

INSPECTION REPORT

BROUGHTON PRIMARY SCHOOL

Moor Road, Great Broughton

LEA area: Cumbria

Unique reference number: 112407

Headteacher: Mrs K Shankland

Lead inspector: Mr D Hardman

Dates of inspection: 28th June – 1st July 2004

Inspection number: 264281

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

© Crown copyright 2004

This report may be reproduced in whole or in part for non-commercial educational purposes, provided that all extracts quoted are reproduced verbatim without adaptation and on condition that the source and date thereof are stated.

Further copies of this report are obtainable from the school. Under the School Inspections Act 1996, the school must provide a copy of this report and/or its summary free of charge to certain categories of people. A charge not exceeding the full cost of reproduction may be made for any other copies supplied.

INFORMATION ABOUT THE SCHOOL

Type of school: Primary
School category: Foundation
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 123

School address: Moor Road
Great Broughton
Cockermouth
Cumbria

Postcode: CA13 0YT

Telephone number: 01900 325993
Fax number: 01900 325995

Appropriate authority: The governing body
Name of chair of governors: Mr N Wilson

Date of previous inspection: May 1998

CHARACTERISTICS OF THE SCHOOL

Broughton Primary School is a smaller than average sized school, with 123 pupils on roll including 14 children in the reception class. In addition, there are 20 children in the nursery on a part time basis. The school achieved the Active Mark in 2003, Investors in People Award and Schools Achievement Award in 2002. There is a broad social mix in the school and the full range of ability is represented. Children's attainment when they start school shows that many have skills that are below average when compared with the levels expected for their age. There are no pupils from minority ethnic groups or who speak English as an additional language. There are 15 per cent of pupils eligible for free school meals, which is in line with the national average. Twelve per cent of pupils have been identified as having special educational needs, this is in line with the national average and 4.1 per cent have statements of special educational need, which is above the national average. Most pupils with special educational needs have speech and communication difficulties or profound and multiple learning difficulties. There is relatively little mobility of pupils joining or leaving the school other than at the normal times.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
1779 4	Mr D Hardman	Lead inspector	Mathematics
			Science
			Information and communication technology
			Geography
			History
			Physical education
			Special educational needs
1234	Mrs T Bradley	Lay inspector	
1263 1	Mrs M McLean	Team inspector	English
			Religious education
			Art and design
			Design and technology
			Music
			English as an additional language
			Foundation Stage

The inspection contractor was:

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

Any concerns or complaints about the inspection or the report should be made initially to the inspection contractor. The procedures are set out in the leaflet '*Complaining about Ofsted Inspections*', which is available from Ofsted Publications Centre (telephone 07002 637833) or Ofsted's website (www.ofsted.gov.uk).

REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	4
PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS	
STANDARDS ACHIEVED BY PUPILS	6
Standards achieved in areas of learning, subjects and courses	
Pupils' attitudes, values and other personal qualities	
QUALITY OF EDUCATION PROVIDED BY THE SCHOOL	9
Teaching and learning	
The curriculum	
Care, guidance and support	
Partnership with parents, other schools and the community	
LEADERSHIP AND MANAGEMENT	13
PART C: THE QUALITY OF EDUCATION IN AREAS OF LEARNING, AND SUBJECTS	15
AREAS OF LEARNING IN THE FOUNDATION STAGE	
SUBJECTS IN KEY STAGES 1 AND 2	
PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS	25

PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective school with many strengths. By Year 6, pupils' attainment is above the level expected for their age in mathematics, science and information and communication technology (ICT) and in line with the average in English. However, pupils' attainment is below the level expected in religious education. The headteacher provides strong leadership and clear direction for the work of the school. The potential barrier to improvement of small, fluctuating numbers in each year group is overcome well. Staff value all pupils equally as individuals, whatever their needs, and work hard to make sure they get the best from their time in school. The school provides good value for money.

The school's main strengths and weaknesses are:

- Children make a very good start to their education in the nursery and in the reception class because of very good teaching.
- Teaching and learning are good and pupils achieve well in lessons.
- Pupils are not given enough opportunities to practise their writing skills in religious education, history and geography in Years 5 and 6.
- Leadership and management by the headteacher, deputy headteacher and governors are good.
- By Year 6, pupils' achievement and attainment in religious education are below the level expected for their age.
- Provision for pupils' spiritual, moral, social and cultural development is very good and this leads to very good relationships and an excellent school ethos.
- Parents' and pupils' views of the school are very good.

Improvement since the last inspection is good. Leadership and management have ensured that the curriculum for each year group is clearly established. The curriculum is enriched by a very wide variety of activities both during the day and after school. Teachers' planning of lessons is good and the aims of each lesson are shared with pupils so that they know what they are going to learn. The quality of teaching has improved because the observations of teaching and learning by the headteacher and key staff are used effectively to share good practice and remedy weaknesses. Statutory requirements are now met in teachers' annual, written reports on pupils' achievements.

STANDARDS ACHIEVED

	all schools			similar schools
	2001	2002	2003	2003
English	A	A	C	C
mathematics	B	A	C	C
science	A	A	B	B

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' achievements throughout the school are good, especially in English, mathematics and science. The table shows that the National Curriculum test results in 2003 were in line with the national average in English and mathematics and above average in science. There were relatively few pupils taking the tests and the analysis of individual pupils' results shows that a significant number missed the grade expected of them by very few marks in English and mathematics, which accounts for the fall in grades in 2003. Currently, by Year 6, pupils' attainment is in line with the level expected in English, although pupils' speaking, listening and reading skills are above the level expected. In mathematics, science and ICT pupils' attainment is above the level expected for their

age. In religious education, pupils' attainment is below that expected for their age. By Year 2, pupils' attainment is above the levels expected for their age in speaking, listening and reading; it is at the level expected in writing, mathematics, science, religious education and ICT. Overall, children's attainment in the reception class is below the levels expected in communication, language, literacy, mathematical development and knowledge and understanding of the world and matches what is expected in the other areas of learning.

Pupils' personal development, including their spiritual, moral, social and cultural development, is very good. Pupils' attitudes and behaviour are very good; their relationships with others are very good. Attendance, for last year, was average.

QUALITY OF EDUCATION

The quality of education provided by the school is good. Teaching is good, and often very good, as a result pupils' learning is good and their skills, knowledge and understanding improve as they move through the school. Support staff throughout the school work effectively as a team with the teachers and give very good support to pupils who need extra help. All teachers give a good level of encouragement to pupils and try to interest them through lively activities. The teaching for children in the nursery and the reception class is very good, which is a major factor in their achievements. Pupils with special educational needs are well supported by good teaching that provides challenging activities. As a result, these pupils make good progress throughout the school. The assessment of pupils' attainment and progress is good and the results of these assessments are used well to tailor work for pupils of different ability. Very good use is made of opportunities to enrich the broad curriculum with visitors, educational visits and by using the links with other schools to enhance learning. The provision for care is very good. Provision for pupils guidance and support is good. The partnership with parents and the community is very good.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership provided by the headteacher is a major factor in the quality of teamwork in the school. The management of the school is good and the monitoring of teaching and learning by the headteacher and key staff is bringing about improvement and so raising standards. The school has recognised the need to improve pupils' achievement in religious education and there is a clear improvement plan for the subject. The governance of the school is good and governors fulfil their statutory duties well. The school uses funds designated for particular purposes well and the governors and the headteacher keep a close eye on spending to ensure the school gets the best value possible for all initiatives.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very satisfied with the work of the school and the opportunities they have to talk to staff. Pupils speak highly of their school and they are keen to attend. Pupils explain how they enjoy their work and comment very favourably on their visits, especially the residential ones.

IMPROVEMENTS NEEDED

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

- Raise the level of pupils' achievement and standards in religious education by Year 6;
- Provide more opportunities for pupils to use their writing skills in religious education, history and geography in Years 5 and 6.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Pupils' achievements in Years 2 and 6 are good and, by Year 6, they achieve standards that are above the levels expected for their age in mathematics, science and ICT. Standards have been maintained since the last inspection report, except in religious education where pupils' standards are below the level expected. Children's achievements in the reception class are good in personal, social and emotional development, communication, language and literacy and mathematical development.

Main strengths and weaknesses

- Children in the reception class are given a very good start to their education.
- Pupils achieve well because teachers use assessments well to ensure that all pupils are sufficiently challenged to enable them, whatever their ability, to make good progress.
- In Years 5 and 6, there are insufficient opportunities for pupils to use their writing skills in religious education, history and geography and so enhance their knowledge and understanding in these subjects.
- Pupils with special educational needs achieve well and build effectively on their previous experiences.

Commentary

1 When children start school, many have below average skills for their age. Children's achievements in the present reception class are good although their standards are just below the level expected in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional development, creative and physical development their attainment is in line with the level expected. In the nursery and reception classes the teachers organise support assistants very well and they work very well together to ensure that all children have very good opportunities to develop their skills. All children benefit from very good teaching because of the very good relationships. For example, they co-operate well in the activities they undertake in all areas of learning and this improves their confidence and skills, especially in language and communication.

2 In Year 2, pupils' attainment in the National Curriculum tests in 2003 was average in reading and below average in writing and mathematics. However, there was a small number of pupils taking the tests and a significant number had special educational needs which brought the overall standard down. In the present Year 2, pupils' attainment is above the level expected in speaking, listening and reading, it is in line with the level expected in writing, mathematics and science. Pupils' attainment is improving because teaching is good and the National Literacy and Numeracy Strategies are well implemented. Although year groups vary quite considerably because of the number of pupils with special educational needs, the school makes good use of the analysis of pupils' performance in National Curriculum tests and optional tests and this has resulted in the setting of realistic targets to focus on improving the weaker areas of pupils' knowledge and skills.

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

Standards in:	School results	National results
reading	15.5 (15.4)	15.7 (15.8)
writing	14.1 (14.6)	14.6 (14.4)
mathematics	16.1 (16.0)	16.3 (16.5)

There were 15 pupils in the year group. Figures in brackets are for the previous year

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

Standards in:	School results	National results
English	27.3 (28.7)	26.8 (27.0)
mathematics	27.3 (28.7)	26.8 (26.7)
science	29.4 (30.1)	28.6 (28.3)

There were 20 pupils in the year group. Figures in brackets are for the previous year

3 In the National Curriculum test results in 2003 pupils' standards were in line with the national average in English and mathematics and above average for science. There were relatively few pupils taking the tests and in English and mathematics a significant number missed gaining the next level by only one or two marks, which lowered standards compared to previous years. Nevertheless, these pupils did as well as expected in English and mathematics and better than expected in science. Currently, by Year 6, pupils' attainment is in line with the level expected in English and above the level expected in mathematics and science. It is below the level expected in religious education because insufficient time is given to teaching the subject and, as a result, pupils' knowledge and understanding of other faiths is weaker than it should be. In addition, pupils are not using their writing skills to help them consolidate their knowledge and understanding of the subject; this is also the case in history and geography. Teaching, especially in the core subjects of English, mathematics, science and ICT, is improving because leadership is good at identifying what is and is not working, building on the strengths and remedying the weaknesses.

4 Pupils' attainment in ICT is at the level expected in Year 2 and above the level expected in Year 6. Pupils are keen to use the computers and their skills improve especially in word processing, using the Internet for research and in supporting work in English, mathematics and science. Pupils' work was sampled in other subjects of the National Curriculum but there was insufficient information to make firm judgements about standards.

5 Pupils with special educational needs make good progress and achieve well, set against their individual learning targets. The quality of individual education plans is good. They enable pupils to progress in small, well defined stages. Teachers plan well for pupils with special educational needs and, as a result, they attain standards that represent good achievement in relation to their abilities. When working in pairs or small groups, or when receiving individual tuition, they benefit from working with well trained learning support staff. This has a positive effect on their learning and the standards they achieve. The school makes good use of assessment information to identify pupils' needs at an early stage in their learning and for target setting in their individual education plans. It is a similar picture for pupils who are gifted and talented, as their skills are assessed and appropriate work is provided to challenge and extend them. Parents' comments show that they feel their children achieve well and make good progress. The inspection team supports this, for example, pupils use their language, literacy and numeracy skills well in most other subjects. The trend of pupils' attainment over time is above the national trend.

Pupils' attitudes, values and other personal qualities

The very good provision for pupils' personal development, including their spiritual, moral, social and cultural development, is reflected in pupils' excellent confidence and their self-esteem. They have very good attitudes to their learning and work very well together in small groups, or in pairs. Pupils' behaviour is consistently very good and there is no evidence of bullying. Attendance is satisfactory and pupils arrive at school on time, eager to take part in whatever the school has to offer.

Main strengths and weaknesses

- Pupils enjoy lessons and are very keen to attend after-school clubs.
- Teachers expect pupils to behave very well, and they do.
- The school's ethos is excellent and promotes pupils' personal development very well.
- Teachers do more to promote pupils' cultural development than they did at the time of the previous inspection.

Commentary

6 Pupils' very positive attitudes towards school and learning reflect the effort that teachers make to ensure lessons are interesting. Pupils arrive promptly each day and are keen to take part in all the activities the school has to offer. Children in the Foundation Stage leave their parents or carers readily and settle quickly to activities for each day. These very good attitudes are maintained as pupils move through the school. Older pupils settle down quickly in lessons and try hard with their work. They are attentive and work very well with each other respecting what others have to say. After-school activities are very popular and many pupils stay behind to take part in sports, music and other activities. Pupils of all ages talk enthusiastically about their favourite subjects and they say how they enjoy working with each other.

7 All teachers follow the agreed procedures for promoting positive behaviour and this works very well. In lessons, pupils seldom have to be reminded by their teachers to behave well. Pupils from Year 1 onwards know the school rules and they say these are fair. Pupils are involved in making their own class rules, so they understand the importance of making sure everyone is safe and happy. Teachers take opportunities to help pupils understand the difference between right and wrong through discussions, role-play activities and in assemblies.

8 The school is very committed to promoting pupils' personal development. In the Foundation Stage children are encouraged to become independent and to take responsibility for resources. Older pupils are expected to look after and be friends to younger ones. Those pupils chosen as "buddies" take their responsibilities seriously. This emphasis on caring for each other is a key factor in the absence of bullying or any form of harassment in the school. Pupils know what to do if any incidence of bullying did occur. Pupils of all ages know that their ideas and opinions are valued. As a result, they grow in confidence and their self-esteem is consistently raised.

9 Teachers now use a wide range of strategies to promote pupils' cultural development. All notices in the school are written in several languages. During the week of the inspection, pupils responded to teachers calling the register in Welsh and they practise a different language every week. The school has hosted students from Jordan and France. A teacher from the local secondary school works with Year 6 pupils, introducing them to French. In the Foundation Stage, teachers are gathering costumes and information about children from different cultures. In Years 3 and 4 pupils benefited from a visitor talking to them about some important aspects of Buddhism. As a result of these initiatives, pupils' multi-cultural understanding is better than at the time of the last inspection.

Attendance

Pupils' attendance in the current year is satisfactory.

Attendance in the latest complete reporting year (93.9%)

Authorised absence	
School data	5.8
National data	5.4

Unauthorised absence	
School data	0.3
National data	0.4

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

Exclusions

There were no exclusions last year.

Ethnic background of pupils

Categories used in the Annual School Census
White – British
Mixed – White and Asian

No of pupils on roll
112
1

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education provided by the school is good. There is good provision for pupils in English, mathematics, science and ICT. Provision for religious education is satisfactory. There is also very good provision for pupils' personal development. Links with parents and the community are very good.

Teaching and learning

The quality of teaching is good. This has a positive impact on the quality of pupils' learning which is also good. Teachers know their pupils well and provide a wide range of activities to meet their needs. The assessment of pupils' attainment and progress is good.

Main strengths and weaknesses

- Assessment information is used well to tailor the work for different attaining pupils, including those with special educational needs and those who are gifted and talented.
- The quality of teaching for children in the nursery and reception class is very good.
- Teaching is good and lessons are interesting for pupils. As a result, they enjoy coming to school and try hard in their work.
- The management of behaviour is good and all pupils, whatever their ability, are given equal opportunities to succeed.
- Pupils with special educational needs make good progress because they are fully included in lessons.

Commentary

10 Teachers regularly use a range of assessments, including statutory and optional National Curriculum tests. The information available from these tests is used well to identify pupils' weaknesses and to guide teachers' planning, for example, by setting targets in lessons to improve pupils' attainment. As a result, pupils gain sufficient information on how well they are achieving and what they must do next to improve. Assessment arrangements also promote the learning of pupils with special educational needs and the gifted and talented because their needs are recognised and work is set at a suitably challenging level to ensure that their skills are developed and extended.

11 Teaching is good. The headteacher and key staff have undertaken a programme of observing colleagues' teaching and the discussions on successful practice help to ensure that all pupils learn effectively. The National Literacy and Numeracy Strategies are used well. As a result, pupils read accurately, find information quickly and use ways of calculating totals quickly in their heads. Teachers have high expectations of pupils and expect them to work hard and achieve their best. As a result, pupils respond well to the challenges and, in discussions, comment favourably on their enjoyment of lessons and on how well they think they are improving. The quality of teaching has improved since the last inspection report.

Summary of teaching observed during the inspection in 25 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very poor
0	11	10	4	0	0	0

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

12 The quality of teaching for children in the nursery and reception classes is very good. The teachers are confident and the planning takes good account of children's individual needs and includes valuable daily opportunities for imaginative play. The children's learning is supported by thoroughly prepared, practical activities and experiences that are wide ranging and interesting. This motivates children to learn very well. Staff use resources very well and bring excellent enthusiasm, skill and understanding to children's learning. Every opportunity is taken to develop spoken language, literacy and numeracy skills by careful questioning and vocabulary development. There is a good balance between direct teaching and opportunities for structured play activities. All adults are good examples for children to follow because they treat everyone with care, courtesy and respect. The use of support staff is very good and makes a significant contribution to children's learning because of the many opportunities provided for children to discuss their ideas.

13 The teaching of basic skills is good and teachers make lessons interesting, which results in pupils being attentive and eager to answer questions. Teachers' planning ensures that pupils' literacy and numeracy skills develop effectively. They do this by using the recommendations of the literacy strategy effectively and plan lessons that are challenging and interesting. For example, in an English lesson for pupils in a Year 6 class, they were challenged well to use their knowledge to describe and evaluate the style of the writer. Comments were often very perceptive about the character being discussed, for example, "she is fragile". The pace of lessons is good and pupils have very good relationships with teachers and adults in the classroom, which means that most pupils are keen to please teachers and do well.

14 Teachers know and manage their pupils well and provide good support for different activities. The very good relationships between staff and pupils create a secure climate in which to learn. The school has an established system to encourage pupils to read and learn spellings at home and this has a positive effect on their learning. The school ensures that all pupils, whatever their abilities, are included in all activities, which makes a positive contribution to their learning. The quality of teaching for pupils with special educational needs is good because teachers plan activities well and ensure these are closely matched to pupils' needs. Some pupils are withdrawn from lessons for short periods of time to work in small groups to boost their skills and confidence.

The curriculum

The curriculum is good and is very well enriched by a wide range of extra-curricular activities offered to all the pupils. It meets the very varied learning needs of the pupils regardless of gender or ability. The curriculum ensures that pupils build on skills and knowledge from one year to the next and this is an improvement since the last inspection. The accommodation and resources are good and allow the curriculum to be taught effectively.

Main strengths and weaknesses

- Teachers' expertise in some subjects is used well to support pupils in other classes.

- ICT is used well to support learning across the curriculum, but in Years 5 and 6 using writing to develop skills and strengthen knowledge and understanding in history, geography and religious education is not good enough.
- The curriculum for children in the Foundation Stage is very good.
- The provision for pupils with special educational needs and those who are gifted and talented is good.

Commentary

15 Despite being a small school with few teachers, pupils have many opportunities to join a broad range of clubs and groups covering a wide range of interests. Parents say that children find the very good range of activities interesting and enjoyable. Pupils gain from opportunities to go on two residential visits and visitors and visits enrich their learning very well. Some teachers with specific expertise in subjects such as art and design, ICT, physical education, personal, health, social and cultural education and religious education use their subject knowledge to teach pupils in other classes when the school organises a “carousel” of activities on some afternoons and this means pupils are given a wide range of interesting experiences. In music, pupils benefit from the expertise of a visiting teacher who improves their musical understanding very well in a series of interesting activities. Teachers also gain subject knowledge from this expertise.

16 The curriculum provides good personal, social and health education and enables pupils to make informed, sensible choices about their lifestyle. This starts in the Foundation Stage when children are expected to be caring towards each other and to form good relationships. A planned programme of visits and visitors gives pupils in Years 1 to 6 a good insight into health and safety issues, such as fire risks and dangers of playing near water and roads. Pupils know the importance of regular exercise. Older pupils are effectively taught about the misuse of drugs and about sex and relationships. Planning for the differing abilities of pupils in Years 3 to 6 has improved since the last inspection because teachers clearly identify what pupils of differing abilities are to learn. Teachers identify clear learning intentions in all lessons and these are shared with the pupils so they know what they are expected to learn and pupils check how well they have completed tasks at the end of lessons.

17 ICT is used effectively to support learning in several subjects, but pupils do not use their writing skills sufficiently well to record what they have learnt in history, geography and religious education in Years 5 and 6. As a result, pupils do not achieve as well as they could, especially in religious education.

18 The curriculum for children in the Foundation Stage is very innovative because teachers use their knowledge and skills of the learning needs of children of this age very well to provide interesting and exciting activities, which encourage the children to achieve well. In the Foundation Stage, the results of assessments are used very effectively to identify those children needing specific support. For example, nearly one third of the reception class received support to improve their speech at the start of the year and they have improved significantly during the year.

19 Provision for pupils with special educational needs is good. It includes the successful implementation of national programmes such as the early literacy strategy which has improved pupils’ reading and writing skills. Support staff provide good individual and small group help effectively enabling pupils with special educational needs to have the confidence to speak out and give their opinions in lessons. Support staff show considerable patience and encouragement when helping pupils whose ability to concentrate is very limited. They are well briefed on the content of lessons, which helps to improve pupils’ basic skills, for example, in spelling, reading and writing.

20 Pupils are prepared well for the next stage in education. Transfer from the Foundation Stage to Year 1 is smooth because the present organisation of the school includes a class covering reception and some Year 1 pupils. The teacher ensures that there is a suitable curriculum for both age groups which ensures that pupils are interested in lessons and they

achieve well. Good provision for transfer to the secondary stage is made through the curriculum programme that includes some foreign language teaching and the introduction of projects that link to the local secondary school. These have a positive impact on pupils' learning and give them confidence for the forthcoming transfer.

21 Accommodation and resources for the Foundation Stage are very good and are used very well to provide interesting and lively learning activities, such as water play, exploring the environment and role-play in many situations. Resources for other subjects are good and their effective use has a positive effect on both teaching and learning. For example, computers are used well for research and to support other subjects such as art and design. The accommodation overall is good. It is well organised and scrupulously clean and well maintained. The number of staff is adequate to meet the needs of the curriculum. There is a good number of support staff who contribute well to the achievement of those pupils with special educational needs. Support staff in the Foundation Stage make a major contribution to the success of the provision because they discuss with children what they are doing in the different areas of learning and this improves their language skills.

Care, guidance and support

Provision for care is very good and has been maintained since the last inspection. The school offers its pupils a caring and supportive environment where all are valued and respected. There are very good procedures for child protection, health and safety. The pupils' opinions are well sought and valued.

Main strengths and weaknesses

- Staff know pupils very well and take very good care of them.
- Procedures for induction are very good so that pupils settle down quickly.
- Good support and guidance for older pupils helps them be aware of their strengths and weaknesses and what they need to do to improve.

Commentary

22 Teachers and support staff develop very good relationships with pupils based on trust and respect so that they provide effective care and support for all pupils. Governors have established good procedures to ensure pupils' health, safety and protection and the school makes very good arrangements to care for pupils with special medical needs. Very good links with parents enable information to be shared when problems arise and staff work hard to provide personal support for individual pupils.

23 Induction procedures are comprehensive, well thought out and contribute to pupils' positive attitudes towards school. A weekly toddler group is well attended and helps both carers and young children feel more confident in the transition from home to the school environment. Parents of nursery and reception children are invited into the classroom in the mornings to aid settling in. Staff provide very good care and there are very good procedures to introduce children gradually so that they quickly settle down in the school.

24 Teachers know their pupils very well and provide good educational support and guidance. They ensure that pupils begin the lesson by understanding what is to be taught and use time at the end of lessons for pupils to explain how well they think they have done.

25 The headteacher is committed to consulting pupils as a means of raising self-esteem and as an early introduction to the democratic process. This is done using questionnaires, formal discussions and the school council. Pupils are encouraged to make suggestions for and participate in school improvements and they feel that their views are listened to. Pupils' suggestions are acted

upon, for example, pupils requested the recent refurbishment of the toilets. During the inspection, a meeting of the school council discussed possible activities and the arrangements needed to have a fun day in the last week of term. They used their votes to identify their choices and debated enthusiastically how the day would be run. This made a significant contribution to their understanding of the responsibilities of citizenship.

Partnership with parents, other schools and the community

The school has developed very good links with parents and the community. The links with other schools and colleges are good. There are good opportunities for pupils and parents to be involved in the work of the school.

Main strengths and weaknesses

- Parents take an active part in the life of the school.
- Parents feel welcome in school and are very pleased with the education it provides.
- The wide variety of links with the community makes a very good contribution to the curriculum and pupils' personal development.
- Links with other schools in the area extend opportunities for pupils' learning and sporting activities.

Commentary

26 The school plays an important part in the life of the village and has built very strong links with parents and the wider community. Parents are made very welcome in school and feel they can approach staff at the beginning and end of the school day with information or queries about their child. They are very pleased with most aspects of the school and particularly value the role it plays in the community. These positive links have been maintained since the last inspection. A minority of parents have concerns about the information provided by the school. However, the school actively seeks parents' views through questionnaires and is prepared to act on them: it recently changed the homework policy following consultations with parents. In addition, parents are invited to curriculum meetings and receive good information on topics to be covered in lessons.

27 A good range of information is provided for parents through the school prospectus, regular newsletters and annual reports on their children's achievements. These annual reports provide information both about what pupils have done and about how well they are achieving. However, targets for future development are not as clearly expressed as they could be so that parents are in a good position to help their children reach these. Many parents are very involved in the school and help in a variety of ways. They make an important contribution with several extra-curricular clubs, provide transport for sports meetings, run popular social and fund-raising events and accompany pupils on visits out of school.

28 Links with the village and the wider community are extensive. Pupils benefit from a wide range of opportunities such as participation in the Arts week, the Beacon Schools Project and sporting and music links with other schools. There are good links with local businesses and other organisations such as the Rural Safety Initiative Group. In addition, there is a computer suite in the school that is used regularly by the community to help develop ICT skills. The local library is housed in the school, which provides a valuable service both to the community and the school. The school is a founder member of the Cumbria Primary Training Project. All these initiatives add significant interest and technical experience to the curriculum.

29 There is a good range of productive links with other schools that increase the variety of opportunities open to pupils to engage in sporting activities and, for example, music and cultural projects. Good links with the secondary school supports transfer from Year 6 and their staff teach French to pupils to further enhance the curriculum.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good. Leadership by the headteacher is very good and key staff good. The involvement in and governance of the school by the governing body is good. The school overcomes well the potential barrier of fluctuating numbers in each year group and pupils' achievements are not adversely affected.

Main strengths and weaknesses

- All staff share the headteacher's clear commitment to inclusion.
- The governors know the school well; they support and challenge the school effectively.

Commentary

30 The headteacher and staff meet regularly to discuss common issues and oversee work in the different aspects and subjects of the school. An approach involving an assessment of each pupil's knowledge, skills and understanding and using the information to plan the next step in their learning has been firmly established. This process has been instrumental in improving pupils' achievements. The leader of the Foundation Stage provides a very clear vision and sense of purpose with a series of well planned activities that interest and motivate children and lead to good acquisition of skills, knowledge and understanding. The provision for pupils with special educational needs is well managed by the school's special educational needs co-ordinator who ensures the school responds appropriately to pupils' needs, advises colleagues and checks on provision. As a result, teaching for these pupils is effective and they build successfully on their previous knowledge, skills and understanding. The provision for pupils who are gifted or talented is well managed by the headteacher and the co-ordinators who ensure the school responds appropriately to pupils' needs by providing work that is challenging. The result of all these initiatives is shown in the way that inclusion is a very important element of the work in the school and all pupils, whatever their ability, achieve well.

31 This school knows where it is going and how it will get there. The headteacher's very good leadership has ensured that any difficulties are identified and dealt with as they arise. The promotion of pupils' personal development, as well as a commitment to making learning relevant and interesting, is fundamental to the headteacher's vision for the school. The whole school community shares this inclusive ethos, which creates a warm, family atmosphere in school. The effective professional development of all staff is well managed and is closely linked to the school's priorities. The headteacher and most subject co-ordinators monitor their colleagues' teaching, check lesson plans and scrutinise samples of pupils' work. As a result, they know the areas of weakness and have good strategic plans to deal with them.

32 The governing body is involved closely in improving standards and providing constructive criticism of the work of the school. Governors have kept a close eye on the extent to which the key issues arising from the last report have been addressed. They have a clear idea of the school's standards in English, mathematics and science. There is written monitoring information on the budget that governors discuss to ensure that expenditure is closely monitored. As a result, they ensure that the school gets good value for money. The governing body is very committed to providing a successful service for the school and this is demonstrated clearly by the governors' arrangements to appoint individual governors to be regular visitors to each class in the school where they see how pupils are developing. Governors follow pupils' progress in subjects and report back to their colleagues after visits and this ensures all governors understand how effectively the curriculum is covered. The governor who oversees the provision for special educational needs in the school works very closely with the co-ordinator and is very well informed in this aspect of school life. The headteacher provides regular, clear reports on the progress of all aspects of school life which, coupled with their own monitoring, ensure that governors are kept up to date with all initiatives the school undertakes.

Financial information

Financial information for the year April 2003 to March 2004

Income and expenditure (£)		Balances (£)	
Total income	£419,090	Balance from previous year	£29,439
Total expenditure	£429,533	Balance carried forward to the next	£18,996
Expenditure per pupil	£2,921		

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

33 Provision in the Foundation Stage is **very good**. This is because teaching is consistently very good in both classes. Because of the small number of children of reception class age they are taught with a group of Year 1 pupils in the mornings. A high proportion of these children have a very wide range of diverse learning needs, which are met exceptionally well. As a result, whilst by the end of the reception year many children do not reach the standards expected for their age in communication, language and literacy, mathematical development and knowledge and understanding of the world, they all achieve well from the low starting point when they entered the nursery. Most children reach what is expected in personal, social and emotional development, creative and physical development.

34 A major strength of the very good teaching is the use of regular assessments to inform the planning for each child's work. As a result, despite the varied learning needs of the children, they are all included fully in the curriculum. Both teachers work extremely hard to provide carefully prepared and very well organised activities aimed at capturing the interest of the children. Teachers, support staff and parent helpers, all work very well together. This not only enables all children to achieve well, but it provides a very good example for the children.

35 The teaching areas are made very attractive with displays of children's work. Very good use is made of the secure outdoor area attached to the nursery and the nursery is used by the reception class in the afternoons. This enables the teacher to make sure that these children receive an appropriate curriculum and that they benefit from the use of the very good resources. The school hall is used regularly so all the children enjoy dance and physical education lessons. The quantity and quality of resources is very good and both teachers prepare their own very good quality resources to match the needs of the children. The co-ordinator has a very good understanding of the learning needs of children of this age. She works very well with support staff, parent helpers and the other teacher to prioritise developments and check on the quality of teaching and learning for all the children.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Relationships are very good.
- Very good teaching consistently praises positive behaviour and raises children's self-esteem.
- Children understand routines and this enables them to grow in confidence and become independent.

Commentary

36 All staff have very high expectations of the children. They are encouraged to be independent in their daily tasks. Nursery children find their own name to self-register at the start of the session and make their own decisions about when to take their "snacks". Behaviour is very good in a range of situations. For example, reception children are often the first class to arrive for assemblies and they sit quietly without any reminders from their teacher. All adults give very good encouragement to children and supportive relationships mean that children readily join

in activities. Staff use praise to very good effect, both to raise children's confidence and to encourage positive behaviour. In the nursery, the teacher spends a great deal of time writing two positive features about each child every week. This is taken home and shared with parents and they are encouraged to reply with any successes their child has achieved over the weekend. This excellent strategy is continued in the reception class in "Chat" books and makes an excellent contribution to pupils' personal development. As a result, children learn to value themselves.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well in communication, language and literacy despite their varied learning difficulties.
- Teachers plan an exceptionally good range of activities focused on developing these skills.

Commentary

37 Skills in literacy and language are developed systematically through carefully planned activities. In the nursery, children are encouraged to become aware of the importance of the skills of reading and writing through very well planned focused activities. Children want to record their ideas because they have interesting things to do, such as writing letters, making lists and taking messages. Through these activities, children quickly learn that writing has meaning and they learn to form letters correctly and start to write familiar words. Children are given many opportunities to develop speaking and listening skills through purposeful and imaginative play, such as the “Posh Paws Pet Shop” and through responding to stories and repeating rhymes. Reception children are challenged well. They were enthralled and concerned when the teacher pretended a toy dog was a really ill dog she was looking after for a friend. They eagerly asked questions about what was wrong with the dog and they offered solutions, such as “going to the vet” to make it better. Children enjoy sharing books and listening to stories. Nursery children quickly corrected the teacher when she held a book upside down. Children in the reception class recognise a few familiar words and know that print carries meaning. They practise writing and most write their own names legibly, but too many children confuse the use of capital and lower case letters.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is **very good**.

Main strengths and weaknesses

- Children achieve well.
- Activities are matched well to children’s needs.

Commentary

38 Whilst few children reach the standards expected by the end of the reception year, their achievement is good. This is because of the strong emphasis placed on developing not only number skills but also the use of opportunities in other areas of learning to promote and develop mathematical links. Adults stress mathematical language right from the start in the nursery so that children use this when they talk about their ideas. When children compare objects, they use terms to describe comparative length, size and weight. In the nursery, when children were making chocolate krispies they were taught to use the language of “more than” or “less than” and they were shown the importance of weighing ingredients accurately. Good links are made with literacy when children sing number rhymes and they learn to count up to and count back from a given number. Children in reception recognise a range of shapes. They do simple sums, but many children have difficulty writing numerals.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Children are offered a very wide range of experiences about the world.
- They achieve well in this area of learning.

Commentary

39 Children achieve well because very good teaching provides an exceptionally good range of practical experiences. For example, in the nursery, groups of children were role-playing “explorers”. The outdoor area was used very well to display pictures of animals and their footprints. Children were armed with backpacks, binoculars and magnifying glasses to explore the area searching for, and identifying, different animals. In the reception class, children know the importance of caring for pets and they are aware of the role of a vet. Children have many opportunities to use computers and most click and drag and draw simple shapes. They go on a range of visits, for example, to a local farm and frequently go on walks in the area around the school. Teachers have placed an emphasis on developing children’s awareness of cultures other than their own. This is an improvement since the last inspection. Children have practised using chopsticks and in the nursery there are very well prepared packs of costumes, books and information about children living in other cultures which makes a significant contribution to their knowledge and understanding of the world.

PHYSICAL DEVELOPMENT

Provision in physical development is **very good**.

Main strengths and weaknesses

- Children have good access to the outdoor area and the school hall.
- They achieve well.

Commentary

40 Standards broadly match what is expected for children’s age by the end of reception. This is due to the effective teaching of the skills of co-ordination and control. For example, children manipulate small tools such as pencils, brushes, scissors and glue spreaders with confidence. In the reception class, children chose from a range of materials and stuck wool onto their drawings of wild animals. They gain increasing dexterity as they complete jigsaws and use a range of construction materials. In dance and physical education, teachers provide many opportunities for children to practise and improve co-ordination when developing sequences and interpreting their movements to music. Children use the outdoor area to practise skills of pushing, pedalling and using space carefully. Very good teaching ensures that children have many opportunities to practise skills of hopping, jumping, throwing and catching, which develop their co-ordination well.

CREATIVE DEVELOPMENT

Provision in creative development is **very good**.

Main strengths and weaknesses

- Children achieve well.
- They experience a wide range of activities.

Commentary

41 Teachers provide activities that ensure children draw, print, paint, make models and use collage to create colourful pieces of work. In the nursery, children use pictures in books to help them accurately paint colourful pictures of giraffes. Children are given a good introduction to music and musical instruments and these are readily available for them to experiment making sounds. Reception children listened carefully to a tape recording of jungle sounds. They make their own “rainmaker” instruments with care and precision, discussing what they are doing with a support assistant and this helps to develop their language skills. Very effective adult support for creative activities encourages children to respond to what they see, hear, touch or smell.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Pupils' achievements in speaking and listening and reading are above the level expected for their age throughout the school.
- ICT is used well in English.
- Pupils work well together in small groups and in pairs.
- There are insufficient opportunities for pupils to work independently.

Commentary

42 Pupils' standards have been maintained since the last inspection. Teachers encourage pupils' speaking and listening skills by planning well for opportunities for them to be involved in drama activities, such as role-play and "hot-seating" activities. For example, in a very good lesson in Year 6, effective use was made of questions to probe pupils' ideas and there are plenty of opportunities for pupils to talk about the characters in a story. Lessons are planned well to promote discussion and teachers use questioning skills to promote pupils' learning. As a result, by the time they leave the school pupils talk maturely and with confidence. This was evident when pupils were talking to inspectors about their work. They follow the good example set by their teachers and listen carefully to what their classmates have to say.

43 Pupils enjoy reading. The support pupils get at home and from parent helpers who regularly come into school to hear individual pupils read impacts well on pupils' achievements because of the extra practice this provides. In Year 2, pupils confidently tackle unfamiliar words by building them up using the sounds of the letters correctly. By the time they leave school, the majority of pupils are confident, mature readers able to explain their preferences.

44 Standards in writing are improving because teachers encourage pupils, from an early age, to write for a variety of purposes. As they move through the school, pupils use an increasing range of punctuation and their good speaking and reading skills impact well on the vocabulary they use in their writing. By Year 6, pupils explain the structure of a complex sentence, but do not always write it correctly because of inconsistent use of basic punctuation. Spelling is sometimes careless, with some common words spelt incorrectly. Pupils develop a joined, fluent script by the time they leave the school.

45 Teachers plan well for pupils to use ICT to support their learning. As a result, pupils use computers confidently and use facilities such as the spell checker to improve their language work. Most lessons identify that pupils will work in pairs or small groups, but planning for pupils to work individually is less consistent and is an area the school has recognised that needs to be developed.

46 Teachers share the learning intentions of lessons with pupils and this has a positive impact on their learning because, in discussions at the end of a lesson, pupils say what they have improved during the lesson. Pupils in Year 6 maturely evaluate their own or other pupils' work and they identify their own targets for improvement. As a result, by the time they leave school these pupils have a good understanding of their own learning.

47 Leadership and management of the subject are satisfactory. The co-ordinator monitors the quality of teaching and learning through lesson observations and sees pupils' work to check on the progress they are making. The co-ordinator does not regularly make an audit of areas for improvement.

Language and literacy across the curriculum

48 Teachers plan very well to promote pupils' language skills in other subjects. There are often planned opportunities for pupils to role-play and teachers use good questioning skills to encourage pupils to share their knowledge and understanding. Literacy skills are used well across the curriculum, but in Years 5 and 6 pupils do not use their writing skills sufficiently in history, geography and religious education.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good. As a result, pupils of all abilities achieve well because suitable work is planned to meet their different needs.
- Pupils have good attitudes to the subject.
- Leadership and management of the subject are good.

Commentary

49 Pupils' attainment has improved in Year 6 since the last inspection. The quality of teaching and learning is good. There are no significant differences in the attainment of girls and boys. Pupils with special educational needs and those that are gifted or talented make good progress in lessons. Pupils achieve well because they work hard, the teaching is good and lessons are well planned. For example, teachers plan appropriate activities for the full ability range in each class by setting work at different levels. This ensures pupils understand what they are doing, they build effectively on what they have learnt before and so make good progress. Higher attaining pupils achieve well because teachers set different tasks for them at suitably challenging levels. New learning targets are shared with pupils so that they are aware of what they are supposed to know and do by the end of the lesson. Teachers are knowledgeable and enthusiastic which motivates pupils. Pupils are encouraged to use the correct mathematical terms and to focus on the tasks set. Teachers' planning shows that work set is very well matched to the needs of pupils and they use support staff effectively so pupils can work in small groups and get further help when they need to.

50 Pupils in Year 1 build on the positive start they have in the Foundation Stage through a range of practically based activities. They learn to count, add and subtract with increasing accuracy. There is very good emphasis on the teaching of basic number skills. For example, in Year 2, pupils identify and use physical features of people to make tally charts which they accurately turn into graphs and pictograms. In a very good lesson in Year 6, pupils worked with protractors to measure the angles in a triangle using the diameter of a circle as the base of the triangle. They were challenged very well to discover a formula they could use to identify all angles within the triangle. Pupils create graphs from information they have gathered and interpret the data correctly. Pupils tackle problems which involve fractions and use the knowledge well when converting fractions to decimals and percentages.

51 Pupils' attainment in Year 2 is in line with the level expected and in Year 6 it is above the level expected for their age. These good achievements are the result of good teaching throughout the school and the effective leadership and management in the subject. For example, discussions show that staff work closely together and frequently discuss pupils' progress. The co-ordinator has completed observations in lessons and undertaken scrutiny of pupils' work. The information gained has been used to guide future school developments. Guidance for teachers is explicit and easy to

follow. As a result, they use assessment effectively to set targets for pupils. Pupils know how well they are achieving and what they must do next to improve further. This is an improvement since the last inspection. In addition, the analysis of test results is accurate and used well to find out which areas of mathematics need improving. Lower attaining pupils, including those with special educational needs, receive good support from the class teachers and support assistants.

Mathematics across the curriculum

52 Mathematics is used well in a variety of ways across the curriculum and this enables pupils to make progress in other subjects. For example, pupil's measure and record temperatures in science and collect data in a variety of subjects. There are sufficient opportunities and a good range of mathematical programs for pupils to use ICT to further enhance their mathematical skills. For example, in a very good Year 2 lesson, pupils used stopwatches to time themselves reading a tongue twister shown on the computer screen. They worked very well in pairs trying to beat their own best time and their use of the scroll bar in the program was used effectively to move up and down the poem.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good and a clear focus on investigation and experimentation during lessons has enabled pupils to gain a better understanding of scientific ideas.
- Teachers' good knowledge of the subject means that pupils are fully involved and enjoy practical lessons.
- Science is well managed.

Commentary

53 Pupils' attainment in science in Year 2 is in line with the levels expected and in Year 6 it is above the levels expected for their age. Standards have been maintained since the last inspection. All pupils, including those with special educational needs, achieve well and improve their knowledge, skills and understanding of scientific processes, because teaching is good and pupils are keen to learn. Teachers have secure knowledge of the subject content and have clear targets for lessons that are shared with pupils. This ensures that pupils learn new ideas securely and have a clear focus for their learning. In a good Year 5 lesson, there was good pace and the teacher used practical examples to emphasise the concept of the earth spinning so that it appears that the sun moves across the sky during the day. There were skilful and challenging questions asked that reinforced pupils' learning well as they discussed the movement of the earth in space and how the sun is a stationary body in the sky.

54 A further strength of the teaching is that work in science is practical and involves pupils in challenging experimental work. Teachers provide opportunities for pupils to make accurate measurements, to record data in graphs and tables and then to interpret data and draw conclusions. For example, in a lesson in the Year 2 class a wide range of measurements were taken of pupils' hand spans and ICT was used well to produce a graph from the measurements recorded by the class. The emphasis on using key vocabulary is consistent throughout the school and extends pupils' language skills very well. Teachers ensure that pupils improve their literacy and numeracy skills well by encouraging the use of correct scientific language and by recording the progress of experiments accurately before making tally charts, graphs and pie charts to show their results.

55 Very good relationships between staff and pupils make a positive contribution to the pupils' good attitudes to the subject. As a result, pupils feel confident when offering suggestions and answering questions in class. Support staff give pupils with special educational needs good support in lessons because they often sit close by them and explain new vocabulary and ensure that they are able to keep up with their classmates. This helps pupils to take a full and active part in lessons and enables them to make good progress in the targets set for them. For example, in a Year 2 lesson on the study of ourselves, the support staff encouraged good discussions to ensure that accurate measurements were taken of pupils' hands and feet.

56 The science co-ordinator provides good leadership and management. A full audit of resources has been completed and new equipment bought to ensure pupils have sufficient for their experimental work. Checking of processes already in place makes sure that teaching and the work carried out in science is effective, as a result pupils achieve well when improving their knowledge, skills and understanding of the subject. This is an improvement since the last inspection.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology is **good**.

Main strengths and weaknesses

- Very good resources coupled with good teaching and learning, mean that pupils achieve well.
- Pupils' attitudes and relationships are good.
- Pupils in Year 6 use computers confidently to find information on the Internet and to support their work in other subjects.

Commentary

57 In ICT, pupils' attainment by Year 2 is in line with the level expected and by Year 6 it is above the level expected for their age. Their achievements are good. Standards have been maintained since the previous inspection. There is no significant difference in the attainment of boys and girls. The school has access to two computer suites, which they use very well. Teaching and learning are good and many pupils use computers confidently. This has a significant impact on pupils' achievements, attainment and attitudes in lessons. For example, pupils in a Year 2 lesson improved their knowledge of how to use the icons in an art and design program to create their own seascape pictures. They confidently drew lines of different widths and used a screen paintbrush and spray can to colour large parts of their pictures. Pupils took great pride in their work and were excited when they described their pictures to classmates and staff helpers during the lesson. Pupils explain how they save their work and how to print the finished product.

58 In Year 6, pupils use the suite to create multi-media presentations. They confidently show how links are made from the contents page to other information in the presentation and they used a "hot link" to move to somewhere else in the program quickly. Pupils search for sounds already on the computer to add depth to their presentations and use the microphone effectively to create their own dialogue as part of the introduction. This work shows how pupils' language skills are effectively used in ICT. Pupils' attitudes are very good and they talk enthusiastically about using the ICT suite. For example, pupils regularly spend their own time during the lunch break working on programs in the suite. In some subjects, there is good use of ICT to enhance pupils' work. For example, pupils in Year 3 and 4 used the Internet for research into their historical studies of Ancient Egypt. Discussions with pupils in Year 2 show the good use of computers to enhance their mathematical studies when collecting data and producing a graph of the results. Older pupils are confident using ICT and explain

how to enlarge an imported picture and to move it around the screen to improve the visual effect of their work.

59 The leadership and management of the subject are very good because there is clear guidance for the subject that teachers follow and a well developed improvement plan. This plan shows the detailed, continuing improvement intended and the appropriate training for staff as new initiatives are started. In addition, the co-ordinator ensures that all teachers use the interactive white boards in many lessons which enhance teaching and pupils' understanding of the use of ICT considerably.

Information and communication technology across the curriculum

60 The school is making good progress in developing the use of ICT across the curriculum. Discussions with pupils across the school show they understand how computers can help them in many aspects of their school life, for example, creating graphs in mathematics, using the e-mail facility to improve their language work and recording the results of experiments in science. There are areas of very good practice in the school, for example, pupils in Year 6 use the facilities of multi-media programs to create their own slide shows and use spreadsheets to display collected data as graphs and pie charts.

HUMANITIES

61 Work was sampled in geography and history, with no lessons seen in either subject. Although there is insufficient evidence to make secure judgements of teaching and learning, pupils' achievement is satisfactory, the scrutiny of pupils' past work and evidence from displays show that standards in Years 2 and 6 are broadly average. However, in Years 5 and 6, there are insufficient opportunities for pupils to develop their writing skills and to enhance their knowledge and understanding in these subjects.

62 In **geography** in Year 2, pupils make good use of the local environment to carry out detailed work. Pupils study their own area and compare it to the Isle of Struay, making pertinent comments on where they prefer to live. They create accurate maps of the area and compare and contrast lifestyles as well as human and physical features of the localities. In Year 6, pupils use information well about their own locality and complete surveys of the needs of the local people. Pupils in a Year 3 and 4 class made a good link between history and geography when they studied the sighting of a settlement near a river. They made plans of the village and compared it to their own village, which is also situated near a river. This type of practical work enhances pupils' understanding of both subjects.

63 In **history**, pupils in Year 2 know that the Romans invaded Britain and why they built Hadrian's wall. They understand timelines and compare the work and times of Florence Nightingale with the present. Good links are in place with local people and their study of the Great Fire of London was greatly enhanced with a visit to the local fire station to see how emergencies are dealt with now. Pupils' work in the Year 3/4 class is mounted in an attractive display showing that pupils understand Viking writing, where the Vikings originated and the life styles of Viking children. Pupils in Year 6 develop their use of the Internet when they research the lives of famous people, such as John Lennon and Roald Dahl, for their history project.

64 History and geography make a positive contribution to social, cultural and moral development by raising pupils' awareness of other cultures and societies. The co-ordinators for history and geography provide satisfactory leadership and management in the subjects.

Religious Education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- The co-ordinator's good subject expertise is used well in Year 2.
- Visits and visitors enrich the subject.
- Pupils do not use their writing skills to record their knowledge and understanding in Years 5 and 6.
- Pupils' achievements are unsatisfactory and standards are below the expectations of the Agreed Syllabus by the end of Year 6.

Commentary

65 The co-ordinator's expertise is used well to teach the subject in Year 2. As a result, by the end of Year 2 standards match what is expected of the Agreed Syllabus. Pupils know about the life of Jesus and they are beginning to know about some of the important beliefs and celebrations of Judaism. They know why baptism is an important Christian ceremony. Pupils understand the importance of good overcoming evil in the story of Esther.

66 Teaching is good in Years 1 and 2. Pupils are offered an interesting range of activities, such as writing about their own special place, listening to the local vicar talking about the Bible and studying the importance of the Torah to people of the Jewish faith. As a result, they not only learn well but they are attentive and enthusiastic. In one lesson, pupils were not only making their own "megillahs" but they were thinking carefully about ways they could help children less fortunate than themselves. This lesson made good provision for pupils' spiritual, moral, social and cultural development.

67 Pupils' achievements in Years 5 and 6 are not good enough. Pupils say they enjoy religious education lessons, because they have opportunities to role-play celebrations such as the Jewish Bar Mitzvah and they like doing projects to present orally to the rest of the class. However, in discussions their knowledge and understanding, particularly about the faiths of Judaism and Buddhism, is fragmentary and often confused. This is because the subject is not taught in sufficient depth and pupils do not reinforce their learning well enough by using their writing skills. As a consequence, this impacts on both achievement and standards by the end of Year 6.

68 The co-ordinator is leading the subject well in Years 1 and 2 and is a good role model for standards in the subject. There are planned visits and visitors that support the subject very well. In Year 2, pupils have thought very carefully about their visits to different Christian places of worship and this reinforces their understanding of Christianity. In Years 3 and 4, pupils learn about some important aspects of Buddhism from a visitor. However, the monitoring of standards and the quality of teaching and learning is not yet rigorous enough. This, coupled with the lack of pupils' written work explains why achievement and standards are below what they should be by the end of Year 6. The co-ordinator has identified the need to raise standards and the subject has been given priority in the school's development planning.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

69 Only one lesson was seen in art and design and physical education and none in design and technology and music. It is not therefore possible to make firm judgements about provision in these subjects. In addition to the lessons observed, inspectors spoke to co-ordinators about their work, examined teachers' planning and spoke to pupils about what they had learned in the subjects.

70 Pupils' work in **art and design** is displayed very well in classrooms and around the school and their achievements are good. The work of famous artists is used well to support pupils' developing skills. A member of the public wrote a very complimentary letter to the school commending the work pupils had painted in the style of Monet, which was displayed in the education offices. Pupils' paintings displayed around the school include work in the style of L.S. Lowry and Salvador Dali. Art and design work reflects the care pupils take in completing it and the skills they have been taught in order to achieve standards that are at least in line with expectations for pupils in Year 2 and Year 6. Pupils in Year 6 used stencils and pastels to create landscapes and repeating images. Pupils evaluated each other's work taking account of line, shape, colour, texture and overall effect. They made comments such as "the colours blend making the texture smooth". In one lesson, these pupils were working very well using shading and tone with care when completing observational drawings of "trainers".

71 In **design and technology**, in Years 2 and 6, there is satisfactory achievement and pupils reach standards that are in line with the expectations for their ages. Pupils in Years 1 and 2 design sandwiches linked to their topic work. By the time they reach Year 6, pupils show a clear understanding of the whole design and technology process. They plan their work carefully, giving thought to materials and tools. They understand the importance of working with accurate measurements and use prior knowledge well at the design stage. For example, pupils in Year 6 used food technology to design a new product – Christmas biscuits. They completed their own design sheets and the sequence of making was very clear. Teachers' planning ensures pupils' designs are successful because of the prompting to think carefully about all the possible considerations before moving on to the making stage. Pupils evaluated the success of their designs and finished product and made good suggestions on how they could be improved. This positive picture has been maintained since the last inspection.

72 There was insufficient evidence to make secure judgements on pupils' standards and achievement in **music**. Teachers are improving their subject knowledge from the expertise of a music specialist who teaches throughout the school. Pupils in Years 2 to Year 6 were practising an end of term production of "Oliver". They sing well and some pupils are confident enough to sing solo. In assemblies, pupils sing tunefully and with good attention to rhythm. There is an extra-curricular recorder club which is well attended by pupils. There are good links with the community. The school regularly takes part in a local music festival and visitors to the school present music workshops.

73 In **physical education**, it is evident that all strands of the subject are regularly taught. In a session on orienteering on the field, pupils in Year 6 improved their mapping skills when following directions to find markers placed around the school. During the warm up session pupils worked hard to improve their physical control as they moved from one movement to the next. In Year 2, pupils know the requirements of a warm up session and in a very good short session in the hall the teacher created an imaginary swamp that pupils were challenged to cross without touching the water. They very enthusiastically discussed the challenge and then created a path and worked out how a team of four could get across with only 3 mats. In discussions with Year 2 and Year 6 pupils, they showed they are aware of the effects of exercise on their bodies and comment very favourably on the "Healthy Eating" programme in school.

74 In these subjects, leadership and management by the co-ordinators are effective. Often the expertise of the co-ordinators is used very well to take other classes for their subject. The staff have reviewed the curriculum in their subjects and teachers' planning and pupils' work are regularly discussed to ensure that the full curriculum is taught.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

75 Only two lessons were seen in this area of the school's work and so no judgements are made about overall provision. **Personal, social and health education** is an integral part of the curriculum and teachers make use of every opportunity to promote the positive values of the school. Much work is covered through discussion when teachers and pupils talk about specific events. In lessons seen and through assemblies the themes helped pupils to develop confidence to express themselves on issues that affect them, such as how to make others happy or how others may feel. Pupils are given time to reflect and consider issues during lessons and collective worship. During lessons and break times older pupils take responsibility; for instance they look after younger ones, tidy classrooms and put away chairs after lunch. At lunchtimes, pupils socialise well and chat happily to each other.

76 Pupils develop a sense of **citizenship** through a variety of approaches. The School Council feel they play an important role in the life of the school. For example, they are consulted on different aspects of school life and take part in community activities such as the arts week. In one meeting, they discussed having a fun day during the last week of term. They brought the views of their classmates and discussed sensibly both the activities to be included and how the day would be organised. They are proud of their role in the council and explained how being a "Buddy" during the day helped other pupils who might have concerns.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

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