of Year 6, standards in science are above those expected and achievement by pupils is good. This is the result of the good teaching in the juniors and the many opportunities pupils have to carry out investigational work. In the infants, standards are satisfactory and achievement is below expected levels, as pupils do not have enough opportunity to carry out challenging scientific work. There is an overuse of worksheets with these younger pupils which limits their scientific writing. Pupils with special educational needs make the same progress as their classmates as they are supported by well briefed teaching assistants.
75. The quality of teaching and learning, although variable, is good overall.
76. In a Year 1 and 2 class, pupils tried to decide if materials were natural or man-made. During this lesson, there was not enough hands-on activity for the majority of the class and the higher ability pupils were not sufficiently challenged by the worksheet used for recording. Investigational science is developing well throughout the rest of the school and from scrutiny of pupils' books, it was apparent that older pupils are beginning to carry out their own investigations, and are able to draw a conclusion, evaluate results and interpret data. They construct classification keys using shells collected from the nearby estuary and are able to carry out such work independently. These pupils are confident, well motivated and capable of high achievement as a result of the very good teaching from their class teacher.
77. Pupils are encouraged to develop social skills by working with groups or partners. Most teachers' subject knowledge is secure and there is an emphasis placed on developing a scientific vocabulary. For example, Year 6 pupils described a variety of seaweed having 'edges like a saw', whilst another classified shells as 'univalve, bi-valve or gastropod'.
78. The science co-ordinator monitors teaching and learning across the school, scrutinises planning and pupil books, but has not grasped the need for challenge from an early age. No adequate analysis has been made of last year's national test results, which is a fundamental requirement for the successful development of the subject.

INFORMATION AND COMMUNICATION TECHNOLOGY

The provision in information and communication technology (ICT) is **very good**.

Main strengths and weaknesses

- pupils have good access to computers to support their learning.
- teachers and support staff have very good levels of computer skills.
- pupils' skills are well developed which enables them to use ICT effectively.
- all teachers have access to interactive whiteboards and use them effectively in their teaching.

Commentary

79. ICT is a strength of the school. Standards are high and it contributes well to the pupils' learning. In Year 6, pupils have very secure computer skills and confidently approach new challenges. They have reached standards well above national expectations and demonstrate very good achievement. This is the pattern throughout the school.
80. By the time pupils enter Year 1, they have acquired sufficient skills to log-on successfully, access particular programs, and complete simple tasks by the successful use of a mouse. By Year 2, pupils drag and drop clip art into word processed documents and can create pictograms to represent simple data. In Year 6, pupils have acquired skills in a very good range of applications including 'Power Point' where they improve their multi-media presentations by inserting hyperlinks.
81. Throughout the school all pupils use CD-Roms and the Internet to find information for their projects.
82. The quality of teaching is good overall. Teachers and support staff have good personal skills and some have advanced skills. This ensures that pupils are given very good support. The school is taking part in a pilot scheme to use interactive whiteboards to support teaching and learning. Although this project is in its early stages, it is already having a major impact on the quality of teaching and pupils' subsequent learning. Teachers use computer peripherals such as microscopes and visualisers to enhance their teaching and younger pupils use simple floor robots to develop orientation and estimation skills.
83. Pupils have very good access to computers. In addition to the networked suite, which can accommodate one year group, pupils have access to the community development centre (housed in the centre of the school), whenever it is free. The result is that ICT is firmly embedded in the curriculum and forms a key part in the pupils' learning.
84. The co-ordinator for ICT has good personal skills and leads the subject well. She has appropriate plans to further develop the use of ICT within the school.

Information and communication technology across the curriculum

85. Work in pupils' books shows a wide use of ICT to support most areas of the curriculum, especially English, where pupils use their word processing skills to edit and attractively present their written texts. In mathematics, pupils present data as graphs, and use spreadsheets to analyse the data. They investigate regular geometrical shapes with logo and estimate distance with a floor turtle. Pupils use the Internet and CD-Roms to search for information to support their project work, and experiment with sound and graphics programs.

HUMANITIES

Geography

86. No geography lessons were seen during the inspection and only a limited amount of pupils' work was available. Therefore, there is insufficient evidence to form an overall judgement about provision and standards in the subject. However, teachers' planning indicates that there is an appropriate curriculum for the subject.

Religious education

Provision in religious education is **very good**.

Main strengths and weaknesses

- pupils have a good knowledge of facts and stories relating to Christianity and other major world religions.
- pupils understand how religious principles can relate to their own lives.
- visits to places of worship and a variety of visitors enrich the curriculum.
- the subject makes a good contribution to pupils' spiritual, social, moral and cultural development.

Commentary

87. Standards are good in Years 1 and 2 as is pupils' achievement. In Years 3 to 6, standards are well above those expected and pupils make very good progress. Pupils with special educational needs achieve the same as their classmates because their learning tasks are modified according to their particular needs and they are well supported in the classroom.

88. Discussion with pupils shows that they are interested in what they learn. Infants study special places and objects. They carry out work on 'Belonging', whether to a group, a school, a family or class. They find ways in which they can make their classroom amazing, suggesting such ideas as 'don't bully, don't fight and have brilliant friends'. Pupils in Years 3 and 4 re-tell the story of the 'Good Samaritan' by creating stick puppets, writing an interview schedule and sequencing the story. Parent helpers support activities and pupils enjoy the range of learning opportunities.

89. Pupils in Years 5 and 6 work on special characters from the Old Testament such as Abraham and Jacob. They research William Booth and the founding of the Salvation Army and are helped to understand what it must have been like queuing for a 'farthing breakfast'. They discuss what it must be like living in a community, and experience at first-hand 'A monastic experience' in Carlisle Cathedral. Such creative approaches make the subject come alive for pupils and help them to understand what faith means to some people and why.

90. Teaching is very good overall and effectively helps pupils to learn how religious beliefs can affect their lives. The subject makes a good contribution to the pupils' moral, cultural, social and spiritual development. The leadership of the subject is good and the co-ordinator teaches the subject throughout the school, ensuring that her flair and enthusiasm is accessible to all pupils.

History

Provision for history is good in Years 3 to 6, but there is insufficient evidence to make a judgement in Years 1 and 2.

Strengths and weaknesses

- a wide range of visits and visitors help to enrich the curriculum.

- there is a good practical approach to the subject.
- there are many opportunities for pupils to write, which supports their literacy.

Commentary

91. Only one lesson was seen in the infants and, although some examples of pupils' work were seen, there was insufficient evidence to make a secure judgment about standards and the quality of teaching and learning in history in this part of the school. However, it is apparent that good use is made of the local area to make pupils' learning meaningful.
92. In Year 6, standards are well above national expectations as a result of the high quality teaching, the challenge given to all pupils and the very positive attitude of the pupils towards their work. They have achieved well.
93. The pupils gain good knowledge about different eras of history as they move through the school. Teachers use places of interest and the locality as well as visitors to support, consolidate and extend pupils' learning. Pupils develop their historical skills well through a variety of learning methods, and the very good resources loaned from local museums and other agencies help to make the pupils' learning meaningful.
94. Older pupils make use of the locality and original source materials to extend their history skills. Pupils investigate the local community as well as many of the local villages to discover what changes have taken place. They discover how the old school and railway station are now houses and what use was made of a local airfield. ICT skills were well used throughout this project and a high quality booklet produced.
95. Pupils make use of original source materials to discover how their village has changed since the school was opened. They use census returns, old photographs, the church baptism roll as well as copies of old maps to compare and contrast then and now. They are asked to consider why the three blacksmith forges have disappeared from the village and why so many people used to be agricultural workers. Pupils studied the original school log book including the day the school opened and its first inspection. This high quality work helps pupils make sense of their environment and builds on historical skills that are established earlier in school. Most pupils find the subject interesting and enjoyable and are able to make good use of their literacy skills to record the subject in exciting ways.

Example of outstanding practice

This is an example of pupils working enthusiastically with original source materials to develop their ideas of change over a period of time.

It had rained continuously for a week and the proposed trip to the churchyard to investigate the gravestones (as part of a project featuring the use of primary source materials) was literally 'washed out.'

The class teacher produced, in a very short space of time, a large collection of original source materials: maps of 1865 and 1900, baptism records from the local church role, census records, old photographs of the village and the original school log book dated 1877. The teacher read several extracts: the opening day of the school, an account of a child receiving a 'thrashing' for not doing his homework, and an entry about a school inspection, circa 1880! With the pupils' interest thoroughly engaged, the documents were handed over to them.

They eagerly searched, finding out about the past and comparing it to the village as it stands to-day. The three blacksmiths had all disappeared, many of the occupations were linked to agriculture and the local rector seemed to have been kept very busy! One document revealed the discovery of a well, which was found in one child's garden, as a result of her father's tractor wheel getting stuck in it!

The whole experience made the learning very relevant and exciting for these pupils, some of whom expressed a determination to continue their studies at home.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art

Provision in art is **good**.

Main strengths and weaknesses

- Art plays a valuable part in enhancing project work especially history.

Commentary

96. The standard of art throughout the school is good. Pupils have secure skills in most aspects of art and achieve well. Wall displays, collections of past work, and their current sketch books and folders, show that standards are generally good and they experience a wide variety of activities and media. Art is often linked to their topic work which increases pupils' motivation and enhances their learning. One area for development is a greater appreciation of the work of artists past, present and from different communities and cultures, so that pupils have an even broader range of ideas, styles and techniques to feed the development of their own artwork.

97. In the two lessons seen, the quality of teaching was good. The subject is well managed by the co-ordinator who ensures that pupils have good materials to work with and acquire a good range of skills.

Design and technology

Provision in design and technology is **very good**.

Main strengths and weaknesses

- pupils skills are very secure.

Commentary

98. Design and technology is a strength of the school. Standards in Year 6 are very good and pupils achieve very well. Pupils plan in good detail and make appropriate choices of materials, construction techniques and mechanical devices. They revise plans well after trials. They demonstrate good construction skills and design ideas in their models and evaluate their work critically and sensibly.

99. The co-ordinator teaches Years 1 to 6 and has a very good level of expertise in the subject and plays an important role in its development throughout the school.

Music

Provision in music is **very good**.

Main strengths and weaknesses

- pupils have many exciting and challenging experiences.

Commentary

100. Music is a strength of the school. Pupils in Year 6, many of whom are in the choir, sing enthusiastically and well in tune. Their skills in composition and performing are well developed and they have good opportunities to perform within the school and to the local community.

Throughout the school, pupils make music with tuned and untuned instruments, learn a good range of composition techniques and systematic ways of notating the composition from simple graphic scores to traditional notation. Pupils have good extra-curricular opportunities including learning to play trumpet, violin and recorder (descant, treble and tenor). About 20 pupils meet weekly to play together in a simple orchestra, music which has been arranged for them by the music co-ordinator. They play with great enthusiasm and produce a very pleasant sound. One more able pupil was even allowed to improvise a part on a xylophone, which is very good practice.

101. The resources are very good for music, particularly the interesting and varied range of instruments from other cultures.
102. The quality of teaching by the music co-ordinator, who teaches music throughout the school is very good. She has very good personal skills and plans and prepares conscientiously, so that all pupils achieve well.

Physical education

Provision in physical education is **good**.

103. In Year 6, pupils reach standards which are above average, particularly in team games. They have good curricular and extra-curricular opportunities and support the clubs well.
104. The co-ordinator, who has good personal skills, engenders enthusiasm amongst the pupils and teaches basic skills well. He has an appropriate action plan to further develop the subject.

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