

# INSPECTION REPORT

## **GREYSTOKE PRIMARY SCHOOL**

Greystoke, Penrith

LEA area: Cumbria

Unique reference number: 112111

Acting headteacher: Mr Mike Telford

Lead inspector: Mr John D Eadie

Dates of inspection: 23<sup>rd</sup> to 25<sup>th</sup> February 2004

Inspection number: 263984

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:	4 – 11
Gender of pupils:	Mixed
Number on roll:	75
School address:	Icold Road Greystoke Penrith Cumbria
Postcode:	CA11 0TP
Telephone number:	01768 483572
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Appropriate authority:	Local Education Authority
Name of chair of governors:	Mr Neville Howard
Date of previous inspection:	29 <sup>th</sup> June 1998

## CHARACTERISTICS OF THE SCHOOL

Greystoke Primary is much smaller than most primary schools. It is situated in Greystoke, a small village in the Cumbrian countryside about five miles from Penrith. The socio-economic indicators for the area are above average, for example, there is little unemployment. Most pupils come from the village and a number of small hamlets in the area although a number of parents choose to bring their children out from Penrith. There has been a small influx of pupils in the last year or two due to the increasing popularity of the school. All pupils are white British and speak English as their home language. When children join reception, they generally have above average skills and understanding. The proportion of pupils with statements of special educational needs is broadly average, as is the proportion identified as having special needs. Most of these have moderate learning difficulties and there are some with dyspraxia and others are autistic.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20191	Mr J D Eadie	Lead inspector	Mathematics Science Information and communication technology Art and design Personal, social and health education and citizenship Music
19740	Mr A Smith	Lay inspector	
21816	Mrs B Thomas	Team inspector	Foundation Stage Special educational needs English Design and technology Geography History Physical education Religious education

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## PART A: SUMMARY OF THE REPORT

### OVERALL EVALUATION

**Greystoke Primary is a good school.** It has been through some very troubled times recently, with three different headteachers in the last three terms. The present acting headteacher is leading the school very well and has a very clear knowledge of what needs to be done to take the school forward, building on some of the good work already done by the permanent headteacher. He has created a good team amongst the staff and there is a corporate desire to continue to develop the school with raising pupils' achievement as the focus. Teaching is good and pupils are achieving well. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards in English and mathematics are currently well above average and in science they are above average in Year 6.
- The quality of teaching is good, being particularly good for the pupils in Years 5 and 6.
- The acting headteacher is leading the school very well and is being supported well by the staff team.
- Standards in religious education are below average by the end of Year 6.
- Systems of assessment are still being developed and at present do not give teachers or pupils good information about what pupils need to learn next.
- The school is providing a stimulating and rich curriculum.
- The pupils have very good attitudes to their work and school and behave very well. The basis of this is the very good relationships that exist in the school and the family atmosphere.

The school has made satisfactory progress since the last inspection. Standards have been maintained in that time and all the key issues from that inspection have been addressed effectively. However, some of this progress is comparatively recent.

### STANDARDS ACHIEVED

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

*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.*

**Pupils are achieving well.** Standards, in common with all small schools, are variable from year to year, so caution is needed when interpreting statistics. However, the trend is upwards in line with the national trend in the tests at the end of Year 6 and standards are generally above the national average. Most children join the school with levels of attainment above average and achieve satisfactorily in reception to reach standards above the goals children are expected to reach by the end of reception. Pupils continue to achieve satisfactorily in Years 1 and 2. Standards for the current Year 2 are average in reading, writing and mathematics as they entered school with lower than average standards. In Years 3 to 6, pupils achieve well and reach above average standards overall. Standards in English and mathematics are well above average and in science they are above average. Pupils with special educational needs achieve well due to the well targeted plans that are made for their progress and the good support they receive. The A\* for mathematics in the above table means that the standards were in the top five per cent of all schools in this subject in the national tests in 2003. Standards in religious education are below average at the end of Year 2 and Year 6.

**The pupils' spiritual, moral, social and cultural and personal development is good.** This provision is very good for their social and moral development and satisfactory for their spiritual and cultural awareness. Pupils behave very well and are enthusiastically involved in all that the school has to offer. Rates of attendance are below average as a number of parents take their children away for family holidays during term time.

## **QUALITY OF EDUCATION**

**The school provides a good quality of education.** The curriculum is broad and balanced and the school provides the pupils with a very good range of trips, visitors and other activities outside the curriculum. **The quality of teaching is good.** There are many strengths to the teaching and the pupils are learning well throughout the school. The experienced support staff make a very good contribution to the pupils' learning, particularly for those with special educational needs.

The pupils are very well cared for and they feel very comfortable about sharing their concerns with members of staff and each other. There are effective links with parents and very good links with the community which benefit the pupils very well. Parents receive good information about what is going on in school and about how they can be partners in their children's education.

## **LEADERSHIP AND MANAGEMENT**

**Leadership and management of the school are good.** The acting headteacher provides very clear and effective leadership for the school. In his short time he has built very effectively on a number of the initiatives put in place by the headteacher, currently off sick. There is an atmosphere of teamwork for all who are involved in the school centred on the best interests of the children. It is not possible to make a judgement on governance as the governing body has resigned en bloc. However, there is evidence that the recent governing body was involved well in the strategic development of the school. The school is managed satisfactorily, this aspect having been adversely affected by the problems of the last couple of terms.

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

The majority of the large number of parents who responded to the questionnaires and the almost equally large number who attended the parents' meeting are positive about the provision that is being made for their children. There are obvious concerns about the present uncertainty in the leadership of the school although evidence from the inspection is that there is a great deal of work going on to lessen the impact of this. The pupils are very content and show considerable pride in their school and their achievements.

## **IMPROVEMENTS NEEDED**

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

- Boost pupils' achievement and raise standards in religious education.
- Continue to work on systems of assessment and target setting so that there are clear records of what it is that pupils know, understand and can do and what they need to do next to improve.
- Ensure that there is sufficient outdoor play equipment for the children of reception age so that their physical development can be fully catered for.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

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

Pupils are achieving well. Achievement is satisfactory in reception, where the children are currently being taught by a temporary teacher in a mixed age class with pupils in Years 1 and 2. Boys have performed significantly better than girls in the national tests in Year 6, but evidence from the inspection did not find any valid reason for this as all have equal opportunities.

#### Main strengths and weaknesses

- Standards in English and mathematics are well above average by the end of Year 6.
- Standards in science are above average by the end of Year 6.
- Standards in religious education are below average at the end of Year 2 and Year 6.

#### Commentary

1. In the national tests in Year 2, standards in 2003 were above average in writing and mathematics but below average in reading. As is usual in small schools, standards have been variable over the years but improvement has been below the national trend. In 2002, the results were lower than usual largely because this group of pupils contained more pupils than usual with special educational needs. This factor depressed the improvement against all schools nationally. When compared with schools with a similar proportion of pupils eligible for free school meals, results were average in writing and mathematics and well below average in reading in 2003. A lower than expected proportion of pupils gained the higher levels in these tests, indicating that higher attaining pupils were not challenged. The school has recognised this and has put in place procedures to ensure that these pupils are being suitably challenged.

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

Standards in:	School results	National results
reading	15.3 (18.0)	15.7 (15.8)
writing	15.5 (14.0)	14.6 (14.4)
mathematics	17.1 (14.0)	16.3 (16.5)

*There were 17 pupils in the year group. Figures in brackets are for the previous year*

2. Standards in the national tests in Year 6 in 2003 were in the top five per cent of all schools in mathematics, well above average in science and above average in English. When compared with schools with a similar proportion of pupils eligible for free school meals, standards were well above average in mathematics and average in English and science. In comparison with schools whose pupils scored similarly in the tests in Year 2 four years previously, standards were well above average in mathematics, average in science and below average in English. These statistics show that these pupils generally made satisfactory progress during their time in Years 3 to 6. However, their last year was disrupted by staff illness. Results have been consistently above average. Targets set for the pupils' performance were exceeded last year, and the school is on track to meet its targets again this year. The trend has been upwards in line with the national figures. As in the tests in Year 2, fewer pupils than expected gained the higher levels, indicating a lack of challenge for these pupils. Strategies have now been put in place to address this weakness. No table for results is published for the tests in Year 6 as there were fewer than ten pupils taking the tests last year.
3. Children enter the school with levels of skills and understanding that are generally above average. They achieve satisfactorily and exceed the goals children are expected to reach by the



end of reception in all areas of learning in which a judgement is possible. Judgements weren't possible for standards reached in the children's physical development as little work was seen in this area. Although these children are achieving satisfactorily, they are not achieving as well as pupils in the rest of the school. This is mostly because they are being taught in a mixed age class with the pupils in Years 1 and 2. The focus tends to be on these older pupils. The planning to give the children of reception age a good range of experiences has improved since the last inspection and is continuing to improve as the school recognises this as an area for development, but is not yet making an impact on standards.

4. The pupils currently in Year 2 entered school with below average skills and understanding. They have achieved well in Years 1 and 2 and are now reaching average standards in reading, writing and mathematics in Year 2. Standards in information and communication technology (ICT) are average, but those in religious education are below average at this age.
5. Pupils continue to achieve well in Years 3 to 6, particularly in Years 5 and 6 where the teaching is almost always good or better. The pupils in Year 6 are reaching well above average standards in English and mathematics and above average standards in science. In ICT standards are average at this age and they are below average in religious education. The school has conducted good analysis of strengths and weaknesses in pupils' achievement and, apart from the weakness in religious education, has put in place a good range of strategies to raise standards and boost achievement. This is particularly the case with provision for more able pupils who are now being challenged well.

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

Pupils' attitudes and behaviour are very good. Their spiritual, moral, social and cultural development is good. Attendance is below national rates. The positive attitudes and values reflect the views of parents and pupils and are in harmony with the very supportive ethos within the school.

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

- Pupils are eager to be included in learning activities.
- Very high standards of behaviour are consistently promoted.
- The quality of relationships is very good.
- Provision for pupils' moral and social development is very good.
- Attendance is below the national average.

#### **Commentary**

6. Pupils' very good attitudes make a considerable contribution to their attainment and levels of achievement. Across the school pupils settle quickly in class and are very keen to be included in the learning activities. They share ideas confidently because their responses are valued and self-esteem is consistently promoted. This is equally so for pupils with special educational needs. Pupils take pleasure in the challenging tasks put before them, for example:
  - Years 3 and 4 pupils in a literacy lesson miming out a list of instructions for their fellow classmates to guess;
  - Years 5 and 6 pupils working carefully in teams in a games lesson in the restricted area of the village hall.
7. Throughout the school, pupils know clearly the difference between right and wrong and show a mature regard for the property of others and the school environment. Pupils respond well to school rules and are undoubtedly aware of the consequences of their behaviour. Their understanding of what constitutes appropriate behaviour is launched at a young age and makes a major contribution to this very orderly community and the good quality of learning environment. The school places a high priority on moral development. All staff members have a consistent approach to promoting this aspect and have equally high expectations. There have been no exclusions in recent years.

8. Relationships within the school are very good and enable all pupils to learn and achieve effectively. They are shown in the mutual respect evident between pupils and the adults who work with them. Staff provide fine role models in demonstrating how relationships are initiated and sustained. In response, pupils work and play constructively, show sensitivity and concern for feelings and values of others when, for instance, sharing their work in review sessions. Pupils relate well to unfamiliar visitors too, offering natural courtesy and genuine politeness. Pupils of all ages enjoy responsibilities when asked to help with school routines such as older pupils befriending younger pupils and accepting responsibility as monitors, reading buddies and taking responsibility for control of playground equipment.
9. Attendance levels are below the national rates in comparison with other schools. The school monitors attendance and punctuality, which is good, and attempts to make parents and pupils fully aware of the importance of full attendance and punctuality. However, the reason for attendance levels being below average is due to the number of parents who persist in taking their children on holiday during term time. The strong family ethos of the school gives rise to children being very happy to come to school.

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

Authorised absence	
School data	6.5
National data	5.4

Unauthorised absence	
School data	0.0
National data	0.4

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

10. The opportunities for pupils to gather insight into beliefs and develop their spiritual awareness are satisfactory. The weekly assemblies, celebrating pupils' successes, are very beneficial in raising their self-esteem. The provision for moral and social development is very good. Moral issues are shared openly in class discussions at circle time. The school makes good efforts to ensure that pupils are aware that they are living in a multi-cultural society despite there being no local groups of other ethnicity.
11. Pupils throughout the school show a commendable pride in being members of the school community and greatly enjoy being in school. They are very interested and involved in the wide range of activities that the school provides, both in lessons and out of school hours. Parents are supportive of the school, and very happy with the values the school promotes. No racist or bullying incidents were seen during the inspection.
12. Pupils with learning difficulties are positive and well motivated towards their work. This strongly supports their good achievement. Those pupils whose barriers to learning are emotional and behavioural do, on rare occasions, find difficulty in concentrating on their tasks and this affects the rate at which they make progress.

**QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The school provides a good quality of education for its pupils. The curriculum is good, being broad and balanced and enhanced well by a good range of trips and visitors. The quality of teaching and learning is good.

**Teaching and learning**

The quality of teaching is good, being particularly good in Years 5 and 6. The pupils are learning well as there are number of strengths to the teaching. Systems of assessment are unsatisfactory.

**Main strengths and weaknesses**

- Teachers are very good at using questions, targeted to the pupils' particular needs.
- Teachers enthuse pupils with their lively style and interesting activities.
- Good levels of challenge are offered in most lessons, and teachers have high expectations of pupils' behaviour.
- Systems of assessment do not provide useful information.
- Support staff make a significant contribution to pupils' learning.
- There are occasions in lessons when time is not used well.

## Commentary

13. The majority of lessons are lively and typified by an atmosphere of keenness and enthusiasm. The pupils say they enjoy their lessons, and this is especially the case for the pupils in the Years 5 and 6 class, where they find the lessons exciting and interesting. The teaching in this class is almost always good or better. Throughout the school, teachers use questions very well, both to challenge the higher attainers and to include those who are more retiring. This use of questions and the very good learning environment makes a very positive contribution to the pupils' learning and achievement.

### *Summary of teaching observed during the inspection in 20 lessons*

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
1	3	11	5	0	0	0

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

14. The school has analysed the results of the national tests very well and has established that higher attainers were not achieving as well as they could. Teachers are now well aware of this and good levels of challenge are offered. They are mindful, not only of the higher attainers, but also those of lower attainment and those with special educational needs, who also receive work challenging them appropriate to their abilities. Pupils are expected to work independently and there are very high expectations of pupils' behaviour. This helps to create the very good working environment in the school and contributes well to the pupils' very good attitudes. The mutual respect and very good relationships that exist in classes are a major factor in the pupils' learning and achievement.
15. The support staff make a very good contribution to the pupils' learning. This is particularly the case in the mixed age class for children in reception and pupils in Years 1 and 2. The assistant in this class is often given responsibility for teaching the youngest children. When she is given this task, she follows carefully the appropriate planning created by the school and the children learn and achieve well. Support staff and other adults also contribute significantly to learning in other classes, particularly for those pupils with special educational needs. They enable them to take a full part in all lessons and help them to achieve as well as their classmates.
16. Systems of assessment are unsatisfactory. Good records are kept of annual progress and the teachers know their pupils' abilities very well. However, there are no clear records of exactly what it is that pupils know and understand. This was exemplified in looking at the books of a class which is being taught by a temporary teacher. She followed the class teacher's planning but this did not show that the pupils had not mastered some of the previous work and the tasks set were too difficult for them. There are also insufficient opportunities for pupils to be involved in gauging their own success. There are occasions when time is not well used. This is mostly when an hour is set aside for an ICT lesson. In two lessons seen, the pupils had mastered the skills being taught in 30 to 40 minutes and there was no adequate further task for them to complete. In one case it was too difficult and in the other insufficiently challenging.

## **The curriculum**

The school provides a stimulating and rich curriculum. As a result, most pupils achieve well. Enrichment activities in school are interesting, relevant to all pupils and are well supported and attended. They include visits to and residential stays at places of interest, and visitors into school. These all give pupils different experiences of life and are incorporated into learning activities. The school is appropriately staffed and resourced. The accommodation is satisfactory for the delivery of the curriculum, but the outside area for the Foundation Stage is unsatisfactory. Money has been set aside to rectify this weakness. All issues from the last inspection have been improved.

## **Main strengths and weaknesses.**

- The school is very successful in providing equality of access and opportunity for all its pupils.
- There are a good number of visits out and visitors into school, which broaden pupils' experience.
- Provision for personal, social and health education is good.
- Enrichment through extra curricular activities is a strong feature of school life, with a range of opportunities in both sport and the arts.
- There are very limited facilities for outdoor activities for children in the Foundation Stage.

## **Commentary**

17. The school provides a rich, relevant and interesting curriculum. Many practical first-hand experiences are provided to promote pupils' standards and achievement. The school has fully embraced the principles of educational inclusion and makes very good provision to ensure that all pupils have full access, where possible, to all subjects and activities. Provision for pupils with special educational needs is good and teachers and support staff are acutely aware of pupils' individual needs. They plan carefully to make sure there are appropriate opportunities for all to achieve success. Pupils with special educational needs all have well planned individual education plans, which ensure that work is matched well to their ability and personal needs.
18. There is considerable enrichment of the curriculum. This stimulates pupils to learn. There are very good opportunities for pupils to learn French and the school is fully committed to providing the pupils with residential experiences to places such as Hawesend, York and Fellside. From reception onwards pupils benefit from visits to places of educational interest. These make learning relevant and help pupils to appreciate their local community. The school has a good range of visitors and events in school, which add real interest to the curriculum. The school is successfully improving pupils' interest in joining the after school activities, including sports, arts and music. The pupils also have opportunities to take part in a variety of other activities such as a knitting club. There is a good range of competitive sporting fixtures with neighbouring schools.
19. Suitable emphasis is placed on English and mathematics. The National Strategies for Literacy and Numeracy have been used well by the teachers as their basis for planning in these subjects and are contributing to the improvement in standards. Literacy and numeracy skills are being developed and employed well in other subjects across the curriculum providing new experiences for pupils. The provision, standards and the quality of learning in ICT have improved considerably since the last inspection.
20. Health education, including sex education and guidance about the dangers of misusing drugs and alcohol is planned and taught very well from outside agencies as well as part of the science and personal, social, and health education provision.
21. The school has a satisfactory match of qualified teachers to the demands of the curriculum and the learning needs of all pupils. At the time of the inspection two supply teachers were covering for members of staff who were sick. The knowledgeable learning support staff are well employed during lessons.

22. Accommodation is satisfactory overall. There is a satisfactory range of resources to support subjects. The classrooms are spacious, bright and attractive. There is no outdoor play area for reception children and this restricts their independent learning in the physical area of development. The school has plans to deal with this.

### **Care, guidance and support**

The care, guidance and support for pupils are very good. The involvement of pupils in the school's work and development is good. Health and safety procedures are good.

### **Main strengths and weaknesses**

- There are very good relationships between pupils and staff.
- The induction arrangements for pupils are good.
- The school is safe and secure for all pupils.

### **Commentary**

23. The very strong approach to care and guidance contributes very well to the welfare and security of all pupils and thus plays a very significant part in promoting their confidence and very good attitudes to learning. The school, as part of their personal development of the pupils, sensitively fosters their confidence and happiness.
24. The school has a very strong family atmosphere that is beneficial to all pupils' feelings of self-worth. All school staff care very much for their pupils. Staff provide very well-informed support, advice and guidance, because of:
- their good knowledge of pupils as individuals;
  - the quality of their checking of pupils' personal development;
  - the very good relationships generate a very secure place to learn that positively embraces all pupils.
25. Arrangements for children to enter school life are carefully planned and carried out and this helps them to settle quickly. These arrangements are central in developing the quality and depth of the trusting relationships between pupils and staff. This, in conjunction with other systems such as circle time, has encouraged in pupils an active participation in aspects of the school. For example, by older pupils providing very helpful support for younger ones with reading, at break times and dining in the village hall.
26. The previous governing body properly adopted the local education authority's policy on health and safety and developed their own application for the school. They carried out effective risk assessments, both internal and external. Child protection is considered as a high priority and staff are suitably trained. There are systems in place aimed at improving pupils' attendance and punctuality. These include:
- making parents aware of the impact of prolonged absence as a number of them take their children on holiday during term time;
  - involving outside agencies if required.
27. Staff know pupils' individual qualities and backgrounds well. Pupils rightly feel very well supported and confidently discuss any concerns they might have. The school places a high priority on the support for pupils with special educational needs. The very good ethos that has been developed enables these pupils to be confidently involved in aspects of school life. The school's strategies for identification of their needs are clear and well supported by consultation with other educational agencies and medical health services where necessary.

### **Partnership with parents, other schools and the community**

The school's partnership with parents and other schools and colleges are good. The links with the local community are very good. These aspects have been maintained well since the previous inspection and in some areas improved noticeably.

### **Main strengths and weaknesses**

- Parents have very positive views about the school.
- Information to parents is good.
- The school seeks to involve parents in their children's learning.
- There is an active Parent Teacher Association that supports the school well.
- Links with the community and other schools enrich learning experiences for pupils and provide very good opportunities for their social development and awareness.

### **Commentary**

28. Parents hold the effectiveness of the school in high regard. They are particularly pleased with the levels of behaviour, the quality of teaching, expectations of pupils' work from staff and that their children like school. Parents also describe the school as a very happy place in which good friendships exist between pupils, teachers and parents. They believe the school is open and approachable about any concerns they might have. Inspectors agree with these judgements. They believe school is very fair to all and their children are encouraged to be considerate and develop a mature viewpoint.
29. There are regular and informative newsletters that keep parents suitably aware of the day-to-day procedures, expectations and events of the school. Parents are given good information about the progress their children are making. Pupils' annual reports to parents are sufficiently detailed and consistent across the classes. At termly consultation meetings, there are opportunities for parents to discuss individual plans for learning and progress towards achieving their child's targets. Brief information on what will be taught in each subject is provided for parents at the start of each term and supports parents' opportunities to help their children at home.
30. Parents support the school well. They know the school routines and expectations, including those for attendance, punctuality and behaviour. The school has a solid core of dependable and regular volunteers who make a positive contribution to the quality of teaching in classrooms. The Parent Teacher Association raises funds, which are suitably targeted and used beneficially to support pupils' learning.
31. There are good links with other schools in the area. Links with the community provide very good enrichment for the curriculum and support pupils' personal and social development as well as widening their experiences and giving them opportunities to learn about the needs of others. The school has positive links with the village church through events such as Harvest Festivals and clergy holding weekly school assemblies. There are very good links with business and industry in the area. For example, paint has been given to decorate classrooms and corridors and there has been funding towards the transport costs for school residential trips.

### **LEADERSHIP AND MANAGEMENT**

Leadership and management is good overall. Judgements on the quality of leadership and management are made about the temporary leadership in place during the inspection. The leadership of the acting headteacher is very good and he is being supported well by the staff team. The school is being managed satisfactorily. It is not possible to make judgements on the governance of the school as the governing body has resigned en bloc.

### **Main strengths and weaknesses**

- The acting headteacher is providing very clear leadership in his very short time in post.
- A good team has been created.
- Most co-ordinators are providing a clear view of development.

## Commentary

32. The leadership of the school is in a state of uncertainty as the headteacher is off sick. During her one term in the school she initiated some good procedures. For example, she identified aspects of English that needed addressing to raise standards in the subject further. The acting headteacher has carried on this good work and has identified aspects for development in a number of areas. In this he has been very well supported by the local education authority, who have provided guidance at his request. Particular areas of advice have included:
- planning for the teaching of the reception age children who are being taught with Years 1 and 2 pupils;
  - the development of the teaching of ICT.
33. Owing to an incident where the governing body acted improperly without realising it, the governors have resigned en bloc. Judgements on governance are not possible as the new governing body was installed shortly after the inspection. However, there is evidence to show that the previous governing body was effective in their role. They gave good support to the leadership of the school and were involved well in strategic planning. For example, they had produced a variety of four-year forward budgets taking into account likely numbers of pupils. The budget and the school improvement plan were monitored well.
34. Although there were two temporary teachers during the inspection – half of the staff - the acting headteacher has created a good team. This has been a notable achievement as there has been a great deal of staff illness during the last couple of terms and considerable uncertainty and concern in the school. There is now a consistency of purpose and action and a corporate desire to provide an exciting and valuable range of opportunities for the pupils to further their achievement and raise standards. All staff, teachers, support staff, administration staff, lunchtime supervisors and cleaning staff are included in this team. This commitment to inclusion ensures that all feel valued and has a very positive impact on adults' relationships with pupils, who therefore also feel an integral part of the school 'family'. The permanent teachers who were present during the inspection are leading their subjects well. They have a clear view of how to raise standards and pupils' achievements in their subjects and have put in place good procedures to achieve this.
35. The school, despite the uncertainty, is being managed satisfactorily. The acting headteacher has carried out some useful monitoring of teaching. The management of some important areas of the curriculum, such as the Foundation Stage, English and ICT are in the hands of temporary staff. These staff are holding the fort well, but are obviously not carrying out all their management responsibilities. The running of the office is managed efficiently. The secretary knows all the families of the pupils well and is effective in relieving the acting headteacher of a number of the day-to-day duties. Although the school carries forward quite a high percentage of their income each year, this is appropriate for a small school, and many of these funds are being carried forward for a specific purpose. For example, to create a stock of outdoor equipment for the reception children. Bearing in mind all relevant factors, the school gives good value for money.

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

Income and expenditure (£)	
Total income	132,220
Total expenditure	127,055
Expenditure per pupil	2,083

Balances (£)	
Balance from previous year	14,048
Balance carried forward to the next	19,213





## **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. The children enter reception in the September before they are five, and at the time of the inspection there were only 11 children on roll. These children are taught with the Year 1 and Year 2 pupils. A very enthusiastic newly qualified teacher is standing in for the permanent teacher, who is ill, and with a good teaching assistant is teaching the class. The school has been slow to address the issue of curriculum planning, a weakness at the time of the previous inspection. With the help of the local education authority it is now in place. However, there are still no opportunities for experience of outdoor play.

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

- Induction arrangements are good; children settle quickly.
- The links between the curriculum areas are being made explicit in planning in some of the areas of learning.
- The use of visits enhances the curriculum well.
- Structured play activities are an area to develop.
- Assessment and record keeping is a weakness. The school has only just begun to address the Foundation Stage Profile.
- The school does not have any large or small outside play equipment. As a result children do not have daily opportunities to develop their physical skills.

Admission arrangements are effective and ensure children settle easily. Parents are pleased with how well their children settle and have been happy to be involved with their learning at home. Staff, as yet, do not use regular assessments within lessons to plan the next activities. There are therefore no procedures to ensure that the work is very well matched to the needs of individual children, so providing the right amount of challenge. This is very important with the three ages being taught in the same classroom.

The teacher has worked very hard since January. She has planned an interesting and coherent curriculum effectively. The topic links the different areas of learning so that the children have an imaginative curriculum, which makes them keen to learn. The classroom celebrates all areas of learning. It is bright and welcoming. The space close to the classroom is used well to support learning. However, the outside area is unsatisfactory. There is no large fixed equipment, no wheeled vehicles and no sheltered area. Consequently, children miss out on daily opportunities to use the outside area for learning. Plans exist to rectify this weakness.

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

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

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

- Achievement is good because of the good teaching and high expectations of the staff.
- Every opportunity is taken to promote children's confidence and independence.
- Relationships are very good with both adults and peers.
- Behaviour is very good at all times.

### **Commentary**

36. Teaching is good and as a result, children make good progress and achieve well in their social development. All children achieve their early learning goals<sup>1</sup> and many exceed them. This reflects the emphasis the school places on developing the whole child. The class teacher has established secure routines so that children feel safe and confident. Children have many opportunities to work alone and in small groups. Staff have very high expectations of children's behaviour. They set clear boundaries and the consistent role models set by the adults ensure that children know clearly what is expected of them.

## COMMUNICATION, LANGUAGE AND LITERACY

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

### Main strengths and weaknesses

- The teacher and teaching assistant take every opportunity to develop children's language skills.
- Children enjoy handling books and make good progress with reading.

### Commentary

37. Indications are that the majority of children are on course to exceed the expectations in this area of learning. Most children were able to write their first names and some could copy sentences correctly when they arrived in school. The higher attainers are already working beyond the early learning goals. The children have made good progress with their writing, with good progression evident from copy writing, to writing and illustrating their first book based on *Thread Bear*. The recently acquired *Jolly Phonics* scheme is taught well and is helping the children to build up their vocabulary using language for a range of purposes. The children confidently recalled words beginning with *sh* and *ch* and made up a poem, explaining very articulately that the lines had to rhyme. Children enjoy books and some independently choose a book from the selection during silent reading time. There is very good evidence to show how well the parents are involved in helping their children to read.

## MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **satisfactory**.

### Main strengths and weaknesses

- Achievement is good because teaching and learning are focused on developing children's skills in mathematics time.
- Opportunity to reinforce and extend children's mathematical skills and language across the areas of learning is an area for development.

### Commentary

38. Most children enter reception as little mathematicians with the levels above those expected for their age. Mathematics is taught well, with a focus on first hand practical activities during timetabled sessions. Children achieve their learning goals by the end of the year, with many exceeding their targets. Most children are already beginning to count and recognise the numbers to twenty. In a well-taught lesson the children recognised quickly the numbers that teddy had missed out. However, there is limited provision for mathematical experiences for learning during free time. Using regular observations to assess children's progress towards the early learning goals is in its infancy.

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<sup>1</sup> The 'early learning goals' are the goals children are expected to reach by the end of reception. 'Stepping stones' are the steps leading towards these goals.

## KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

### Main strengths and weaknesses

- Children achieve well because of good teaching which is focused on developing children's skills through a practical, imaginative curriculum.
- Children have good opportunities to use computers.
- Good use is made of visits in the local area.

### Commentary

39. When the children enter reception they have good experiences to draw upon. Teaching and learning is good and children achieve well. There is a good variety of appropriate, interesting activities planned to stimulate children's curiosity and enhance their understanding. For example, the class theme was 'Plants and Animals in the local environment.' The teacher planned a visit to the grounds of Greystoke forest to collect natural objects. This visit developed good observational skills, gave the children opportunity to ask good quality questions and gain knowledge of flowers, plants and leaves. Reception children have been very involved with the older pupils in the class, particularly with the push and pull science investigations and they all are aware of the dangers electricity can bring. ICT is taught well. Children were observed piecing together information to describe objects and learning that these objects can be described using key words. As a result of looking on the Internet to find information about Mick Inkpen the children made their own books.

## PHYSICAL DEVELOPMENT

Provision in physical development is **satisfactory** overall; however, facilities outdoors are limited.

### Commentary

40. No judgements are made about teaching and learning, standards or achievement as only one dance lesson was seen relating to physical development. The children enjoyed the lesson but some of the movements were very difficult for the children to perform. There are no records kept by the teacher to show that the children achieve well. Children have limited opportunities for outdoor play and as a reception/Year 1/Year 2 class do not have continuous access to the outside area. The school has plans to improve learning in the outside area.

## CREATIVE DEVELOPMENT

Provision in creative development is **good**.

### Main strengths and weaknesses.

- Children achieve well because they are taught well and experience a wide range of creative activities.
- Children enjoy their music sessions.

### Commentary

41. There are daily opportunities for children to develop creativity. Children have access to a good range of materials, with many opportunities to paint, draw and make models. Teaching is good.

The children exceed their learning goals by the end of the year. The attractive displays in the corridor and classroom reflect the broader range of their work showing how far these children have progressed across the expected goals. There were high levels of children's participation and enjoyment as they successfully generated sound effects to the story, *We're going on a Bear Hunt*. Children are beginning to show some awareness of rhythm.

## **SUBJECTS IN KEY STAGES 1 and 2**

### **ENGLISH AND MODERN FOREIGN LANGUAGE (FRENCH)**

#### **English**

Provision in English is **good**.

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

- Standards in English are well above average by the end of Year 6.
- Overall, the quality of teaching and the work planned for pupils are good and this ensures that they achieve well.
- Use of key questioning is leading to improvement in speaking and listening skills and is having a positive effect on achievement.
- Pupils with special educational needs receive good support in lessons and achieve well against their specific targets.
- Non-teaching staff support pupils learning effectively.
- The school's priority to improve reading is having a good effect.
- There are too few planned opportunities to develop pupils' writing skills through other curriculum areas or to use ICT to help with presenting work in English.
- There is insufficient use of target setting and pupils' self-evaluation to promote independence and help pupils gain knowledge of their own learning.

#### **Commentary**

42. Standards in English are average by the end of Year 2 and well above average by the end of Year 6. Standards show a significant improvement across the school reflecting the school's effective improvement strategies. Achievement is good. Pupils achieve well because planning is carefully matched to differing abilities and needs. Older pupils are challenged well and teachers have high expectations. The achievement of pupils with special educational needs is good because of well-organised support in literacy lessons.
43. Overall, standards in speaking and listening are above average. Use of key questions promotes thinking and discussion. Pupils respond confidently when spoken to and conversations are often extended well. In a Years 3 and 4 literacy lesson, the teacher effectively engaged pupils in contributing good alternate words of expression, which are more accurate for *said*. Staff work hard to help pupils to extend their vocabulary by:
  - encouraging pupils to talk to each other and to a variety of audiences;
  - using drama activities, or, interesting starts to lessons, to help pupils to communicate effectively.
44. The school has responded well to the lower standards of reading achieved in Year 2 in July 2003 by putting in place strategies to improve reading. These are working well. Pupils are confident in giving opinions about a book. There are well-used story sacks, both fiction and non-fiction, to cater for all ages throughout the school. Sound bags are in Years 1 and 2 to encourage children to become more independent learners and to reinforce phonic knowledge and understanding. There are good daily opportunities for pupils to engage in group, paired and silent reading. In Years 3 to 6, pupils use books with confidence. Older pupils use inference and

deduction with increasing skill and express their preferences for favourite authors and genres. A strength is the very effective reading diary system, which provides quality guidance to pupils. Parents in particular, pupils, teachers and support staff contribute well to these and this encourages pupils to read widely. Clear guidelines, helping pupils to write well-constructed book reviews, are used well in Years 5 and 6.

45. Writing across the school was an area identified for improvement by the new co-ordinator. The higher attainers in all years achieve well and write for a range of purposes. Younger pupils use basic punctuation accurately and their writing is beginning to be extended. Older pupils are challenged well and work shows they use powerful language. Their range of writing is well structured and shows a secure grasp of fiction story writing as well as recognising the language features used in discussion texts.
46. The work of the pupils with special educational needs shows how well they are integrated and that they have a very positive attitude to their work. Their individual education plans are addressing difficulties and the targets are appropriate and clear. Handwriting and presentation skills are improving as a result of a whole school positive approach and the good support given to those pupils with special educational needs. However, there are still a number of younger pupils who do not hold their pencil properly.
47. The quality of teaching is good overall, with some very good teaching seen. Teachers' expectations are high. They plan work carefully to meet the differing abilities in their class, so ensuring that pupils with learning difficulties are well supported and that all pupils are challenged. Relationships are very good and this is reflected in pupils' very positive attitudes to learning. Assessment information is used effectively to set class targets. However, this is in an early stage of development. Although pupils are encouraged to assess their own work the systems in place do not help them to know what it is they need to learn next. Record keeping is a weakness.
48. The well-qualified co-ordinator has worked hard to assess the school's areas for improvement and has tried to target areas through her action plan and literacy school improvement plan. However, the troubled time the school has been through recently has meant that these have not been implemented as successfully as she would have liked.

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

49. Language and literacy across the curriculum is satisfactory. Spoken English is good. To some extent, planning identifies some opportunities for applying these skills to other subjects but at present there are too few planned opportunities for pupils to use their writing skills. Pupils have used computers for independent research into authors and use a spelling program to help with spelling.

### **French**

Provision in French is **very good**.

### **Main strengths and weaknesses**

- The subject is very well taught.
- The pupils thoroughly enjoy their French sessions.

### **Commentary**

50. The school teaches French to all pupils from Years 3 to 6. These pupils have one lesson each week with a teacher from a local secondary school. This is a really valuable extra experience for the pupils. The quality of teaching is very good with the teacher using a wide variety of resources to interest and enthuse the pupils. Almost all lessons are carried out entirely in

French and by the end of Year 6, those pupils who have been at the school for the full course are well able to understand and respond in a very good range of situations.

51. In a lesson seen in Year 6, there was very obvious enjoyment of the whole session by the pupils (and the teacher). She has the good strategy of making deliberate errors when writing on the board, which are very promptly, politely and accurately corrected by the pupils. The levels of French attained was very well exemplified by one boy responding in French, even when the teacher was discussing in English a new topic.

## **MATHEMATICS**

Provision in mathematics is **good**.

### **Main strengths and weaknesses**

- Standards at the end of Year 6 are well above average.
- Pupils are achieving well.
- The subject is led well.
- Teaching is good, particularly for the oldest pupils.
- Systems of assessment do not currently give useful information about what pupils need to learn next.
- Planning for the curriculum is very clear.

### **Commentary**

52. Children enter the school with above average standards in their mathematical development. They are reaching well above average standards by the end of Year 6 and are achieving well with around half of the group working towards gaining the higher levels in the national tests. The pupils currently in Year 2 entered school with below average standards and are now reaching average standards so have also achieved well. Much of this good achievement is due to the good teaching. This teaching is particularly good in Years 5 and 6, where it is often very good.
53. The new subject co-ordinator has already carried out some very good analysis, despite being off ill for a large part of last term. She has focused the work of the school in two directions. The analysis showed that insufficient pupils were gaining the higher levels in the tests in Year 2. After advice from a consultant from the local education authority, she has put in place a plan to address this weakness, which is beginning to have an impact, despite the current Year 2 being rather weaker than the usual cohorts. Analysis of the national test results showed up weaker areas of the curriculum. Good plans have been implemented to address these areas and the whole curriculum is planned clearly, giving good guidance to teachers. This, and previous work done, have ensured that the school has made good progress since the last inspection.
54. Good levels of challenge and high expectations exemplify lessons. Teachers are good at using questions to involve all pupils and to ensure that they have to think about what they are doing. The one word "Why?" is often heard. The pupils respond very well to these challenges and show by their answers that they are thinking clearly and are able to explain their thought processes. Work is provided at a variety of levels so that pupils of differing ages and abilities are challenged appropriately. Pupils are thus engaged and there is often a buzz of industry and enthusiasm as they work in pairs or small groups. This is particularly noticeable in the Years 5 and 6 class, where the teacher uses a wide range of strategies and regularly changing activities to interest and enthuse the pupils.
55. An area for development is in assessment. Although a good system of tracking pupils' progress has been put in place, this has not been in place long enough to give good indication of progress from year to year. There are no systems that record concisely exactly what each pupil has mastered so that teachers can plan for the next stage in learning. This also means that pupils are not aware of what they need to learn to improve.

## Mathematics across the curriculum

56. Good use is made of mathematics across the curriculum. For example, in Years 3 and 4 there is map work going on in geography, supported by the work being done at the same time on co-ordinates in mathematics. This extra re-enforcement is aiding pupils' understanding and achievement. Pupils use their mathematical knowledge well to present the results of their science experiments in graphs or tables.

## SCIENCE

Provision in science is **good**.

### Main strengths and weaknesses

- Standards are above average by the end of Year 6.
- Pupils are achieving well and have very good attitudes to the subject.
- Teaching is good, particularly for the oldest pupils.
- Leadership is very good.
- Assessment does not provide teachers with useful information.
- Good use is made of experimental and investigative work to aid pupils' understanding in Years 5 and 6.

### Commentary

57. The pupils in Year 6 speak very enthusiastically about their interest and involvement in science. This is largely due to the work and teaching of the co-ordinator, who takes Years 5 and 6. She has worked hard to ensure that, despite the mixed age classes, all pupils receive the full curriculum. She has given clear guidance to her colleagues. She recognises that some work still needs to be done in some classes to develop the investigative and experimental aspects of the subject and is working on this at present. All this has ensured that standards at the end of Year 6 are above average. In Years 5 and 6, almost all the curriculum is presented in an investigative way, and the pupils' understanding and knowledge is thus well enhanced. These pupils hypothesise, predict and analyse readily. This represents good progress since the last inspection. Standards at the end of Year 2 are average. These pupils entered school with below average levels of skills and understanding so they have made good progress. Pupils achieve well through the school.
58. Teaching is good. Although little direct teaching was happening during the inspection, the analysis of the pupils' work shows that teachers through the school are beginning to develop enquiring minds and a scientific approach in their pupils. It is clear that pupils are expected to think independently and come to their own conclusions. Much of the marking in books is good and helps pupils to see what they need to do to improve. However, no clear records are kept of the pupils actual knowledge and skills, so that it is not easy for teachers to see how they can build on the skills and knowledge gained.

## INFORMATION AND COMMUNICATION TECHNOLOGY

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

### Main strengths and weaknesses

- The school has a good supply of suitable hardware.
- Teachers have good knowledge of curriculum.
- There is a broad curriculum, which includes good links to other subjects.
- There is no system of assessment in place.

- The school has no technical support.

## **Commentary**

59. Since the last inspection, levels of hardware have been improved significantly. The school now has a small well-equipped computer suite as well as a good number of computers, including laptops, in classrooms. There is also equipment for control technology and digital cameras. These are all used well, though the suite is not used as much as it might be for using ICT in other subjects. Part of the reason for this is that the school does not have anyone who can offer technical support. This leads to frustration for teachers and pupils when hardware or software does not operate efficiently.
60. The teachers have all had suitable training, which has ensured that they are confident in teaching all aspects of the curriculum. Some of the support staff are also used well to take pupils into the suite and teach them ICT skills. The quality of teaching is satisfactory overall, as a number of ICT sessions are too long for the skills that are to be taught. The pupils master these skills quickly and in some lessons there is no suitable task to extend their skills and knowledge.
61. Standards are average, both at the end of Year 2 and Year 6 and pupils achieve satisfactorily. This might appear to be unsatisfactory progress since the last inspection as standards were described as above average at the end of Year 6 in the last inspection. However, the demands of the subject have risen considerably and with the work done on improving hardware and staff expertise, the school has made satisfactory progress. At present there are no records to show what skills the pupils have mastered, so teachers cannot plan for the most effective progress.

## **Information and communication technology across the curriculum**

62. ICT is used well in other subjects of the curriculum. Its use is planned into English, mathematics, science and geography, and the Internet is used to research topics in history. During the inspection, the Years 3 and 4 class were using ICT well to support their work on co-ordinates in mathematics and geography.

## **HUMANITIES**

Only one lesson was seen, in geography. It is therefore not possible to make a firm judgement about overall provision on any of these subjects; however, the evidence available indicates that it is good in history and geography because of the good use of visits and visitors that bring the curriculum alive. The curriculum meets the statutory requirements for religious education.

## **Religious education**

63. No lessons were observed but time in assembly, scrutiny of the very limited available written work and discussions with pupils and teachers, have provided evidence for judgements.
64. Pupils' achievement is sound for acquiring and developing knowledge and understanding of Christianity but there are weaknesses in the pupils' knowledge and understanding of other principal religions represented in Britain. As a result the standards in religious education are below average across the school. No lessons were seen but teaching of religious education in the Years 3 to 6 centres on drama, which helps to develop speaking and listening skills well.
65. The recently appointed hard working co-ordinator, who was ill at the time of the inspection, has provided schemes of work to support teachers' planning and has begun to improve the resources in school. However, due to the difficulties the school has encountered recently these have not yet been implemented properly. There was no evidence available of teachers evaluating each unit of work. There is no formal assessment of pupils' work to enable checks to be made on how well pupils are making progress.



## **Geography and History**

66. There is every indication from pupils' work seen that standards are at least average in geography and history in Year 6. There was not enough evidence available to make a judgement about pupils' attainment in geography or history in Year 2.
67. The use of visits and visitors successfully enhances pupils learning in both subjects. Year 6 has made productive use of their residential in York to learn more about the Vikings and their way of life. Their work on interpretation was particularly good, comparing the views of what a Saxon, a Viking poet, and an Arab, who met them on his travels, thought of the Viking warriors. Pupils were encouraged to develop their literacy skills, writing diaries and creating their own very good booklets on the Vikings. This visit developed geographical skills well. It enabled the pupils to compare and contrast land usage, features and changes, giving them a greater understanding about the nature of places. Geography and history are enjoyed. There is a very good display on world ecosystems in the Years 5 and 6 classroom showing how well enquiry skills are being developed.
68. Younger pupils are less aware of the lives of significant men, women and children in the history of Britain. The visit to Tullie House gave them experience of what it was like for a child at school in Victorian times.
69. In both subjects good use is made of ICT to find out more about places and events, today and in the past. There is no effective system for tracking and recording pupils' progress and attainment. This is essential for these subjects because the school has a two-year rolling programme.

## **CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS**

None of these subjects was a focus for inspection and there was insufficient evidence to make judgements on provision or standards being achieved.

### **Art and design**

70. The pupils are given good opportunities to develop their artistic skills. There is some very effective work around the school to demonstrate this. One of the most attractive is a wall hanging consisting of a number of stitched squares that was completed to celebrate the opening of the new computer suite last year. Work in classrooms demonstrates a good range of skills, including pastels, paint, charcoal, pencil and some particularly evocative work in collage. Pupils have also had an opportunity to work with a local artist, when they produced some really striking stained glass effect autumn colour pictures.

### **Design and technology**

71. Discussions with pupils and scrutiny of work show that they are gaining experience of a range of materials and techniques and developing the expected subject skills through designing and making a variety of products. Younger pupils had presented pop-up cards of Incey Wincey Spider and Years 3 and 4 had designed and created wallets and purses, for example. The 'Technology Whizz Kids,' in Year 6 had successfully created a Christmas Street. They were able to control the motor that turned the revolving shop door and the diodes that flashed on the roof, using the computer via a serial interface. They have won an engineering competition designing and making an astronaut's transport vehicle and their cam designs showing the spinning effect for dancers were good.

### **Music**

72. Pupils have a good range of experiences in music. About a third of the pupils learn musical instruments, such as woodwind or guitar. There are a number of groups who come into school. For example, 'Roots and flutes' and other musical ensembles. The constraints of the school building mean that it is difficult to add music to assemblies. There is no music playing as pupils enter, and they are not able to sing to recorded music, for example. These are missed opportunities to raise the profile of the subject in the school.

### **Physical education**

73. The school works hard to overcome the limitations imposed by its site. From viewing planning and discussions with teachers and pupils it is evident that all strands of the subject, including outdoor and adventurous activities are regularly taught. The standards in swimming by Year 6 are good and pupils benefit from sessions in Penrith as well as the outdoor swimming pool in the village. In the games lesson seen, pupils made good progress in developing the skills related to basketball and netball of passing, catching and jogging whilst bouncing a ball using both hands. There is a strong programme of additional events and clubs to enrich the curriculum offered. There are good links with outside agencies for football, netball and rugby training. Girls and boys regularly have opportunities to compete, collaborate and take part in team events. They learn how to accept success and defeat. The grounds of Greystoke Castle are ideal for all the local schools' tournaments and competitions.

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

Provision in personal, social and health education and citizenship is **good**.

### **Main strengths and weaknesses**

- There is a great deal of informal re-enforcement of provision in this area.
- There is a clear plan to improve provision.
- There is a good breadth of provision

### **Commentary**

74. The school has carried out a very good analysis of how the various aspects of the provision for this aspect are delivered. This has revealed a very limited number of areas that are not presently being covered. The school is in the process of ensuring that these are now built into the curriculum. Much of the curriculum is already being delivered in other subjects. For example, many of the health and personal issues are being dealt with in science lessons. Each class also has a timetabled session in which personal issues can be discussed. It says much for the openness of the teachers and pupils that these issues are discussed with no fear. The co-ordinator has very clear plans for development in this area and is planning a system of assessment for the subject.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
<b>The overall effectiveness of the school</b>	<b>3</b>
How inclusive the school is	2
How the school's effectiveness has changed since its last inspection	4
Value for money provided by the school	3
<b>Overall standards achieved</b>	<b>3</b>
Pupils' achievement	3
<b>Pupils' attitudes, values and other personal qualities</b>	<b>2</b>
Attendance	4
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
<b>The quality of education provided by the school</b>	<b>3</b>
The quality of teaching	3
How well pupils learn	3
The quality of assessment	5
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	3
Support, advice and guidance for pupils	2
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	3
The quality of the school's links with the community	2
The school's links with other schools and colleges	3
<b>The leadership and management of the school</b>	<b>3</b>
The governance of the school	0
The leadership of the headteacher	2
The leadership of other key staff	3
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).*