

# **INSPECTION REPORT**

## **LINDALE CHURCH OF ENGLAND PRIMARY SCHOOL**

Grange-over-Sands

LEA area: Cumbria

Unique reference number: 112286

Headteacher: Mrs S J Sharkey

Lead inspector: Mr C Smith

Dates of inspection: 3<sup>rd</sup> – 5<sup>th</sup> November 2003

Inspection number: 256743

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Voluntary Controlled
Age range of pupils:	3 – 11 years
Gender of pupils:	Mixed
Number on roll:	67
School address:	School Hill Lindale
Postcode:	LA11 6LE
Telephone number:	01539 533480
Fax number:	01539 533480
Appropriate authority:	The Governing Body
Name of chair of governors:	Mrs H Towers
Date of previous inspection:	June 1998

## CHARACTERISTICS OF THE SCHOOL

Lindale Church of England Primary School and Community IT Centre caters for 67 pupils (43 boys and 18 girls) aged 3 to 11. The school takes children from a mixed, rural community and many of the children benefit from socially disadvantaged backgrounds. Only a tiny number of children are eligible for free school meals. The number of pupils with special educational needs is currently below average, although this figure fluctuates considerably from year-to-year. Only one pupil has a statement. Pupils' special needs are largely related to learning and speech difficulties. Almost all pupils are white and all are English speaking. The number of pupils attending the school is not rising or falling significantly and movement of families in and out of the area is minimal. The school has a part-time nursery with 10 children attending. The provision has been extended through an additional nursery class, which operates each afternoon in school, with the reception children. During the inspection, therefore, it was only possible to observe the nursery children in the afternoon sessions participating in activities designed to develop their creative and physical skills and extend their knowledge and understanding of the world. The school has achieved 'Investors in People' status, gained a Curriculum Award and received the Local Authority's 'Kitemark' Award for the quality of its 'Early Years' provision. The school is increasingly offering community learning programmes, the extent and quality of which are featured in this inspection report. Children enter the school with a wide range of levels of attainment but for the majority it is higher than expected for their age.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
25211	Colin Smith	Lead inspector	Mathematics Science Information and communication technology Design and technology Music Physical education
9952	Lillian Brock	Lay inspector	
23887	Peter Nettleship	Team inspector	The Foundation Stage English Religious education History Geography Art and design Special educational needs

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**The school provides a sound education for its pupils and offers satisfactory value for money.** Through the headteacher's resourceful leadership, the school is also able to provide a wealth of additional activities, which help to raise pupils' achievements. Teaching is satisfactory overall. Pupils are eager to learn, behave well and achieve steadily. Management is satisfactory and good administration ensures that the school operates smoothly.

**The school's main strengths and weaknesses are:**

- Pupils achieve high standards in reading, mathematics, information and communication technology (ICT), art and design, physical education and citizenship;
- Pupils with special educational needs make good progress, although the more able junior pupils do not fulfil their potential in writing or science;
- Teaching is good in the infant and upper junior classes but there is scope to make further improvements in all classes through more effective checking on how well pupils are learning;
- There is a strong home/school partnership and excellent links with the community.

**Satisfactory** improvements have been made since the last inspection. Teachers now benefit from clearer guidance on what to teach and how to assess pupils' learning. Consequently, teaching has improved to some extent and standards are higher in a number of subjects, including mathematics.

### STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2001	2002	2003	2003
Reading	B	A	A*	A
Writing	A	A	A*	A
Mathematics	B	D	A*	A*

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those with similar percentages of pupils eligible for free school meals*

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2001	2002	2003	2003
English	A	C	C	C
Mathematics	A	D	A	A
Science	A	C	D	D

*Key: A – well above average; B – above average; C – average; D – below average; E – well below average*

*Similar schools are those whose pupils attained similarly at the end of Year 2.*

**(Results can be unreliable with such small pupil numbers)**

**Pupils achieve steadily overall.** Children enter school with good attainment for their age. They make sound progress in the reception class overall, and achieve well in literacy, mathematics and in their personal and social development. By the end of the reception year, children's attainment is higher than expected in most areas of learning. Effective teaching in Years 1 and 2 enables pupils to make good progress to reach high standards in reading, writing and mathematics. Pupils achieve steadily in Years 3 and 4 and their learning accelerates in Years 5 and 6. By the age of 11, standards

are high in reading, mathematics, ICT and higher than expected in art and design and in physical education. Standards in other subjects are at least at the levels expected. Pupils with special educational needs make good progress. However, the more able junior pupils do not achieve as well as they should in writing and in the investigational aspects of science.

Pupils' moral, social and spiritual development is **good**. Their cultural development is **satisfactory** and the headteacher is trying to re-establish links with schools serving a very different community to broaden pupils' understanding of cultural diversity. In response to the good provision, pupils develop positive attitudes to learning, behave well and relish the many opportunities to take responsibility and gain independence. Attendance and punctuality are **good**.

## **QUALITY OF EDUCATION**

The quality of education provided is **sound** and teaching and learning are **satisfactory**. Reception children benefit from good teaching of reading, writing and number, although more could be done to stimulate reception and nursery children's curiosity. Teaching is good in the infant class and some very good teaching is provided by the headteacher. Teachers have expertise in most subjects, which enables them to explain new ideas clearly and question pupils well to gauge their understanding. The use of computers and homework, along with good support from classroom assistants and voluntary helpers makes a significant contribution to pupils' learning, particularly those with special educational needs. Small classes enable teachers to give valuable individual support, however, the work provided for the more able pupils does not always fully extend their learning.

Staff take **very good** care of the pupils and guide them well in their personal development. The school maintains a strong partnership with parents and has forged **excellent** links with the community. Some highly successful projects bring many benefits, not least in raising pupils' achievements in ICT, art and design and sport.

## **LEADERSHIP AND MANAGEMENT**

Leadership is **good** and management is **satisfactory**. The headteacher leads by example and her vision and energy are reflected in the wide range of activities and opportunities available to pupils and adults. Governors provide good support by visiting the school regularly and giving of their time freely to secure the best possible opportunities for the children. There are some strong aspects of management, such as effective financial planning and staff training. However, governors and staff need to be more rigorous in checking how well pupils are learning and using the information gathered to ensure that all pupils achieve as well as they can in all subjects.

## **PARENTS' AND PUPILS' VIEWS OF THE SCHOOL**

Parents have a **high regard** for the school. Pupils enjoy learning. The school is progressively reaching out to discover parents' views and striving to involve all members of the school community in its work.

## **IMPROVEMENTS NEEDED**

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

- Raise standards in writing in junior classes and improve pupils' investigation skills in science;
- Ensure that the more able pupils receive work that consistently extends their learning;
- Check pupils' learning in their books more thoroughly to ensure that improvements are made.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in areas of learning, subjects and courses

Pupils achieve **steadily**, as they did at the time of the last inspection. However, infant pupils achieve **well** as do Year 5 and 6 pupils, when taught by the headteacher.

#### Main strengths and weaknesses

- Standards in the infants are rising more quickly than in the juniors;
- Pupils achieve well in reading, mathematics, ICT, art and design, physical education and citizenship;
- Reception and nursery children achieve well in literacy, mathematics and in their personal development but more could be done to stimulate their curiosity;
- Pupils with special educational needs achieve well, although the learning of the more able pupils is not always extended sufficiently;
- There is scope to improve pupils' writing in junior classes;
- Pupils' knowledge of science develops more quickly than their investigation skills.

#### Commentary

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

Standards in:	School results	National results
English	27.0 (27.0)	26.8 (27.0)
mathematics	29.3 (25.8)	26.8 (26.7)
science	27.9 (28.2)	28.6 (18.3)

*There were 13 pupils in the year group. Figures in brackets are for the previous year. Only three pupils took the tests for 7-year-olds in 2003; therefore these results have not been published.*

#### Commentary

1. Standards by the age of 7 have risen to well above average levels in reading, writing and mathematics, as they are now. This represents a significant improvement on the satisfactory standards reported in 1998. Infant pupils achieve well because of the skilled teaching, which ensures that they become fluent readers, expressive and accurate writers and confident in handling numbers. Standards by the age of 11 had reached well above average levels until 2002 when results slipped, largely because out of the six pupils in the year group, three had special educational needs. Standards in mathematics returned to their former high levels in 2003 but this was not the case in science or in English because some of the more able pupils did not fulfil their potential in reaching the higher levels.
2. Pupils achieve well in reading and mathematics because these subjects receive much attention and homework plays an important part in providing regular practice. As a result, pupils learn to read with expression and good understanding. They develop competency in calculating and become proficient in solving mathematical problems. Through good teaching and frequent opportunities to use computers, pupils reach high standards in all aspects of ICT. Pupils benefit from specialist teaching of art and design to reach levels higher than expected and many pupils reinforce their learning by attending the after school craft club. Pupils also benefit from good teaching of physical education and particularly good

opportunities to improve their swimming. Consequently, they develop good skills in gymnastics and achieve high standards in swimming.

3. Children in the reception class achieve steadily. Many exceed the goals they are expected to reach in literacy and numeracy and in their personal development and knowledge of the world around them, by the end of the year. They settle quickly into classroom routines and make good progress in developing personal and social skills. Good teaching of literacy and mathematics enables children to get off to a good start in reading, writing and understanding number. In these areas of learning, the work provided is very closely matched to their different learning needs, which enables them all to achieve well. The classroom is very small and restricts opportunities for physical and creative development, however, more could be done to stimulate children's curiosity and imagination by varying the classroom scenery and providing a wider range of resources.
4. Pupils with special educational needs make good progress towards the targets set for them. The school's tracking system enables teachers to identify which children need additional support and this is well provided for by teachers and classroom assistants. However, in some lessons, the work provided for the more able pupils does not extend their learning sufficiently and they do not achieve as well as they could. Pupils with a particular ability in sport or art, are well catered for through the many out-of-school activities, where their talents are nurtured. Boys and girls perform at similar levels.
5. The headteacher and staff are trying to improve junior pupils' writing by assessing specific pieces of work to reveal what pupils can do and determine the next steps. However, there is still more to do. Pupils do not have enough opportunities to rehearse their writing and later to try to make improvements through discussion. Links between reading and writing could be made more explicit to enable pupils to transfer the techniques used by authors into their own writing. There is scope to improve pupils' writing through other subjects.
6. Pupils' knowledge and understanding in science develops well. They benefit from frequent opportunities to observe, handle equipment and measure results. However, in the infant class, pupils do not have enough opportunities to make predictions of what they expect to happen and in the junior classes to devise and carry out their own fair tests. Consequently, pupils' skills of investigation are not developing as quickly as is their knowledge of science.

### **Pupils' attitudes, values and other personal qualities**

Pupils' attendance, attitudes, behaviour and their personal development are **good**. Their spiritual, moral and social awareness develops at a **good** rate and their cultural development is **satisfactory**.

### **Main strengths and weaknesses**

- Pupils behave well and are keen to learn;
- The school provides good support for pupils' personal development;
- Very good relationships pervade the school.

## Commentary

### Attendance

#### *Attendance in the latest complete reporting year (%)*

Authorised absence		Unauthorised absence	
School data	5.4	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. One child's prolonged absences have affected the school's good record. Otherwise attendance is good.*

#### *Ethnic background of pupils*

#### *Exclusions in the last school year*

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	67	0	0
Mixed - White and Asian	1	0	0
Asian or Asian British – Pakistani	1	0	0

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

7. Pupils arrive punctually. They are interested in their lessons and eager to join in discussions and answer questions. They are confident that their teacher and fellow pupils will listen to them and respect their views. Most pupils concentrate well on their work and persevere even when the task is difficult. This was evident a Year 5 and 6 mathematics lesson where pupils had to think hard and plan carefully to construct three dimensional models for two dimensional shapes. Behaviour is good in lessons and around the school and pupils benefit from the calm, purposeful atmosphere.
8. The school provides good support for pupils' personal development. The good provision for pupils' spiritual, moral and social development results in a strong community feel in the school. Older pupils enjoy supporting younger ones and display a good level of maturity in the way they help them to adjust to school routines. The recently formed school council gives pupils a 'voice' in the school. Although they have only been in school a short time, reception and nursery children are happy, confident and self-assured.
9. The school is harmonious and relationships between all members of the school community are very good. There are good opportunities for pupils to reflect on their own views and to consider the effects of their actions on others. The school has an effective policy to promote racial harmony. Consequently, pupils are encouraged to appreciate the needs of others in the wider world and the school is making a sound attempt to raise their awareness of the multicultural nature of today's society. Pupils with special educational needs are fully included in all that the school provides. The level of support and encouragement they receive has a significant impact on their self-esteem and achievements.

## QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of the education provided is **satisfactory**. The curriculum is well planned and enriched by a good range of extra-curricular activities.

### Teaching and learning

The quality of teaching and the way pupils' learning is assessed are **satisfactory**. Although these aspects were satisfactory at the time of the last inspection, there have been improvements. There is now more good teaching and greater attention is paid to pupils' handwriting and presentation skills, which have improved.

### Main strengths and weaknesses

- Teaching is strong in Years 1 and 2 and in the headteacher's class;
- The teaching of mathematics, ICT and the use of homework are good throughout;
- Pupils' work is well marked but some of the targets set for improvement could be sharper;
- Reception children's learning of literacy and numeracy and the way their personal and social skills are developed are the strongest features of the teaching;
- The teaching of pupils with special educational needs is good but learning of the more able pupils is not always extended, particularly in writing and science.

### Commentary

#### *Summary of teaching observed during the inspection in 24 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	11	10	1	0	0

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

10. The headteacher and the teacher of Year 1 and 2 pupils maintain positive relationships with their pupils. Discipline is firm but fair and pupils are sensitively managed. The flow of the lesson is never slowed down by having to wait for pupils to pay attention. Pupils understand exactly what is expected of them and, as a result, they give of their best and learn at a quick pace. The management of pupils is satisfactory in Years 3 and 4, but pupils' work habits are not quite so well established.
11. Mathematics is taught well throughout the school. The level of challenge is high and the work provided is matched accurately to pupils' different stages of development. There is a good balance of learning new skills and using them to solve mathematical problems. The skills needed in all areas of ICT are taught well and very few schools use ICT so extensively in the learning of other subjects. Regular and varied homework assignments provide good opportunities for pupils to practise new skills and extend their learning.
12. Since the last inspection, effective procedures for assessing pupils' learning have been introduced, particularly in English, mathematics and science. Teachers use the information well to identify which pupils need additional support. The marking of pupils' work is consistently good and includes valuable pointers to guide their learning. A system of setting targets has been introduced. Some of the targets are very explicit in showing pupils how to master a particular skill. However, other targets are very general and more related to whole class objectives rather than the needs of individuals.

13. Teaching of children in the reception class is sound overall. Children are skilfully handled and taught to co-operate with others and learn independently. Consequently, there is always a busy purposeful atmosphere in the reception classroom. The key skills of reading and writing are taught effectively. Children are encouraged to recognise letter sounds and shapes and use this knowledge to read and write unfamiliar words. The home-school reading system makes a significant contribution to their good reading. There are strong elements in the teaching of mathematics, particularly in the way games are employed to make learning fun. The reception classroom is cramped and it is not easy for the teacher to provide physical and creative experiences for the children. However, more could be done to stimulate their curiosity by having interest tables and more colourful displays to attract their attention.
14. In response to the last inspection, teacher's lesson planning has improved and the work provided in English and mathematics is usually carefully matched to pupils' different learning needs. Pupils with special educational needs continue to benefit from good teaching. Their needs are well understood and effectively catered for by teachers and well-briefed classroom assistants. There is scope to improve the teaching of writing and science, particularly with regard to the more able pupils. In science, for example, teachers do not always provide sufficiently challenging work for them or ensure that the skills of investigation are taught systematically. In the teaching of writing, the importance of discussing author's styles, talking through ideas before writing and editing the first draft, are underestimated. Consequently, pupils do not know how to improve all aspects of their work. There are occasions when not enough is expected of the more able pupils, particularly of their capacity to write quickly, accurately and fluently at the same time.

### **The curriculum**

The school provides a **sound** curriculum with some good features.

### **Main strengths and weaknesses**

- Planning of the curriculum has improved since the last inspection;
- The Foundation Stage is well established, with children in the reception class benefiting from a caring learning environment;
- Good personal, social and health education promotes the pupils' all-round growth;
- A wide range of extra clubs, activities and visits enriches the curriculum for many pupils and homework makes a valuable contribution to their learning;
- There is good provision for those pupils identified with special educational needs. However, the needs of the more able and talented pupils are not as well met.

### **Commentary**

15. The last inspection pointed to the need for an overall plan of what should be taught to each year group. This has now been provided. There are now three levels of planning, increasing in detail to ensure that teachers know exactly what pupils are expected to learn each year, term and week. As a result, most pupils are now able to build firmly on what they have learned previously. That said, activities designed to extend the learning of the more able pupils are not always made explicit and their learning suffers.
16. Since the last inspection, the school's Early Years Unit has gained the Kitemark Award for good practice. This enables children's personal and social education to develop very successfully. Children in the Foundation Stage also benefit from the good provision in literacy and language, mathematics and ICT. However, there is still more to do to inspire children's curiosity, investigation and discussion in their creative and physical development and in their knowledge and understanding of the world.

17. The school places much emphasis on pupils' personal, social and health education. Through activities, such as 'circle time' (discussion sessions) and uplifting assemblies, pupils develop reasoned values, an appreciation of racial harmony and understanding towards others. Sensitive strategies are in place to ensure that moves between classes or between schools are anticipated as positive experiences.
18. The school's extra-curricular provision is strong. Various clubs offer a range of artistic, sporting and leisure activities that supplement and extend the curriculum. These activities enable staff to extend pupils' interests and nurture their talents. Specific activities, such as the gymnastics club and the art and craft sessions, are important factors in raising standards. Extra-curricular activities are well attended, especially the weekly French Clubs that benefit pupils in all classes. During these sessions, pupils acquire an easy familiarity with the basics of the language and gain insights into a very different culture from their own. The school makes effective use of homework to enable pupils to practise and improve the skills they acquire in school. Strong parental and community links contribute much to these rich and varied learning experiences.
19. The provision for pupils with special educational needs is very good. Those who require additional support receive regular, skilled teaching to enable them to achieve the targets specified in their individual learning programmes. However, the more able and gifted pupils are not as well catered for in all classes and in all subjects. For example, in a science lesson about parachutes, a golden opportunity was missed to ask the more able pupils to devise a fair test themselves to find out which parachute was the most successful.

### Care, guidance and support

The school makes **very good** provision for pupils' care, welfare and health and safety. It provides **good** support and guidance from staff who know pupils well.

### Main strengths and weaknesses

- The care and welfare of pupils has a high profile in school;
- There is good support for pupils' academic and personal development.

### Commentary

20. Adults in school know the children well. All staff are alert to the needs of pupils who may be having difficulties and readily offer them support. Pupils say that they have confidence and trust in their teachers and that this is based on mutual respect. There are good procedures in place for the welfare and health and safety of pupils. The designated teacher for child protection has shared her expertise with all staff. First aid and accident procedures are good and regular risk assessments are carried out to ensure that pupils are safe and secure. As a result of this very good provision, staff and parents are confident that children can work and play in a caring atmosphere. The 'Parent Watch' scheme, where parents look out for strangers in the playground and at home time, gives an extra dimension to the very good care and support.
21. Pupils' academic and personal progress is supported well and they have targets to work towards. The school has good induction procedures for settling pupils into school and they are well prepared for transfer to secondary education. Parents comment that their children achieve well in the high schools and attribute this to the good preparation their children received earlier. The school now has a regular, formal system for taking pupils' views into account. A well planned personal, social and health education and citizenship (PSHCE) programme ensures that pupils gain the skills and knowledge to make informed decisions about their lives. Visits out of school enhance pupils' learning and pupils grow and thrive in a caring, Christian community.

## Partnership with parents, other schools and the community

The school maintains a **good** partnership with parents and links with the community are **excellent**.

### Main strengths and weaknesses

- Parents are happy with the education their children receive;
- Parents would like more and earlier consultation evenings than the one held at the end of the year;
- The excellent links with the community benefit adults and pupils equally.

### Commentary

22. Parents feel that the school genuinely considers them as partners in their children's learning. There was strong support for the school from parents who responded to the questionnaire and attended the pre-inspection meeting. They are pleased with the quality of teaching and with the way that their children are helped to grow and mature. A few parents felt that their children had suffered harassment. However, discussions with pupils and observations of their relationships suggest that there is little or no oppressive behaviour. Parents and pupils commented that such problems were rare and always resolved quickly. Parents receive a good range of information on activities in school and the curriculum, but would welcome more guidance on how to help children with homework. Parents are encouraged to call in to find out how their children are progressing at any time. However, there is only one formal consultation evening at the end of each year and a number of parents expressed a wish for an earlier meeting. The Friends of Lindale School Association provide very good social and financial support, which significantly enhances pupils' learning, for example, in helping to provide weekly swimming lessons for every pupil.

#### *The school's excellent links with the community*

The school regards itself as at the heart of the community with good reason. Excellent and rewarding links have been developed, which offer major benefits to adult learners and to pupils. From humble origins in setting up an ICT adult learning resource, the school has built a flourishing Community Development Centre, for which it has received widespread recognition for the quality of its work. The school has worked hard to ensure that there are no barriers to access. Consequently, adults of all ages, including some with disabilities, have gained advanced qualifications in ICT. Adult courses have been extended imaginatively to include Interior Design and Aromatherapy. Courses often run during the school day, which brings adult learners into contact with the pupils. A very special relationship has developed through which many adults now share their memories and experiences with the pupils. Subjects such as history and art and design receive a significant boost and activities such as the bridge club, spring into life as members of the community invite pupils to learn about their interests. Adults can now take advantage of the very good 'wrap around' care offered in the nursery, which enables them to pursue their own further education, whilst their children are settling into school. Last year, the school's achievements in involving the community received national acclaim when the staff and pupils visited Westminster to receive the prestigious 'Curriculum Award'.

## LEADERSHIP AND MANAGEMENT

Leadership of the school is **good** and has gained in strength since the time of the last inspection. Management and the governance of the school are **sound**. Although financial and day-to-day management is good, not enough attention is paid to checking on how well pupils are achieving in all classes and in all subjects and using this information to plan for improvements.

## Main strengths and weaknesses

- The headteacher provides enterprising leadership in moving the school forward on many fronts, despite her heavy workload;
- Governors provide good support and help to create a positive family ethos;
- The school's finances and resources are prudently managed and the day-to-day running of the school is efficient;
- The link between the school's performance and future planning is not clear enough.

## Commentary

23. The headteacher is rightly respected as a very good teacher and the driving force behind many of the school's successful developments. Over recent years, the school has achieved recognition for the way staff and governors pull together to achieve common aims. There are good features in the way whole-school objectives are shared and become individual targets for each teacher. The benefit of this approach is illustrated by extensive staff training in the use of ICT and the impact this has had on pupils' learning. A combination of energy, determination and teamwork has resulted in major improvements to the school building and in high standards in mathematics and ICT. The determination to foster pupils' personal development is evident in their good behaviour and maturity in taking responsibility for their own learning and for wider school matters. These strong features are directly attributable to the headteachers' vision and energetic leadership.
24. Governors provide good support and their contribution to the school goes well beyond fulfilling their statutory duties. Governors are regular visitors and a number of them help in classes and play an active part in pupils' learning. There are significant barriers to overcome, such as the cramped building in which two classes have to be taught in the same room. The governors, headteacher and staff work tirelessly to seek improvements and where this is not possible, to find alternative opportunities for pupils to fulfil all aspects of their education. To this end, the schoolhouse has been converted into a successful pre-school nursery and the village hall is used regularly for physical education lessons.

## Financial information

### *Financial information for the year April 2002 to March 2003*

Income and expenditure (£)		Balances (£)	
Total income	173,061	Balance from previous year	-5256
Total expenditure	174,192	Balance carried forward to the next	-6387
Expenditure per pupil	2233		

25. Illness to staff over recent years has placed severe constraints on finances and the school now has a deficit budget. Governors have agreed a repayment plan with the education authority over a 5-year period, which is a practical and sensible option. Governors are very keen to maintain small class sizes. Consequently, nine tenths of the school budget is spent on staff salaries. In many schools, this would lead to under funding in other areas. However, through strong and productive relationships with parents, generous sums of money are raised to enable teaching resources to be replenished. The headteacher is also resourceful in attracting grants, for example, to develop art and to teach French. These additions broaden and extend pupils' education. The goodwill between the school and the community results in a considerable volume of voluntary help. For example, one of the adult education tutors works directly with pupils, which significantly improves their learning, of ICT and other subjects.

26. Management of the school is satisfactory. Administration is good and a useful range of documentation has been provided to guide teachers in their work. A comprehensive system of assessing pupils' learning enables teachers to track their progress and provide additional support where necessary. This is an influential factor in the good provision for pupils with special educational needs. Teachers and support staff receive feedback on their lessons. The headteacher has a heavy workload. Teaching, administrating and developing mathematics and science, leaves little time to release other teachers to check what is happening in other classes. However, more efficient ways could be found to sample pupils' work to enable subject leaders to gain a full picture of standards across the school. Weaknesses in pupils' writing and in science are evident in the school's results but the actions required to make improvements are not all explicitly stated in the school development plan. Consequently, governors and staff are not sufficiently aware of what needs to be done and how to gather evidence to check that improvements have been made.

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

### **AREAS OF LEARNING IN THE FOUNDATION STAGE**

It is only possible to judge how well the nursery children are achieving during the afternoon sessions when they join the reception children. During these sessions the activities are related to their creative, physical and personal development and their knowledge and understanding of the world. Provision for children in the Foundation Stage is **satisfactory**. It has improved since the last inspection because the school now has a nursery. This enables children to settle quickly into full-time schooling. Children achieve steadily overall, however, they make good progress in communication, language and literacy, mathematics and in their personal development. In these areas of learning and in their knowledge and understanding of the world, they reach levels that are higher than expected by the end of the reception year. In physical and creative development, they reach the levels expected for their age. The quality of the teaching is satisfactory overall, but good in three of the six areas of learning. The very small classroom restricts opportunities for children to explore and learn for themselves. However, the teaching space could be better used if more stimulating resources were provided.

### **PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT**

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

#### **Main strengths and weaknesses**

- Children's independent learning develops quickly;
- Children enjoy learning and become important members of the school community.

#### **Commentary**

27. Nursery and reception children show interest in their work, engage in their activities enthusiastically and show good concentration, for example, when working on the computer. Many children display confidence and good social skills, which receive a significant boost in the nursery. The few children who are more reserved, benefit from encouragement to make their own decisions. Class routines provide a sense of security and social responsibility. For example, locating and displaying their names on arrival signals their presence and aids the registration process. Children work and play together well. Even at an early stage in the school year, the sharing and caring attitudes promoted by the class teacher are clearly evident. If any words or actions are inappropriate, the teacher expresses surprise rather than anger. Class discussion time is used well, for example, to encourage children to decide, for themselves, the best rules to govern their behaviour. This is the beginning of the self-discipline that pervades the school. Children are helped to feel part of the school community by involving them in whole-school activities, such as concerts. They even have an individual 'friend' in the upper juniors to whom they can turn if needed. This helps them to feel accepted and gives them added security.

### **COMMUNICATION, LANGUAGE AND LITERACY**

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

#### **Main strengths and weaknesses**

- Children learn to speak and listen, read and write successfully.

## Commentary

28. Teaching in this area of learning is good and most children exceed the levels expected. Children are sensitively drawn into discussions about their experiences through the teacher's skilful questioning. Even the youngest children develop their language skills well. For example, when discussing her painting, one nursery-aged child explained that she had chosen yellow, 'Because it's like sunshine'. Other talking is encouraged as children engage in activities, such as role play. For example when the child pretending to be Baby Bear puts his hand on the stove, Mother Bear warns him, 'Stop, you might get hurt'. Reading skills are taught effectively through fun activities based on the 'Jolly Phonics' scheme. Children learn to associate letter sounds with specific hand movements and this helps them to listen for the sounds and to blend them together. Reading is also developed well through computer activities designed to make children read aloud. The work in Jolly Phonics makes a significant contribution to children's writing. As well as learning letter sounds, they learn their formation. Children's writing develops well because they practise writing individual letters in pencil, paint and other media, which helps to reinforce new learning.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **good**.

### Main strengths and weaknesses

- Teaching is imaginative with a strong emphasis on the important number skills and children of all abilities are set suitable challenges to extend their learning;
- The language of mathematics needs to be taught more explicitly.

## Commentary

29. Children's learning is good and standards in mathematics are above average. The work is often made meaningful by linking it to other subjects. For example, using the Goldilocks story, children are challenged to sort bears, bowls and beds into their respective groups and size orders. Good discussions enable concepts of size, such as 'medium' 'middle sized', and 'enormous' to be discussed. There are lots of opportunities to count, such as the number of cups as they are filled with porridge. At other times, mathematics is taught as a separate subject. Children put their hands into a 'feely-bag' and attempt to identify basic two-dimensional shapes by touch alone. Through discussion they refine their skills by feeling the number of corners on the shapes. Some are even able to correctly identify hexagons. Children are also helped to understand that a three-sided shape of *any* size is always called a triangle! However, opportunities are sometimes missed to link the written words with the shapes. Such extension work is needed to clarify children's understanding of the language of mathematics.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Whole group experiences are often stimulating and purposeful;
- Skills in ICT are developed well;
- Free choice activities are limited by lack of variety.

## Commentary

30. Children begin school with good background knowledge and standards in this area of learning are above the levels expected. Teaching and learning are satisfactory and children achieve steadily. Nursery and reception-aged children work together productively on a range of activities. The younger children gain computer skills from watching and copying their older classmates on the computer. When making porridge, working with parent volunteers, they remember many of the ingredients and instructions in discussions. Teaching of the whole group together is good. Interesting experiences are provided. For example, like Mother Bear, they make porridge (using a microwave!), discuss the ingredients, count the measures as they are added to the mix and express their opinions on the many flavours. They gain much from such first-hand experiences. Computers are regularly used, with work well linked to their learning of literacy and mathematics. Children select programs from a range of options, such as identifying letters and their sounds, or counting with the narrator as objects appear on the screen. They also select tapes to follow on the tape recorder, handling the controls confidently. However, the free choice activities are often predictable and repetitive. For example, children tend to use the same jigsaws and models of farm animals. Opportunities are missed to stimulate their curiosity, for example, by tempting them to observe and handle autumn fruits, shells or shiny objects or dress up in unfamiliar costumes to gain an awareness of other cultures.

## PHYSICAL DEVELOPMENT

Provision for physical development is **satisfactory**.

### Main strengths and weaknesses

- Children's skills in handling tools and materials develop at a good rate;
- There are limited opportunities for children to acquire climbing and balancing skills and develop their imaginative play.

## Commentary

31. Most children reach the levels expected in this area of learning. Fine control skills, such as joining small pieces of construction apparatus, develop well through regular practice. There are also many opportunities for writing, painting, cutting, threading, sticking and operating the computer keyboard and mouse. Children's skills in these areas are good for their age. For example, the nursery-aged children connect small construction pieces together dextrously to produce simple figures and machines. With a very small classroom, no hall and only a small play area, opportunities for the larger physical activities are far more restricted than in most reception classes. This has an impact on standards, especially in terms of developing children's skills in climbing and balancing. However, more could be done to exploit the outdoor space that is available, for example, by developing children's imaginative play.

## CREATIVE DEVELOPMENT

Provision in creative development is **satisfactory**.

### Main strengths and weaknesses

- Role play activities offer good opportunities for children to enter a world of imagination;
- Good opportunities are taken to link children's creative development with other areas of learning, such as mathematics, but lack of space and equipment limits creativity.

## Commentary

32. Teaching is sound in this area of learning and most children are working at the levels expected for their age. Nursery-aged children cut out and paint successfully, naming the basic colours correctly. Broader themes such as, 'Goldilocks and the Three Bears' are introduced to good effect and provide the basis for imaginative play. The teacher is alert to the potential of using other areas of learning to develop children's creative talents. For example, children strengthened their understanding of mathematical shapes through printing designs and making collages. However, lack of space and resources make it difficult for children to engage in spontaneous creative activity, such as painting, modelling and exploring music.

## SUBJECTS IN KEY STAGES 1 and 2

### ENGLISH

Provision in English is **satisfactory**.

#### Main strengths and weaknesses

- Good teaching of reading and writing in the infants enables pupils to achieve well;
- Pupils with special educational needs make good progress in all classes;
- Most pupils listen well and speak with confidence and clarity;
- Reading is good throughout the school;
- Pupils' learning is carefully assessed through testing and good marking of their work;
- Standards in writing in the junior classes are not as high as they should be, particularly for the more able pupils.

## Commentary

33. Infant pupils achieve well to reach high standards in reading and writing by the age of seven. Teaching is good in the infant class. In reading, letter recognition and word building skills are taught well. Good support from parents provides valuable extra practice. In writing, pupils are encouraged to plan their ideas for stories in detail. Consequently, each pupil's work is original, both in its content and its presentation. The reading and writing tasks they receive are well matched to their different learning needs, which ensures a good level of challenge for all. These successful teaching strategies result in fluent reading and lively, well presented written work.
34. Pupils with special educational needs make good progress throughout the school. They benefit from working through carefully designed individual programmes with good support from classroom assistants. The work provided is specifically targeted to improve their reading, writing and spelling and homework tasks reinforce their learning well.
35. Standards of speaking and listening are above average throughout the school. Many lessons begin and end with discussions that help pupils to be aware of their learning. Teachers are skilled at posing questions that make intellectual demands on the pupils. However, pupils do not have enough opportunities to discuss their work, in pairs or small groups, to clarify and sort their ideas, for example, prior to undertaking written work.
36. Junior pupils achieve well in reading and are working at well above average levels. They have well planned opportunities to read for information, using books and ICT. Many older pupils develop a genuine passion for reading and select books of quality. Authors, such as Michael Morpurgo, Jacqueline Wilson and JR Tolkien capture and fire their imaginations.

37. Standards in writing by the age of 11 are not high enough. Most pupils achieve steadily but the more able junior pupils do not make as much progress as they should. They should be writing fluently, imaginatively and accurately at length but this is not evident in the work they produce. The school is aware that this is an issue to improve. A promising start has been made. Each term all pupils are asked to complete a piece of written work, which is then carefully assessed. The quality of writing is graded jointly by all teachers to ensure that they are applying the same criteria. This enables teachers to know exactly how pupils are performing and what needs to be done to enable them to reach the next level. Currently, teaching of writing in the junior classes is broadly satisfactory. A strong feature is the constructive marking of pupils' work. In Years 3 and 4, for example, pupils' written work is thoroughly analysed and always commented on. Year 5 and 6 pupils are proficient in taking notes, which enables them to give interesting presentations to the rest of the class. Upper junior pupils are skilled in word processing, often opting to type their work on the computer, rather than write it in their books. This enhances their keyboard skills but limits opportunities for them to improve the fluency of their writing. Additionally, a greater emphasis is needed on the styles used by different authors and how pupils can mirror them in their own work. There is also scope to improve the teaching of the more able pupils by expecting them to write quickly, without sacrificing accuracy and fluency. Prolonged absence of the subject leader has hampered the process of checking the extent to which improvements are taking effect and identify any further measures that might be required.

### **Language and literacy across the curriculum**

38. Pupils develop their speaking and listening skills, as well as their reading skills, regularly across a range of subjects. However, writing skills are not extended as well as they might be in subjects, such as design and technology, geography, history and religious education.

## **MATHEMATICS**

**Provision in mathematics is good.** The quality of teaching has improved since the last inspection and standards are now significantly higher.

### **Main strengths and weaknesses**

- Good teaching enables pupils to achieve well overall, although the rate of learning in the different aspects of mathematics is not equally rapid in all classes;
- The subject is well led and managed, which ensures that pupils' learning is thoroughly assessed and careful attention is paid to the progress they make;
- Pupils' learning is enhanced by the good links made with other subjects.

### **Commentary**

39. Standards in mathematics are well above average throughout the school. Teaching is mainly good. Lessons are well planned to cater for pupils' different learning needs, particularly in Years 1, 2, 5 and 6 where pupils' individual needs are fully taken into account. Teachers recognise that many of their pupils have good ability and set a high level of challenge accordingly. Consequently, most of the Year 2 pupils have already achieved the goals for their age group in handling numbers to 100 and using their knowledge and skills to solve mathematical problems. Infant class lessons are well organised and ambitious in that many different activities are provided. The hum of activity is very purposeful and pupils know exactly what they are doing because of the teacher's clear instructions and imaginative demonstrations, using computer projections. The high level of good adult support enables all pupils to receive a lot of attention. This is particularly noticeable with regard to pupils with special educational needs, who learn successfully in small, clearly marked steps and make good progress in developing calculation skills.

40. Pupils' skills of investigating numbers and patterns and solving mathematical problems, although above average, are not as high as their knowledge and understanding of numbers, shape and handling data. Pupils' problem solving skills are built up very successfully in Years 5 and 6 where almost all mathematics lessons involve exploring, analysing and identifying numerical relationships. Teaching in Years 5 and 6 is very good for this reason. For example, when pupils were learning to measure the angles of a triangle, they were guided to consider whether the sum of the angles would always be 180 degrees. At the same time, the more able pupils were successful in investigating and proving the 'Theory of Pythagoras'. Upper junior pupils respond enthusiastically to such challenges and persevere even in the face of difficulty. Although satisfactory, teaching in Year 3 and 4 is less ambitious. Questioning pupils to make them think and find out how much they understand is good. However, there are not enough opportunities for pupils to improve and extend their skills in problem solving activities.
41. The headteacher leads and manages the subject well. She ensures that pupils' learning is assessed at regular intervals and uses the information well to identify where improvements can be made. Action then follows. For example, pupils' quick and accurate recall of basic number facts and multiplication tables in Years 3 and 4 and in Years 5 and 6 is improving at a good rate. This is attributable to the successful strategy of encouraging pupils to beat their previous targets in quick and accurate mental calculation.

### **Mathematics across the curriculum**

42. Pupils' learning of mathematics benefits from being intertwined with other subjects. For example, their good understanding of handling numerical information arises from regular opportunities to gather data, enter it into a computer database, search for patterns and present the results in a variety of forms. Pupils are also given regular and worthwhile homework assignments, which involve practising important skills and solving puzzles. These are invaluable in consolidating and extending learning.

## **SCIENCE**

**Provision in science is satisfactory overall, although there are weaknesses requiring improvement.** Pupils' knowledge and understanding of science has improved since the previous inspection but not their ability to plan and carry out scientific tests and interpret evidence.

### **Main strengths and weaknesses**

- Teaching is better in Years 5 and 6 than in the other year groups;
- Standards in the knowledge and understanding aspects of science are above average but pupils' investigation skills are not as good as they should be;
- Pupils with special educational needs make good progress but there is room for improvement in the achievement of the more able pupils;
- The headteacher's heavy workload limits her effectiveness as a subject leader.

### **Commentary**

43. Teaching is satisfactory overall, and good in Years 5 and 6. Pupils' achievements reflect this pattern of teaching. Pupils' knowledge and understanding of the different aspects of science, such as living things, materials and forces, develop steadily in the infant and lower junior classes and accelerate in their final two years in school. Teachers in all classes ensure that learning in science is rooted in practical activity. This is good because pupils learn to handle equipment, such as magnets and magnifying glasses and use their senses to make important observations, for example, to learn how seeds germinate. As a result, pupils acquire good knowledge, for example, of parts of the body in the infant class and how

materials change when heated and cooled in the lower junior class. In Years 3 and 4, pupils begin to measure the results of their experiments, such as how far springs will stretch. This is good practice and provides a valuable foundation for future learning. However, in all of these activities, the teacher, not the pupils, makes the decisions. Pupils are seldom encouraged to predict what will happen. They have little say in how the results will be collected and recorded and are vague about what a fair test means. These skills are lacking and this is what prevents pupils from learning to think scientifically. There is a total change of emphasis in the upper junior class. Teaching here is good because pupils are expected to think for themselves and approach scientific problems methodically.

44. Assessments of pupils' learning reveal a stark contrast in what they know and in what they can do. At the ages of 7 and 11, pupils have good knowledge of scientific ideas for their age. Given their capabilities, this is where standards should be. Year 6 pupils are confident in answering questions about scientific facts. However, many of them struggle to interpret graphs and charts and find even more difficulty in answering questions designed to probe their grasp of scientific methods. This is because their skills of investigation have not received enough attention lower down the school. Good teaching of all aspects of science in Years 5 and 6, enables all pupils to reach the levels expected overall. However, pupils have too much ground to make up to fulfil their potential in acquiring the skills to plan and carry out their own experiments.
45. When teachers plan lessons, they do not specify how the learning of more able pupils will be extended. On too many occasions, pupils in mixed-age classes are all given the same work to do, irrespective of their different learning needs. To some extent the weaknesses of this practice are mitigated by the small classes, which enable teachers to give pupils individual support. In particular, this benefits those with special educational needs. Their learning moves on well because talking to adults improves their use of scientific language and their understanding. However, there are occasions when too little is expected of the more able pupils and their learning suffers. The headteacher leads the subject well by providing a good example of how science should be taught. She is aware of the weaknesses in pupils' investigation skills and has placed science at the centre of developments this year. Some of the changes already made in the upper junior class indicate that the current Year 6 pupils are achieving higher standards than were reached in 2003. However, in amongst her many tasks, checking on what is happening in science in other classes does not receive enough attention.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

**Provision in ICT is good** at it was at the time of the last inspection.

### **Main strengths and weaknesses**

- Good teaching and many opportunities to use computers enable pupils to achieve well and reach high standards;
- Strong leadership of the subject ensures that all areas of ICT are covered in depth and pupils' learning is thoroughly assessed;
- The school's role in adult education has given rise to the very good facilities, the high degree of staff expertise and valuable additional support for pupils' learning from members of the community.

### **Commentary**

46. Pupils achieve well to reach above average standards by the age of 7 and standards are well above average by the age of 11. Lessons are carefully planned to ensure that essential skills such as editing text, opening and closing programs and saving and retrieving work are meticulously taught. Consequently, even Year 1 pupils select graphics tools from drop down

menus confidently to design and create striking impressions, for example, of a firework display. Lessons contain a high level of challenge. This was evident in the way Year 3 and 4 pupils were expected to resize and reposition their digital photographs and add text to describe a tour of the neighbourhood. Good opportunities to practise ensured that most pupils mastered the difficult skills. A small number of pupils, including those with special educational needs, found the task difficult but the teacher and helper provided sensitive support and by the end of the lesson all pupils had succeeded.

47. Subject leadership and management are good. The subject leader has produced very clear guidance on what is to be taught and how pupils' learning should be assessed. When pupils achieve competency in all aspects of ICT, they receive a silver or gold award. All Year 2 and Year 6 pupils annually achieve the silver award for reaching the levels expected and almost all earn the gold award in recognition of their advanced skills. Until recently, the school did not have the specialist equipment to teach pupils how computers can be used to sense changes, for example, in temperature or to control events, such as operating model traffic lights. The subject leader solved these problems very effectively by arranging to use the equipment in a local research centre.
48. The school is highly successful in teaching ICT to adults and has been a leader in this field for a number of years. There are many ensuing benefits to the school, such as the very well resourced computer suite and the presence of trained staff who give of their time generously to work with pupils in and out of school time. Teachers in the school agreed to undergo training in ICT on-site. They are now well qualified and have confidence in teaching all aspects of the subject.

### Information and communication technology across the curriculum

49. Teachers are well aware of the potential of ICT to enhance pupils' learning in other subjects. The suite is not only used to teach specific skills. It is used as a limitless source of information. Pupils frequently surf the net, use CD-ROMs and send and receive email to find out more about the particular projects they are studying. Consequently, most subjects include a substantial amount of computer-related learning. A good example is the work in art and design where pupils researched the painting of Mondrian and subsequently used graphics packages to create pictures and designs in the style of the artist.

### HUMANITIES

Two lessons in religious education were observed. However, as no history lessons were seen and only one geography lesson was observed, it is not possible to make a judgement on the provision in these subjects. Discussions with pupils and an examination of their work indicate that in these subjects and in history, pupils achieve steadily, as they did at the time of the last inspection.

### Commentary

50. The school is strongly committed to providing rich opportunities to enhance pupils' learning in **history and geography**. One particularly memorable event involved pupils in a study of the history of local canals. This involved dressing up in costume and re-enacting the lives of servants at Judges Lodgings. Visits like these create vivid and lasting impressions, which bring the subject to life and make pupils' learning meaningful. Learning in geography is also enriched through visits, for example, by undertaking studies on 'Rivers' and 'Water Safety' with the Environment Agency. Older juniors develop their geographical skills well through research on contrasting annual weather patterns in various European countries. For example, they note how the climate impacts on the lives of people of these different nationalities. Effective use of ICT enables pupils to gather information, interpret graphs and charts, collate the evidence and contrast the findings with their own experiences of weather conditions locally.

51. However, in both these subjects, opportunities are missed for pupils to write at length in their studies. The regular use of worksheets and the downloading of information from the Internet limit opportunities for the pupils to express their own thoughts, or to use their imaginations in producing stories set in the past or in distant places.

## RELIGIOUS EDUCATION

Provision in religious education is **satisfactory**.

### Main strengths and weaknesses

- Visits and visitors enable pupils to gain a strong awareness of the Christian faith;
- Pupils' knowledge and understanding is not as secure about other faiths because they do not benefit from first-hand experiences, and resources are in short supply.

### Commentary

52. Pupils achieve steadily to reach the standards expected in schools in Cumbria, as they did at the time of the last inspection. In both lessons observed, pupils were introduced to a new block of work, so their basic knowledge was still very limited. In considering what the word 'Celebrations' might include, Year 2 pupils suggested occasions such as Christmas, Halloween, Easter and Bonfire Night. The response was good because the teacher skilfully drew from them their own rich experiences. For some, the recollections were comforting, 'I like being with my family (at Christmas) because they look after me.' For others, it was the excitement that they recalled such as, 'I like the sounds of fireworks.' Such discussions foster self-awareness. Junior pupils were introduced to the theme of 'Signs and Symbols' and gained a good awareness of how these can be recognised and categorised. Again, the learning was active with younger juniors searching the school for signs and symbols and older juniors visiting the grounds and cemetery of the nearby Church.
53. Discussions with pupils in Year 6 show that their learning in religious education helps them to form their own values and beliefs. However, pupils do not have a secure enough grasp of the two other faiths they study, Islam and Hinduism. The current Year 6 pupils have not benefited from trips to the places of worship of other faiths, as pupils have in the past. Neither have they had direct contact with Muslims or Hindus to gain an appreciation of their lives and religious practices. The school possesses very few artefacts to enable the pupils to gain an awareness of their beauty and an appreciation of their sacredness to a believer. The subject leader has only recently taken on this role but is aware of the areas in need of development.

## CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Two art and design lessons were observed, along with one design and technology and one physical education lesson. No music lessons were seen. In addition, craft and gymnastics club activities were observed, records of pupils' progress were examined and discussions were held with pupils about all four subjects.

54. Pupils enjoy **design and technology** and experience a broad range of activities using fabrics, wood, card and foodstuffs. Teaching is very good in Years 5 and 6. Pupils are set complex challenges, which are very well matched to their specific learning needs. For example, pupils had to design a pattern which when folded would create a three-dimensional shape. The teacher specifically allocated the most difficult shapes, such as tetrahedrons and truncated cuboids, to the more able pupils. This activity really made pupils think, plan and test out their ideas. Knowing this would be the case, the teacher introduced the topic by showing pupils various cardboard boxes and asked them to visualise what would happen if they were disassembled. Good links are made between design and technology and other

subjects. For example, pupils conducted an Internet search to select and download illustrations to be used in the making and designing of jigsaws. During this activity, pupils were very mindful of safety when using cutting materials. Unfortunately, pupils do not record their experiences in a design and technology book. Consequently, they cannot see the progress they make in designing and evaluating their work and this also makes it harder for the subject leader to monitor standards.

55. **Music** is taught by a visiting specialist teacher. This ensures that pupils receive a broad education in singing, playing instruments, listening to and appraising music and composing. For example, Year 5 and 6 pupils describe their experiences of composing African drum rhythms and using symbols to record their work. Pupils listen to music each day as part of the collective worship experience. As a result, their knowledge of composers and of different types of music is good. For example, pupils recognise John Barry as a living composer renowned for the music featured in the James Bond films. Standards in singing are satisfactory. Pupils sing with enjoyment and enthusiasm. They keep in tune with the accompaniment and pronounce the words clearly, largely because they are reminded to adopt a straight back singing posture. Pupils look forward to school concerts, in which every pupil is involved. These provide good opportunities for pupils to perform for an audience, including the small number of pupils who learn to play the flute.

## **ART AND DESIGN**

Provision in art and design is **good**.

### **Main strengths and weaknesses**

- Good use is made of teaching expertise to develop artwork across the junior classes;
- Sketchbooks are used effectively to gain insights, clarify ideas and to practise new skills.

### **Commentary**

56. Pupils achieve well throughout the school and standards are higher than expected at the ages of 7 and 11. Pupils learn at a good rate in lessons, whether it is practical, such as colour mixing, or intellectual, such as studying and replicating the work of past masters. They are challenged to think, to create and to evaluate. They produce two-dimensional work of good quality in a range of media and in various styles. Sketchbooks are used to good effect to develop pupils' sketching, shading, colouring, printing and sewing skills. They capture the styles of artists, such as Antonio Gaudi, Joan Miró and George Seurat, accurately in miniature, before producing larger versions of these works. Pupils have good opportunities to develop their art and design skills through other subjects and from educational visits. For example, on a history and geography visit, a series of bridges were studied and carefully sketched. Such cross-curricular work strongly enriches the learning in all these subjects.
57. The subject is well led and managed. The school has rearranged the timetable to allow the subject leader to extend her expertise by teaching art and design to junior as well as reception children. This strong commitment to the achievement of high standards in art is bearing fruit. For example, pointillist pictures, consisting solely of dots of paint, have just been completed over a 4-week period. The work required much patience and dedication. The results are of a high quality. The paintings will shortly be exhibited in the Grange-over-Sands library, replacing the schools current artwork on display. The school also organises an after school craft club, which encourages pupils with interest and talents to develop their skills.

## **PHYSICAL EDUCATION**

Provision in physical education is **good**.

### **Main strengths and weaknesses**

- High standards achieved in swimming and gymnastics;
- Dance is taught well in Years 1 and 2.

### **Commentary**

58. Pupils achieve high standards in swimming. This is attributable to the very good links with parents and members of the local community. The school has taken the decision to organise its own swimming programme. Parents are involved in transporting children to the pool and helping with the instruction. All pupils from reception to the Year 6 have weekly swimming lessons. As a result, by the age of 11, all pupils are able to swim at least 50 metres. Most go on to achieve 100 metres and gain many survival awards. Good standards are also achieved in gymnastics. The school is fortunate in having a specialist teacher in physical education who leads and manages the subject well. As well as teaching all of the junior pupils, she runs an after school gymnastics club and arranges sporting competitions. Older pupils show good skills in gymnastics, particularly in their control and co-ordination in executing jumps, rolls and balances. Year 1 pupils responded well to good teaching in a lesson on dance. Brightly coloured strips of paper were used imaginatively to stimulate their imagination. The teacher's good expertise was well supported by a governor, who was also a qualified teacher. They each led a small group, guiding pupils to practise and improve their movements, which culminated in a successful performance of a bonfire dance.

## **PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP**

Provision for the pupils' PSHCE is **good**.

### **Main strengths and weaknesses**

- Detailed plans lay emphasis on a 'whole-school' approach that provides a clear, developmental structure through the Foundation Stage, the infants and the juniors;
- Pupils have many opportunities to make independent choices and to accept leadership roles in class activities;
- Pupils gain a good understanding of health and environmental issues.

### **Commentary**

59. The school recognises that these areas of the curriculum are the keys to its successes. They establish patterns of behaviour, good relationships and a feeling of belonging, to a school, a community and the wider world. Weekly discussions help pupils to gain a clearer and broader perspective on themselves, their surroundings and the wider world. For example, the needs of the disabled are now well appreciated through the community involvement at the school. Pupils are expected to show independence and to make decisions. The School's Council, representing the views of the pupils, accepts responsibility to listen, form judgements and act upon them. There are annual 'Health Weeks' and organic gardening is developed as an after school club. As a result, pupils are very aware of the importance of personal health and environmental issues and develop a mature understanding of how to take care of themselves, others and their surroundings.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>4</b>
How inclusive the school is	4
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	4
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	4
<b>Pupils' attitudes, values and other personal qualities</b>	<b>3</b>
Attendance	3
Attitudes	3
Behaviour, including the extent of exclusions	3
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>4</b>
The quality of teaching	4
How well pupils learn	4
The quality of assessment	4
How well the curriculum meets pupils needs	4
Enrichment of the curriculum, including out-of-school activities	3
Accommodation and resources	5
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	4
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	1
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>4</b>
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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