

# INSPECTION REPORT

## **ST JAMES' CE JUNIOR SCHOOL**

Whitehaven

LEA area: Cumbria

Unique reference number: 112298

Head teacher: Mr I Harrison

Lead inspector: Mr D Byrne

Dates of inspection: 24<sup>th</sup> – 27<sup>th</sup> May 2004

Inspection number: 266011

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school:	Junior
School category:	Voluntary controlled
Age range of pupils:	7 to 11
Gender of pupils:	Mixed
Number on roll:	181
School address:	Wellington Row Whitehaven Cumbria
Postcode:	CA28 7HG
Telephone number:	01946 852660
Fax number:	01946 599926
Appropriate authority:	The governing body
Name of chair of governors:	Mrs A Ashbridge
Date of previous inspection:	19 <sup>th</sup> January 1998

## **CHARACTERISTICS OF THE SCHOOL**

St James is an Anglican Voluntary Controlled junior school in the town centre of Whitehaven, Cumbria. It educates 181 pupils aged from seven to 11 years of age. The majority of pupils start the school with standards that are broadly average. The percentage of pupils eligible for free school meals is below the national average. The percentage of pupils identified as having special educational needs is well below the national average. There is one pupil with a Statement of Special Educational Need. The vast majority of pupils come from white British backgrounds with a small percentage from other cultural backgrounds. The percentage of pupils receiving support for English as an additional language is well below the national average. A below average number of pupils start and leave the school at times other than the normal times of admission or departure. The school received an achievement award in 2003 and an Activemark for physical education in 2001.

## INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
28076	Mr D Byrne	Lead inspector	English, science, religious education, design and technology, geography, history, special educational needs, personal, social and health education and citizenship.
9224	Mr M Vineall	Lay Inspector	
8263	Mr M Forsman	Team Inspector	Mathematics, information and communication technology, art and design, music, physical education.

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## **PART A: SUMMARY OF THE REPORT**

### **OVERALL EVALUATION**

The school provides a **satisfactory** quality of education. Satisfactory teaching results in pupils achieving satisfactorily overall. Good provision for spiritual, moral, social and cultural development contributes to good levels of personal development, and good attitudes and behaviour. The quality of leadership and management is satisfactory overall with good leadership from the headteacher and governors. The headteacher ensures that there is a good ethos of care for pupils and staff. The school gives satisfactory value for money.

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

- There is good achievement in English and music but higher-attaining pupils could do better in mathematics and all pupils could make better use of computers.
- The achievement of pupils with special educational needs is good as a result of the very good support from teaching assistants.
- Whilst the school is effectively led by the headteacher supported by an effective governing body, the role of the deputy headteacher is ineffective.
- There are variations between the quality of some aspects of teaching with inconsistencies in the use of marking across the school and in the expectations for one Year 3/4 class.
- The family ethos of the school and good provision for spiritual, moral, social and cultural development result in good behaviour and attitudes.
- Pupils enjoy coming to school which contributes to very good levels of attendance and good levels of punctuality.
- The quality of assessment is good in English and mathematics, but unsatisfactory in most other subjects.
- Good links with the local community and other schools enrich the curriculum;
- Parents hold the school in high regard and are interested in supporting their children's learning.
- The school lacks a systematic way of monitoring standards of teaching and learning.

The school has made satisfactory progress since the last inspection. It has significantly improved the quality of the curriculum and standards have risen overall. There are much better ways of assessing pupils in English, mathematics and science, but not in other subjects. The provision in English, religious education and information and communication technology has improved. Expectations have been raised for higher-attaining pupils in most subjects except mathematics. Despite some difficulties, management structures have improved overall, with the appointment of the leaders in the upper and lower units of the school. There is a reasonably accurate self-evaluation system in place but there is a lack of a clear strategy for key staff to monitor teaching and learning.

## STANDARDS ACHIEVED

### Year 6 results

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

Key: A\* - very high; A - well above average; B – above average; C – average; D – below average; E – well below average

Pupils achieve **satisfactorily** overall. Inspection evidence is that standards are average overall by the end of Year 6. Inspection evidence shows that pupils do well in English and reach standards that exceed expectations overall, particularly in speaking, listening and reading. In mathematics, whilst most pupils achieve satisfactorily, higher-attaining pupils are not consistently challenged. This is because the curriculum is too focused on numeracy to the exclusion of other important parts of the subject. In science, pupils achieve satisfactorily overall although at times pupils could do better in some aspects of scientific enquiry. Standards in information and communication technology at the end of Year 6, whilst improving, are just below expectations. Pupils have some way to go in applying their knowledge and understanding of computers to support learning across the curriculum. Pupils achieve well in music with a particular strength in singing. Pupils with special educational needs achieve well as a result of the very good support of the teaching assistants although their attainment is lower than that of most other pupils.

Over the last five years, the trend in the school's results for English, mathematics and science has been broadly in line with the national trend. Assessment data shows that in 2003 pupils' performance in the national tests in Year 6 was in line with the national average in English and science but was below it in mathematics. Pupils in Year 6 in 2003 made good progress in English when their Year 6 results are compared to those gained when they were in Year 2. In science, progress was only satisfactory and in mathematics it was unsatisfactory.

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

Pupils' spiritual, moral, social and cultural development is **good** overall. Cultural development is satisfactory because the emphasis is on developing pupils' awareness of their own culture. The good spiritual, moral and social development contributes to the pupils' good attitudes, behaviour and levels of personal development. Attendance is very good with good punctuality.

### QUALITY OF EDUCATION

The school provides a **satisfactory** quality of education. The quality of teaching and learning is **satisfactory** overall with strengths in the teaching of English and music but some weaknesses in the teaching of aspects of mathematics and information and communication technology. Throughout the school, teachers work closely with teaching assistants and make

good provision for supporting pupils with special educational needs. A satisfactory curriculum is effectively enriched through the good use of educational visits. The accommodation and range of learning resources are satisfactory overall but the lack of a school field makes the teaching of some aspects of physical education difficult. Pupils receive good levels of care with good attention to their health and safety. The school effectively canvasses pupils' opinions about the running of the school and involves pupils in evaluating their own performance. Good partnerships exist with parents, the local community and other schools and these benefit the pupils' education.

## **LEADERSHIP AND MANAGEMENT**

The leadership and management of the school are **satisfactory** overall. Governance is good. The head teacher provides good leadership but the contribution of the deputy headteacher is unsatisfactory and contributes to tensions between staff. A satisfactory senior management team makes sure that the school moves forward at a steady rate. The school has not established a strategic and systematic approach to checking on standards, teaching and learning. A good ethos is created throughout the school with good levels of inclusion for all pupils although at times higher-attaining pupils need more challenge.

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

Parents have good levels of satisfaction with the school. They feel the school is very caring and provides a good quality of education. Pupils enjoy school life and are happy with what they are taught. They feel they are listened to and given the chance to be involved in contributing ideas about ways of improving the school.

## **IMPROVEMENTS NEEDED**

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

- Increase the effectiveness of the senior management team, in particular the role of the deputy headteacher.
- Raise standards in mathematics and information and communication technology.
- Devise and implement a policy that establishes a clear strategy for the monitoring of standards, teaching and learning.
- Remove inconsistencies in aspects of the quality of teaching and learning.
- Develop a manageable way of assessing and recording pupils' attainment in subjects other than English, mathematics and science.

## PART B: COMMENTARY ON THE INSPECTION FINDINGS

### STANDARDS ACHIEVED BY PUPILS

#### Standards achieved in subjects

Achievement is **satisfactory** overall. Pupils with special educational needs achieve well. By the end of Year 6, standards are above average in English and music, average in science and below average in mathematics.

#### Main strengths and weaknesses

- Pupils with special educational needs achieve well as a result of the very effective support from teaching assistants.
- Standards are good in English and music as a result of good teaching and effective management, but in mathematics, higher-attaining pupils do not do as well as they should.
- The use of ICT across the school is weak and contributes to standards in information and communication technology being below expectations at the end of Year 6

#### Commentary

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

Standards in:	School results	National results
English	27.4 (30.6)	26.8 (27.0)
mathematics	26.5 (28.4)	26.8 (26.7)
science	28.7 (29.6)	28.6 (28.3)

There were 59 pupils in the year group. Figures in brackets are for the previous year

- 1 Between Years 3 and 6 pupils achieve well in English as a result of mostly good teaching and subject management that ensures that all pupils are challenged and extended. Pupils do particularly well in improving their speaking skills as well as extending their skills of reading and writing. In science, pupils improve at a steady rate and achieve satisfactorily. They acquire a secure scientific knowledge and develop sound skills of performing scientific experiments, but they could do better in performing scientific investigations with a reasonable degree of independence. In mathematics, achievement is currently satisfactory although not enough challenge is consistently given to higher-attaining pupils. This means that a small number of pupils do not reach their true potential in the national tests. Between 2000 and 2002, standards in each core subject improved steadily, with standards in English being consistently above or well above the national average. In 2003, standards in each subject dropped, partly because of the challenging nature of some pupils in the cohort and partly because of the impact of some staff changes. Assessment data shows that in 2003, the Year 6 pupils made good progress in English and satisfactory progress in science but in mathematics progress was unsatisfactory. Inspection evidence shows that pupils are currently making good progress in English and satisfactory progress in both mathematics and science.

- 2 Standards in information and communication technology are below expectations at the end of Year 6 mainly because of gaps in learning in the past and limited use of the computer to support learning across the curriculum. Recent investments in resources and staff training have lifted the quality of provision in information and communication technology and pupils are currently making good progress overall. As a result, standards are rising but pupils could make better use of information and communication technology to support learning in other subjects. In religious education pupils develop a good knowledge and understanding of the Christian faith and a satisfactory knowledge and understanding of other faiths and cultures. Standards meet the expectations of the locally agreed syllabus. Standards in music are above average with a particular strength in singing. It was not possible to make firm judgments about standards in other subjects.
- 3 Pupils with special educational needs and lower-attaining pupils achieve well. The dedicated care and very good quality of support provided by teaching assistants, coupled with the effective planning of teachers, make sure that the needs of those with special educational needs are effectively met. The needs of higher-attaining pupils are generally well met except in mathematics. In this subject, the quality of provision for higher-attaining pupils varies between classes. This inconsistency reduces the overall level of achievement in this subject.

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

Pupils' spiritual, moral, social and cultural development is **good**, promoting amongst pupils **good** attitudes, behaviour and levels of personal development. Attendance is **very good** with good levels of **punctuality**.

### **Main strengths and weaknesses**

- A good ethos created by the head teacher and key staff contributes to good attitudes, behaviour and levels of personal development.
- Pupils develop good social skills and develop a good sense of morality.
- Attendance and punctuality are very good.

### **Commentary**

- 4 Pupils' attitudes and behaviour are both good overall mainly because of the impact of the very good levels of spiritual, moral, social and cultural development that successfully creates a strong family feel throughout the school. Pupils show respect and care for each other. Strong teamwork between the head teacher, senior staff and teaching assistants creates a good ethos that results in pupils conducting themselves well. Although a very small minority of pupils can be rather talkative during some lessons and in one class, there are effective systems for managing their behaviour and the vast majority behave well at all times. Rewards and sanctions are applied fairly. Cases of bullying are rare because of effective systems for monitoring such events and swift actions to remedy the situation.
- 5 Personal development is good. Pupils willingly take part in additional activities such as the well-organised residential visits for pupils in Years 3 to 6. Social development is greatly valued by the school. Pupils benefit in this area from a well planned and taught programme for developing pupils' personal, social and health education and citizenship. Pupils are expected to contribute to the life and work of the school. Their good sense of responsibility shows in the way that they willingly act as class monitors and in helping in

all sorts of ways in day-to-day events such as setting up the acts of collective worship. Pupils develop a good sense of spirituality as a result of well-planned and conducted school assemblies and the good range of activities that develop pupils' creativity for example through the school's good provision for music. There is a good emphasis by the school on promoting amongst pupils a good sense of morality. They benefit from the provision of a good variety of activities to raise their awareness of important issues for example the need to care for the environment and the impact of Western lifestyles on the lives of those in developing countries. Cultural development is satisfactory. Pupils acquire a good knowledge and understanding of the features of their own culture and a satisfactory knowledge and understanding of other cultures.

### Attendance

6 Attendance is very good with good levels of punctuality.

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

Authorised absence		Unauthorised absence	
School data:	3.9	School data:	0.3
National data:	5.4	National data:	0.4

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

### Exclusions

7 There have been three fixed-term exclusions in the last twelve months. These related to two pupils who exhibited unsociable behaviour that was affecting the education of others.

#### Ethnic background of pupils

#### Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	173	3	0
Mixed – White and Black African	2	0	0
Asian or Asian British – Bangladeshi	4	0	0
Chinese	1	0	0
No ethnic group recorded	1	0	0

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

## **QUALITY OF EDUCATION PROVIDED BY THE SCHOOL**

The quality of education is **satisfactory** overall. Teaching and learning are **satisfactory**. A **good** range of additional activities and educational visits enriches a **satisfactory** curriculum. The school provides **good** levels of care and satisfactory levels of support advice and guidance. Links with parents, the community and other schools are **good**.

## Teaching and learning

The quality of teaching and learning is **satisfactory**, with strengths in the teaching of English, music and personal social and health education and citizenship. Assessment procedures are **unsatisfactory** overall.

### Main strengths and weaknesses

- High expectations in English and music result in pupils achieving well in these subjects.
- The quality of teaching for higher-attaining pupils in mathematics is unsatisfactory because these pupils are not given enough challenge.
- Very effective teaching by the teaching assistants result in pupils with special educational needs achieving well.
- Not enough use is made of information and communication technology to support teaching and learning across the curriculum.
- Although assessment is effective in the core subjects, there is no coherent way of assessing pupils in other subjects.

### Commentary

#### Summary of teaching observed during the inspection in 21 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	2	10	9	0	0	0

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

- 8 Throughout the school, teachers manage pupils well so that behaviour is good overall during lessons and creates a conducive atmosphere for learning. A well taught programme for personal, social and health education and citizenship significantly contributes to the promotion of good attitudes to learning amongst most pupils. Lessons are usually well planned with a clear purpose that is shared with pupils in an unambiguous way. There are some variations, however, in the standards of work in some classes with expectations in one class in Year 3/4 being significantly lower than other classes. The wide range of ages and abilities in each class are usually effectively met, but at times the spread of ability is challenging. The use of setting of pupils by ability in mathematics in Years 5 and 6 narrows the breadth of ability in these year groups although higher-attaining pupils are still not always given enough challenge. There are weaknesses in planning for the use of information and communication technology across the curriculum.
- 9 Throughout the school, teachers work very effectively with teaching assistants whose contribution to the education of pupils with special educational needs is very good. Good procedures are established for identifying pupils with special educational needs, and effective systems are in place to create sensible and manageable individual education plans that are carefully followed and each pupil's progress is monitored carefully. As a result, pupils with special educational needs are fully included in lessons and they achieve well overall.

- 10 English is taught well and this results in pupils achieving well and reaching standards that are good. A particular strength exists in the way that speaking and listening skills are developed. Pupils' ideas are valued and good discussion techniques develop pupils' self-confidence when speaking in front of others. Pupils' skills of reading and writing are effectively used to support learning across the curriculum but planning does not always make explicit the links with other subjects. There are also strengths in the quality of teaching and learning of music which has a high profile in the school. In religious education, some very good teaching in Years 3 and 4 effectively developed not only pupils' knowledge and understanding of religious education but also the standards of speaking and listening. This was exemplified during a lesson in which pupils acted out a modern version of the Good Samaritan. This teaching method inspired and motivated pupils to learn. In mathematics, there are some weaknesses. The needs of higher-attaining pupils are not consistently planned for or effectively met and there is too much emphasis on numeracy to the exclusion of some other important aspects of the subject. As a result these pupils do not learn as well as they should and do not always reach the standards expected for their age. In science, pupils learn at a satisfactory rate but teachers do not give enough scope for pupils to work independently on scientific enquiries. The teaching of information and communication technology, whilst satisfactory overall, is improving but not enough use is made of computers by teachers to support learning in all subjects.
- 11 Assessment is unsatisfactory overall. This is because the school lacks an effective and manageable way of assessing and recording the attainment of pupils in subjects other than English, mathematics and science. In English and mathematics in particular, assessment is an effective tool for teachers to group pupils by ability so that resources can be marshalled to boost standards. The impact of this on higher-attaining pupils in mathematics is, however, not yet effective in ensuring that standards for these pupils are high enough. The assessment of pupils with special educational needs is very good and regular screening of these pupils enables their progress to be monitored effectively.

### **The curriculum**

The curriculum is **satisfactory** with **good** levels of enrichment. Accommodation and resources are **satisfactory**.

### **Main strengths and weaknesses**

- There have been significant improvements to the curriculum recently.
- Too much emphasis is given to numeracy in mathematics at the expense of other aspects of the subject.
- Good use is made of educational visits to enhance the curriculum.
- The curriculum is effectively adapted to meet the needs of pupils with special educational needs.

### **Commentary**

- 12 The quality of planning has improved significantly recently. Whilst all subjects are taught, there is an emphasis on English, mathematics and science and a suitable amount of time is also given to information and communication technology and religious education. The government's national strategies have been used effectively to plan work in literacy and numeracy and the school places great store in developing pupils' speaking and listening skills. Too much focus is given in mathematics to numeracy at the expense of other, often more practical aspects of the subject and this

- reduces the level of challenge for higher-attaining pupils. The literacy strategy has been adapted successfully to enable pupils to do well in reading and aspects of writing.
- 13 A good range of additional activities that extend learning beyond the classroom enriches the curriculum. Residential visits are provided for pupils in Years 3 to 6 to explore and develop their understanding of historical and geographical work and the locality, including the nearby harbour, is used to support learning. The school choir participates in the annual music festival where it has gained considerable success. Good adaptations are made to the curriculum to enable pupils with special educational needs to learn well. Each pupil with special educational needs has a detailed individual education plan with targets designed to help the pupil. The needs of higher attaining pupils however are not systematically planned for in all subjects and in particular in mathematics with provision being rather ad-hoc. This depresses the achievement of some pupils in some classes.
- 14 Pupils benefit from well maintained school buildings that have recently been extended. There remains, however, a lack of space for storage and sufficient room for the withdrawal of groups of pupils requiring additional support. Outdoors, pupils do not have access to a dedicated grassed playing area and this makes it difficult to organise sports events on the school premises. Resources are satisfactory overall, although the recent pruning of books in the library has resulted in gaps in some key areas.

### Care, guidance and support

Provision for pupils' care, welfare, health and safety is **good**. The school provides **satisfactory** support, guidance and advice and has **good** procedures for seeking the views of pupils.

### Main strengths and weaknesses

- Good work takes place to ensure a safe, secure and healthy environment for pupils.
- Relationships in the school are good, adding to the caring feel of the school.
- Pupils are involved well in the running of the school.
- Induction processes, both into and out of the school, are good.

### Commentary

- 15 Good work takes place across the school to ensure a safe and secure environment for all the pupils. Procedures for child protection and for health and safety issues are well led by the headteacher and well implemented and understood by all staff. To this blanket of care is gradually being added a healthy environment, as the school works towards the status of 'Healthy School'.
- 16 Good relationships are evident across the school, especially between pupils and all staff, not just teachers but also other staff such as lunchtime supervisors. These positive relationships add to the atmosphere of care and assist the welfare and guidance of pupils. Thus, teachers know the pupils and their needs well. Whilst academic guidance needs a firmer base of objective evaluation to drive it forward, personal development issues are recorded on a document shared with both pupils and parents.
- 17 Pupils' needs and views are very much sought and considered in the day-to-day running of the school. An active and now, well established school council, works well and is throwing up initiatives, using circle time as its points of contact with the other

pupils. Outside this, specific consultation takes place on issues like the proposed stained glass window.

- 18 Induction from the infant school is well run, with many initiatives to smooth the process, including an innovative 'Parent and Child Book' that assists. Similarly, passage to the secondary schools is handled well, with the usual visits from and to the schools but, additionally, quite significant curricular links in physical education, mathematics and information and communication technology.

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

The school has a **good** partnership with parents, the community and other schools.

### **Main strengths and weaknesses**

- Parents are involved well in their children's education and progress but the end-of-year reports of pupils' progress could be better
- Good processes exist to inform and consult parents not just about their children, but on whole school issues.
- Good links are maintained with the church.
- The school is a valued place for training new teachers and teaching assistants.

### **Commentary**

- 19 Parents hold the school in high regard and levels of satisfaction are high overall. The school encourages parents to work closely with it so that they can help their children at home. Parents value the way the school works hard to keep them informed about what is being taught, the targets for their children to work towards and the progress their children make. Parents' evenings are particularly valued and especially well attended. Annual reports however, are considered by a small but significant minority of parents to be too general. Inspection evidence confirms the parents' view on this matter. Parents are consulted regularly about aspects of school life and their views are considered when constructing the annual targets for school improvement. Many parents get involved in supporting the school, for example by assisting with the supervision of educational visits and helping their children with homework. The school gains significantly, both socially and financially, from the efforts of a small but energetic group of parents that are the *Friends of the School*.
- 20 The school enjoys good links with the Church and its wider congregation. The school's musical reputation successfully builds links with the community, for example, through performances locally at Christmas and through pupils' participation in the Whitehaven Music Festival. Good links with the wider community are established and resources used to benefit pupils' education. Most recently pupils have been involved in planting a flowerbed in the town as a result one pupil produced the winning entry in a competition the Whitehaven in Bloom competition. Pupils use a nearby Nature Reserve managed by British Nuclear fuels to learn about the natural environment and the harbour side Museum that recounts the significance of Whitehaven's links with rum making is regularly used to bring learning alive in geography and history. A wide range of visitors enhances the pupils' education. Recent examples of visitors include a theatre group, African drummers and a Roman Soldier!
- 21 Good links exist with local schools and colleges. The school is active in the local consortium of primary schools. There are good links with the infant school from which most pupils transfer and close links with the high school to which most pupils transfer.

These links reduce the trauma of pupils moving into the school in Year 3 and eases the movement of Year 6 pupils into their secondary education. The school makes a good contribution to the training of a considerable number of initial teacher-training students who benefit from access to the school as well as trainee teaching assistants from the local further education college.

## **LEADERSHIP AND MANAGEMENT**

Leadership and management are **satisfactory** overall. The headteacher provides **good** leadership and has ensured that the school has continued to improve despite staffing difficulties which have led to the leadership of the deputy headteacher being unsatisfactory. Management is **satisfactory**. The school is governed **well**.

### **Main strengths and weaknesses**

- The headteacher maintains a clear educational direction for the school and creates a good ethos within it, but the role of the deputy headteacher is unsatisfactory
- Subject leaders are committed and competent, but the school lacks a clear strategy for systematically checking on standards, teaching and learning in all subjects.
- The governing body is well organised and makes sure the school is held to account.

### **Commentary**

- 22 The head teacher has a clear educational vision for the school and ensures that there is a good ethos of care and support for pupils and staff. Whilst there is a clear commitment to improving the school, tensions in the senior management team have held back the pace of change in some areas. The deputy head teacher's contribution to leadership and management is unsatisfactory. This contributes to a tension between the deputy headteacher and other staff that reduces the cohesion of staff teams.
- 23 Despite the difficulties resulting from weaknesses in the impact of the role of the deputy, the school is satisfactorily managed. A very able office administrator very effectively supports the head teacher in ensuring that the school runs smoothly from day-to-day. The headteacher provides good leadership and has overcome staffing difficulties to keep the school moving forward since the last inspection. The senior management team has been reorganised to enable the school to function efficiently. A dedicated team of key staff satisfactorily manage the upper and lower parts of the school and monitor the daily activities. The provision for pupils with special educational needs is managed well. All staff ensure that all pupils have equal access to all aspects of school life.
- 24 The school makes a reasonably accurate self-evaluation of its strengths and weaknesses. The school's improvement plan is well focused on the issues to move the school forward. Priorities are clear and chosen as a result of the consideration of a suitable range of information and after consultation with staff and governors. There is recognition for example, of the need to raise standards in mathematics and an effective action plan has been devised to do this. Effective performance management systems are an important factor in establishing a good staff development programme. The school has established effective systems to track pupils' progress in the core subjects of English and mathematics. The use of this data, however, is not yet effectively used to evaluate the school's effectiveness by monitoring the rate of progress of pupils in different classes. This information shows that some pupils could be gaining higher standards particularly in mathematics.

- 25 Subject leaders have a good understanding of their responsibilities for developing the curriculum, for ensuring that subjects are suitably resourced and for keeping in touch with developments through staff training. Recent disruptions in staffing, however, have made it difficult for the impact of teaching and learning on standards to be systematically checked on. English and literacy, religious education, music and personal, social and health education and citizenship are well managed, but the school lacks effective ways of systematically checking on standards. Monitoring does go on, but is not always linked to an agreed policy.
- 26 The governing body is led by a strong chair and vice chair. Governors are supportive of the head teacher and staff and make good efforts to keep themselves informed about how well the school is doing. Governors act conscientiously in their meetings with the headteacher. Financial management is good and governors actively seek ways of making sure that the school gets the best value from its budget. When necessary governors are not averse to making tough decisions in order to ensure the school gets best from its budget. They are currently evaluating ways of getting better value for money by seeking ways of improving the quality of teaching and aspects of school management as well as seeking tenders from private contractors for a range of services. The most recent budget returns show that in 2002-03 the school had a small surplus, but at the moment, there is small deficit. The governing body and head teacher have drawn up an action plan to remove this and the budget is predicted to return to surplus in the near future.

## Financial information

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

Income and expenditure (£)		Balances (£)	
Total income	350 623	Balance from previous year	23 271
Total expenditure	368 625	Balance carried forward to the next	5 269
Expenditure per pupil	1 929		

## PART C: THE QUALITY OF EDUCATION IN SUBJECTS

### SUBJECTS IN KEY STAGE 2

#### ENGLISH

Provision for English is **good**.

#### Main strengths and weaknesses

- Pupils achieve well as a result of good teaching and effective strategies to develop pupils' speaking and listening skills.
- Although pupils read well, they are unsure of how to get the best out of using a library.
- The quality of presentation of pupils' work is not helped by the delay in encouraging pupils to write with an ink pen.
- The quality of teaching is good overall but in one class in Year 3/4 expectations are lower than other classes and there are inconsistencies in the quality of marking.

#### Commentary

- 27 Inspection evidence shows that standards at the end of the current Year 6 are better than in 2003 and are currently above the national average. Standards have improved since the last inspection. Pupils achieve well overall in each area of English and pupils with special educational needs make good progress towards the literacy targets in their individual education plans. With the exception of 2003, standards at the end of Year 6 have been consistently above and well above the national average over the last five years. In 2002, standards were in the top 5 percent of all schools nationally. A dip in standards in the 2003 national tests was due to the challenging nature of a significant number of pupils that depressed the overall standards to being broadly in line with the national average. Despite this dip, the progress of the Year 6 pupils in 2003 was satisfactory during their time in the school. Statistical data indicates that girls tend to do better than boys in the national tests and inspection evidence shows that this is because girls tend to have more positive attitudes to writing.
- 28 Pupils make good progress in speaking and listening. Standards are above expectations and pupils achieve well. Teachers successfully build up pupils' confidence so that by the time they leave school, most are articulate and self-assured when speaking in front of others. Teachers provide good opportunities for pupils to speak during most lessons and value the pupils' comments by responding positively to all contributions. In lessons, pupils listen well to other pupils as well as to adults. Drama is sometimes used to good effect to promote speaking for example, when pupils in a Year 3/4 acted out their own versions of the parable of the Good Samaritan.
- 29 Pupils achieve well in reading and standards are above average. Pupils are well motivated to read and benefit from the school's policy of promoting reading. They enjoy both fiction and non-fiction books. Pupils willingly discuss the features of a range of favourite contemporary authors but are less knowledgeable about the classics of children's literature. Higher-attaining pupils enthusiastically recount the main events of books such as *The Hobbit* and *The Philosopher's Stone*. Most pupils talk knowledgeably about how to locate information in non-fiction books, but many pupils are less familiar in how to use a library.

- 30 The quality of writing is good overall but the quality of presentation varies between classes. Despite most pupils developing a good cursive style of writing, the introduction of the use of an ink pen is delayed and this holds back the quality of pupils' presentation. The breadth of writing is a particular strength. Pupils develop a secure knowledge and understanding of how writing alters according to the purpose with a particular strength in writing recounts of stories and recording explanations and instructions. Pupils make good use of grammar and punctuation and develop a secure grasp of how to use paragraphs to demarcate sections of extended text. A relative weakness is the accuracy of spelling.
- 31 Teaching and learning are good overall. Teachers make good use of assessment in order to plan work that meets the needs of pupils of all abilities. Very good teamwork with teaching assistants makes sure that pupils with special educational needs are given good support so that they achieve as well as other pupils. Good attention is given to promoting speaking and listening skills throughout the curriculum and pupils are provided with a good range of opportunities to write. At times good links are made between speaking and writing. For example, as part of poetry work linked to tongue twisters, pupils showed great delight in writing and then performing their own poems that applied the principle of alliteration. Teachers work hard to stimulate and motivate pupils. During one lesson in Year 5/6, pupils responded with great enthusiasm to the challenge of writing a news report based on Wordsworth's poem about *Lucy Gray*. Where possible, pupils are directed to use the computer to complement writing tasks for example, by using word processing skills to compose their own *stories*. During most lessons, pupils respond well to teachers by working hard and being very productive. The quality of marking varies between classes. At its best, pupils are given advice on how they can improve their performance and are given their own targets. This is not consistently done, however, and in one Year 3/4 class, expectations are lower than in other classes not just in terms of marking but also in terms of presentation and the standard expected.
- 32 Leadership and management are good. A good range of assessments and information from the monitoring of teaching and learning keep the co-ordinator informed about the strengths and weakness of the subject. Good strategies are developed to rectify any relative weaknesses. Resources are satisfactory overall. A wide range of well-organised reading books is available to support pupils' reading, but the range of books in the school library is narrow and needs supplementing by the local education authority library service. The main areas for further improvement are the need for ensuring that expectations are higher in one Year 3/4 class and a consistent approach to marking. Improvement since the previous inspection has been good.

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

- 33 The provision for using language and literacy across the curriculum is good. Opportunities for pupils to talk and listen in other subjects are good. For example, pupils are familiar with sharing ideas and thoughts with partners in deciding what steps to take in planning a scientific investigation into the germination of seeds. Opportunities to write in other subjects are also strong, for example in retelling the parable of the Good Samaritan in religious education. Such links, however, occur without teachers making an explicit mention of a literacy target in their planning. Pupils regularly read as part of locating information to do with topics in subjects such as history, but the skills of using a library are not as good as they could be.

## MATHEMATICS

Provision in mathematics is **satisfactory**.

### Main strengths and weaknesses

- Although most pupils achieve satisfactorily, higher-attaining pupils are not consistently challenged and these pupils could do better.
- There is comprehensive teaching of number but not enough time is given to other aspects of mathematics.
- The setting of pupils in Years 5 and 6 benefits the learning of the average and lower-attaining pupils in particular.

### Commentary

- 34 Inspection findings show that pupils are currently achieving satisfactorily overall. Most pupils do well to reach standards that are currently in line with the national average but too few pupils reach standards that exceed the average. Standards are similar to those found at the last inspection. The 2003 national test results for Year 6 showed that standards were below the national average. Based on the results that the class gained in their national tests in Year 2, achievement in Years 3 to 6 was unsatisfactory for that cohort of pupils. Prior to 2003, standards in mathematics had been steadily rising. The dip in 2003 was partly due to the very challenging nature of the pupils but also to the lack of a clear strategy for raising the attainment of higher-attaining pupils. There is no statistically significant evidence of boys or girls doing better than each other. Pupils with special educational needs achieve as well as other pupils
- 35 The school recognises that there is a problem in getting more pupils to reach higher standards. It has sought guidance and advice from the local education authority to establish ways of raising standards overall. One significant reason why higher-attaining pupils are not doing as well as they could, is that lessons focus too much on numeracy and other areas of the subject are not given enough time. Another reason is that staff give more time to supporting lower-attaining pupils and the needs of higher-attaining pupils are not consistently planned for.
- 36 The quality of teaching and learning is satisfactory throughout the school. Arrangements in Years 5 and 6 for setting pupils by ability have only been partially successful. This is mainly because of disruptions resulting from staff changes but also because of a lack of clarity about how to challenge higher-attaining pupils. Work is usually planned to challenge and extend the pupils' knowledge and understanding but at times staff have to work hard to deal with the wide range of abilities in each class. The setting system in Years 5 and 6 benefits pupils with special educational needs because the breadth of ability in each class is narrower. Lessons are planned in accordance with the guidance for the National Numeracy Strategy although in some lessons not enough attention is given to the mental arithmetic starter. Teachers make clear to pupils what is expected of them and usually explain tasks efficiently so that there is no doubt about what is expected. Most staff are secure in the best ways of teaching mathematics, but some are unsure in their own knowledge. This shows most in the lack of challenge in some lessons for higher-attaining pupils.
- 37 Most staff work together in planning mathematics and ensure that pupils are taught the advised methods for adding and subtracting, for example. There are variations, however, in the quality of teaching and learning. This is most noticeable in one Year 3/4 class. An analysis of work in that class indicates that the same standards of work,

effort and presentation are not demanded of pupils and the quality of learning is lower than elsewhere in the school. In the lessons observed during the inspection, teachers showed a good use of questioning skills to draw out pupils' ideas and to move learning forward. The pace of lessons is satisfactory, and pupils usually respond positively by working hard. In lessons that lack enough challenge for higher-attaining pupils, there is a loss of interest amongst these pupils and they fail to give of their best. Resources are satisfactorily used to support the teaching of numeracy, but very little use is made of practical equipment to develop pupils' knowledge and understanding of areas of mathematics such as capacity, measurement, shape and space.

- 38 Leadership and management of the subject are satisfactory. Although the co-ordinator has a clear vision for the development of the subject, there is a lack of a systematic way for checking on standards and the quality of teaching and learning. The need to raise standards for higher-attaining pupils has been identified however, and this forms the main part of an action plan for raising standards in the subject. An effective system for assessing pupils' attainment has been established and information used to set pupils by ability. Improvement since the last inspection is satisfactory.

### **Mathematics across the curriculum**

- 39 Pupils make satisfactory use of mathematics across the curriculum but teachers' planning is not explicit in identifying opportunities for applying numeracy skills. Mathematics and information and communication technology are often linked, for example, older pupils have constructed spreadsheets for information and communication technology drawing on their knowledge and understanding of number. Younger pupils use data handling skills to present information in tally charts, pie charts and bar graphs. The sustained teaching of number ensures that pupils select appropriate methods for incidental calculations. At the time of the inspection the oldest pupils were engaged in a transition project designed by the secondary school relating to designing a sports stadium to set criteria.

## **SCIENCE**

Provision in science is **satisfactory**.

### **Main strengths and weaknesses**

- Whilst teachers value practical activities, their expectations for pupils to develop independent skills of performing scientific investigations are not high enough.
- Lessons are well planned but possible links with numeracy, literacy and information and communication technology are not given enough thought.
- Procedures for monitoring standards and teaching and learning lack a clear strategy.

### **Commentary**

- 40 Inspection evidence shows that pupils are currently achieving satisfactorily and standards in the current Year 6 are average. This is a similar picture to the 2003 test results. Assessment data shows that pupils make satisfactory progress in their time in the school when the Year 6 results are compared to the results that the same pupils gained in Year 2. There has been a satisfactory improvement in standards overall since the last inspection with a good improvement in the percentage of pupils reaching standards that exceed expectations.

- 41 The quality of teaching and learning is satisfactory overall. There is a fair balance placed on ensuring that pupils develop a secure knowledge and understanding of science whilst also developing a basic understanding of performing scientific experiments. There is a relative weakness, however, in strategies to ensure that all pupils learn how to plan and perform scientific investigations with reasonable independence. At the moment, pupils are usually strongly directed by the teacher. For example, during the inspection, pupils in Year 3/4 planned ways of exploring factors that affect the germination and growth of seeds. The process of planning and investigation was soundly taught but pupils were given limited scope for making their own decisions.
- 42 Teachers plan lessons well so that there are clear scientific targets for pupils' work and good attention is given to sharing the purpose of lessons with pupils. Teachers value practical activities as a way of motivating pupils. Good use is made of resources and the environment to add interest for pupils but too often tasks are not placed in context that gives the task meaning for pupils. Whilst knowledge is generally well taught and teachers make use of good techniques for engaging pupils in discussions about the science focus of lessons, expectations are low for pupils to gather evidence through measurement and to represent results in a wide range of forms including graphs and charts. Pupils use numeracy and literacy skills at times but such links are often not planned for. There is no systematic way of linking science work with suitable targets for literacy or numeracy. Occasionally the computer is used to support learning in science, in constructing identification keys, for example, but its use is relatively limited to enabling pupils to record their work by applying data handling skills. Most pupils enjoy science but views vary according to the class to which they belong. Some pupils talk of lessons not being fun because they have to, *"follow too many instructions and are not allowed to do things for myself"*. Marking is satisfactory overall but varies from class to class. At its best it focuses on scientific achievement and sets targets for pupils to do better; at its weakest it merely corrects pupils' spelling or grammatical errors.
- 43 The quality of leadership and management is satisfactory. The curriculum has been improved recently and there are effective systems in place for assessing and monitoring pupils' attainment. Good systems exist for preparing pupils for the national tests, although too much emphasis is placed on revising pupils' knowledge. This reduces the percentage of pupils reaching standards that exceed expectations for their age because of the increased emphasis on testing pupils' knowledge and understanding of scientific enquiry. The co-ordinator keeps an eye on the planning across the school. Not enough time is planned, however, to look at standards achieved by pupils through interviews with pupils or analyses of their work. Improvement since the last inspection has been satisfactory.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

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

### **Main strengths and weaknesses**

- Recent improvements in provision are boosting progress.
- There is a lack of urgency in some classes in encouraging pupils to use computers to support their learning in other subjects.
- Some staff are insecure in using computers.

## Commentary

- 44 The standards reached by pupils at the end of Year 6 are approaching national levels but are below average overall. Standards could be better and the school is acting to rectify the situation. Until recently, there were gaps in pupils' experience. Pupils have experienced most of the required areas and reach the nationally expected levels in using computers for communication, but in areas such as control and modelling, pupils have limited experiences and could do better. The school has recognised that standards need boosting and is taking effective steps to do this. The rate of progress has been improving recently. Younger pupils benefit from a well-planned curriculum that builds up pupils' knowledge and understanding and skills step by step. As a result pupils are attaining levels which match expectations for their age. Achievement is currently satisfactory although it has been unsatisfactory in the recent past. Recent improvements in provision mean that older pupils are now learning quickly and rapidly making up past deficiencies. Achievement by pupils with special educational needs matches that of other pupils.
- 45 The quality of teaching and learning is satisfactory overall. Examples of good teaching were seen when new tasks were short and purposeful and led to new learning such as acquiring data from sensors. Scrutiny shows that although the curriculum is followed by all staff now, there have been noticeable gaps in the pupils' experience in some classes in the past. This is because until recently, information and communication technology has not been given the status it should have mainly because some staff lacked confidence themselves in using computers. The school has established useful links with the secondary school. This provides pupils with occasional specialist teaching in areas such as control technology.
- 46 The leadership and management of the subject are satisfactory. There has been a satisfactory improvement since the last inspection. A new scheme of work has been implemented, and pupils' progress has improved resulting in improving achievement, but not enough has been done to ensure that all teachers encourage pupils to use computers to support learning across the curriculum. Training has been provided to improve the teachers' expertise. A manageable way of assessing and tracking pupils' attainment and progress is in the process of being developed and implemented. Resources are satisfactory and readily available. The co-ordinator is implementing a well-constructed development plan to ensure that the current rate of improvement continues.

## Information and communication technology across the curriculum

- 47 The use of information and communication technology to support and enhance other subjects is unsatisfactory. Although the resources are available to enhance teaching and learning in all subjects of the curriculum, they are not used significantly. Teachers and subject leaders do not plan adequately for the constructive and meaningful use of computers to support learning across the curriculum

## HUMANITIES

- 48 The quality of provision for **religious education** is reported in full, the limitations of time made it impossible to report on either **geography** or **history** in depth or to judge the quality of provision.

- 49 In **geography**, pupils' work was sampled and discussions were held with pupils in Years 4 and 6. By the end of Year 6 pupils have a secure knowledge of how their own area differs from other parts of the United Kingdom and also how it compares to areas in other parts of the world for example Kenya. Good use is made of the immediate locality such as Whitehaven harbour and the nearby area of the Lake District in supporting pupils' understanding of physical features and human influences on the environment. Pupils in Years 3 to 6 benefit from attending a residential educational visit during which they apply their skills in geography. Year 5 and 6 pupils make use of a residential visit to Manchester to improve their understanding of a contrasting, urban location. Discussion with staff and evaluations of school documentation show that leadership and management of the subject are satisfactory. There is, however, a lack of a systematic way of checking on standards and the quality of teaching and learning. It is recognised that there needs to be a manageable way of assessing and recording pupils' attainment and progress.
- 50 In **history** pupils' work was sampled and discussions were held with pupils in Years 4 and 6. Good links are apparent between history and geography, especially in the shared experiences of educational visits and fieldwork. Links with the community extend opportunities for pupils to use local resources to support studies into local history. Whitehaven is used as a significant source of information and pupils show a good understanding of the historical significance of the area, especially since the development of the harbour and local industry. A residential visit to York for pupils in Years 3 and 4 is used to enhance knowledge and understanding of Invaders and Settlers. By the end of Year 6, pupils demonstrate an ability to make judgements and distinguish between fact, opinion and interpretation of historical data. Occasional use is made of information and communication technology to support learning but specific links with literacy are not planned for. Resources for history are satisfactory and leadership and management ensure that the subject is satisfactorily developed. There is an action plan that correctly identifies the need to develop an effective way of assessing and recording the achievement of pupils.

## **Religious education**

Provision in religious education is **good**.

### **Main strengths and weaknesses**

- Recent improvements in the curriculum are increasing achievement across the school but most particularly in Years 3 and 4.
- Pupils develop a good knowledge and understanding of Christianity but are less knowledgeable about other religions.
- The hard working and enthusiastic co-ordinator has effectively established links with a variety of places of worship, in particular with the local church.

### **Commentary**

- 51 Standards in religious education are in line with those expected by the locally agreed syllabus at the end of Year 6 and pupils achieve satisfactorily. The rate of learning varies across the school. The quality of teaching and learning is satisfactory overall with some good features. This ensures that pupils grow in their knowledge of other faiths and the multi-cultural society that is Britain today. Pupils make particularly good progress in Years 3 and 4 where the impact of the revamped school syllabus and very good teaching is currently having a noticeable impact on standards. This very good

progress in the lower school is starting to raise standards in Years 5 and 6 as pupils move through the school.

- 52 By the end of Year 6 pupils have developed a good knowledge and understanding of the main teachings and cultural events of Christianity. They are less knowledgeable about the main features of other religions. Pupils do, however study a selection of the key festivals, celebrations and ceremonies of Christians, Buddhists and Muslims. Pupils develop a good knowledge and understanding of the religious significance of key Christian festivals such as Christmas and Easter and the importance of events such as baptism, confirmation and marriage. Regarding other faiths, Year 6 pupils have a satisfactory knowledge of the significance of key festivals such as Ramadan for Muslims and Wesak for Buddhists. Pupils are aware of the similarities between the three religions for example, the importance of prayer and the significance of Holy Books such as the Bible and the Qu'ran. Pupils are aware of the importance of having a code for living and talk knowledgeably about some Old Testament events such as the handing down of the ten commandments to Moses. Some higher-attaining pupils in Year 6 talk about the way Islam reveres the Old Testament whilst relating the way that Mohammed was given the Qu'ran, the word of God, on Mount Hira.
- 53 The subject is effectively led and satisfactorily managed. A visionary, keen and enthusiastic co-ordinator has recently introduced a number of effective strategies to improve subject planning and the breadth of the curriculum. These are starting to raise standards across the school especially with regard to pupils' knowledge and understanding of faiths other than Christianity. The co-ordinator works hard to make sure that the curriculum is enriched by close and fruitful links with the nearby Church. The minister is a regular visitor to school and all pupils visit the Church each week. In order to improve pupils' knowledge of other religions, links have been established with a Buddhist Temple in Carlisle and a monk has visited the school to discuss with pupils the importance of meditation for a Buddhist. Despite the fact that Whitehaven is not a typical British multi-cultural community, the school makes good use of urban experiences to introduce pupils to cultural aspects of Muslim culture and faith, by arranging a visit to a mosque. There is a satisfactory range of resources to support learning. Although staff know pupils well, current procedures for assessing and recording pupils' attainment are unsatisfactory. Provision has improved since the last inspection.

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

A firm judgement about standards and provision could be made about **music** but the limitations of time made it impossible to make any comment on the provision in **art and design, design and technology** and **physical education**.

### **Music**

Provision in music is **good**.

### **Main strengths and weaknesses**

- Music is a strength of the school.
- There are good opportunities for pupils to perform within and outside school.
- Instrumental provision is good.

- Although pupils are well known by staff, their attainment and progress is not formally recorded.

### **Commentary**

- 54 Pupils achieve well in music and standards are above national expectations at the end of Year 6. Achievement by pupils with special educational needs matches that of other pupils. Pupils accumulate a wide range of skills in reading, composing and playing music. They describe, compare and evaluate different types of music, using appropriate vocabulary. When adding percussion to song, older pupils show good insight into the way instruments are played and their effect. Younger pupils compose sound pictures well using instruments and voices. Pupils enjoy music and do particularly well in singing. Pupils' skills and knowledge progress well as they proceed through the school. Standards are as high as they were at the time of the last inspection.
- 55 The quality of teaching and learning is good overall. Teachers' good subject knowledge ensures that the work is challenging and reflects the breadth of the curriculum. In most classes pupils know what is expected of them and participate fully in lessons. Good teaching was evident in stimulating links to other subject areas such as the water cycle in geography. Pupils in Years 3 and 4 produced four compositions for the story "Where the wild things are", each with distinct identity and mood. There is limited use of information and communication technology to support music. Pupils are unfamiliar with using the computer to compose or perform their own music. Peripatetic teachers provide regular instrumental tuition for brass, woodwind, violin and cello. The strong musical culture throughout the school encourages all to take part. Music is vital to the life of the school and many pupils are involved in the choir or in the instrumental groups. The choir has enjoyed considerable success in the local music festivals. The community and the parish values the contribution made by the choir to its life and work. It performs frequently both within the school and in the local community. Special events such as Tudor dance and African music regularly enhance the subject. The school has successfully produced two CDs showcasing its music and performance.
- 56 The subject is effectively led and managed. The co-ordinator sets high standards and makes sure that music has a high profile in the school. A good scheme of work, that has been customised to provide coherent guidance for teachers, ensures full coverage of all areas of music. There is good liaison between the school's partners as the choir regularly sings at the infant school and the secondary school choir and orchestra perform for the junior school. The co-ordinator has a good overview of the subject and has identified areas for development. This includes procedures for assessment that are currently unsatisfactory. The quality of accommodation and resources is good and is used well for all pupils. The provision has improved since the last inspection.

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

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

### **Main strengths and weaknesses**

- The school values pupils' ideas and creates a good ethos that encourages them to take responsibility for their own actions.
- There are effective systems for developing pupils' sense of how to be a good citizen.

- All staff, including teaching assistants and midday support staff, work together to develop pupils' awareness of issues related to healthy living including good diet.

## Commentary

- 57 The school places a high priority on this aspect of the curriculum and works hard to ensure pupils develop independence and responsibility. Circle time is well established and is highly valued by pupils. The practice encourages pupils to show respect to each other. Good relationships ensure pupils feel confident in sharing their concerns, knowing that their views are valued and respected. Pupils have ready access to supportive adults such as the special needs support staff who are available each break time. Pupils are encouraged to help each other and a Playground Friends scheme is being introduced.
- 58 The school is currently working towards a Healthy Schools award. The school is working closely with the catering services to foster healthy eating habits. Pupils are already able to select their school meals two weeks in advance from a menu which is shared with parents. The system not only ensures that pupils get the meals they prefer but also keeps parents fully informed of their diets. The increased number of school meals is an indicator of success. The governing body has chosen not to provide sex education except where it occurs in the National Curriculum. Advice about the dangers of drugs is provided regularly through the health services.
- 59 Teachers and support staff help pupils to become good citizens. The school council makes a significant contribution to this. The organisation is formal and the council is involved in making decisions about many aspects of school life. Issues from circle time are frequently brought to school council and resolved in collaboration with the head teacher. The midday supervisors for example met the school council to work out better ways of organising lunches. The council is given genuine responsibility in spending a budget of £100 a year. Council members manage the purchases themselves and recently provided new library books, playtime games and a disco.
- 60 Every pupil shares in the smooth running of classroom routines because each one has a monitor's role. Issues related to the wider world such as the need for clean water in the Third World are included in aspects of the curriculum and there are procedures for recycling waste paper. The school takes part in the local democracy week so that pupils elect their representatives after learning about their own local government. Pupils are also aware of debates in their local community and are currently organising fund-raising events to support the local maritime festival.

## PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

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

The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	4

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