

INSPECTION REPORT

CULGAITH CHURCH OF ENGLAND SCHOOL

Culgaith, Penrith

LEA area: Cumbria

Unique reference number: 112302

Headteacher: Lynn Harrison

Lead inspector: Mike Onyon

Dates of inspection: 25th - 26th April 2005

Inspection number: 266708

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

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INFORMATION ABOUT THE SCHOOL

Type of school: First
School category: Voluntary Aided
Age range of pupils: 3 – 8 years
Gender of pupils: Mixed
Number on roll: 26

School address: Culgaith
Penrith
Cumbria
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Telephone number: 01768 88655
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Appropriate authority: Governing Body
Name of chair of governors: Mr Andrew Neen

Date of previous inspection: 8th – 10th March 1999

CHARACTERISTICS OF THE SCHOOL

Culgaith is a much smaller than average sized first school in a rural location. At the time of this inspection, 26 children were attending, with 10 children attending the nursery. As the result of the rural location the number on roll fluctuates from year to year and many pupils travel from some distance. Pupils leave the school at the end of Year 3. The percentage of pupils eligible for free school meals is well below average. The proportion of pupils with special educational needs is broadly average but the percentage with a statement of special educational needs is above average. Pupil mobility is average. There are no pupils learning English as an additional language. The school's socio-economic context is favourable. Attainment on entry to the school is average but varies very much from year to year. Currently the school is a member of a small schools cluster and is working towards 'healthy schools' status. It has a significant partnership with the primary school to which most pupils transfer.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
18146	Mike Onyon	Lead inspector	Special Educational Needs, English as an additional language, Mathematics, Science, Art and Design, Design and Technology, Physical Education, Citizenship.
11437	Tony Anderson	Lay inspector	
8316	Jozefa O'Hare	Team inspector	Foundation Stage, English, Information and Communication Technology, Geography, History, Music.

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

This is an effective and inclusive school providing good value for money. Pupils are valued as individuals and achieve well. Standards, by Year 2 are above average in English, mathematics and science. The headteacher and governors provide good leadership and management.

The school's main strengths and weaknesses are:

- The headteacher motivates colleagues well in the pursuit of all that is best for the pupils; there is a strong sense of teamwork in the school.
- Good teaching is leading to good achievement, and support staff make a significant contribution to pupils' learning throughout the school.
- Pupils have very good attitudes to learning and behave very well.
- The school's very positive ethos successfully promotes the very good spiritual, moral and social development of pupils.
- Very good links with the community, with parents and with other schools support pupils' learning well, offering very good opportunities to enrich the curriculum.
- Resources for information and communication technology (ICT) are now used well to support learning in other subjects but need to be fully utilized to raise standards within the subject.
- The school's systems for assessing pupils' progress are used appropriately to inform future learning but more could be done to help pupils understand how they can improve.

Improvement since the last inspection in 1999 has been good. Classroom provision is now monitored effectively and good practice shared. There is now a consistent approach to the planning of lessons which carefully identifies opportunities to assess the progress made by pupils. Good quality teaching and learning have been sustained. The outcomes of assessments are analysed to identify gaps in pupils' learning and records of pupils' progress are maintained. Parents now receive very good quality information about the learning of their children.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 2, compared with:	all schools			similar schools
	2002	2003	2004	2004
reading	A*	D	E*	E*
writing	A	E	E*	E*
mathematics	A	C	E*	E*

Key: A - well above average; B - above average; C - average; D - below average; E - well below average.

A/E* means top/lowest 5%. Similar schools are those with similar percentages of pupils eligible for free school meals. There have been very small numbers of pupils in each year group over the last three years. Results are therefore statistically unreliable and should be treated with caution.*

Achievement is **good** overall. When children begin school their attainment is generally average. A small number of children are admitted each year, with considerable variation in levels of attainment. Children in the nursery and reception achieve well. They have a good

start to their education and, by the time they move on to Year 1, most of them have reached the standard expected nationally in the areas of learning in the foundation stage curriculum. The current reception year group is on course to exceed the expected goals in personal and social education, physical and creative development.

Pupils in Years 1 and 2 achieve well. The work they do builds well on what they have done previously. Standards in Year 2 are currently above average in English, mathematics and science. Standards in ICT are average. Standards in the current Year 3 are average in English, mathematics and science, but this still represents good achievement as attainment on entry for this year group was below average. Standards in ICT are again average. From 1999 to 2003, the school's results in national tests at the end of Year 2 were below the national trend. However, caution needs to be exercised in judging the results since very small numbers of pupils were assessed. Because of the differing number of pupils with special educational needs in each small year group, results have varied considerably in English, mathematics and science over the last three years.

Pupils' personal qualities are **very good**. The pupils' spiritual, moral and social development is very good. Cultural development is good. Pupils have very good attitudes to school and behave very well during lessons and at other times. A very positive ethos encourages pupils to act in a mature and responsible manner for their age. Pupils from the reception year to Year 3 make a significant contribution to the school, through their class councils. All pupils have good opportunities to participate in good quality lessons in personal, social and health education and citizenship. Pupils in Year 3 are well prepared for the next stage of their education. Attendance is average and punctuality is good.

QUALITY OF EDUCATION

The quality of education is **good**. Teaching and learning are **good** overall, with some very good teaching and learning throughout the school. Teachers make very good and successful efforts to work effectively together. Expectations are high and teachers know their subjects very well. Throughout the school, teachers and support staff are very successful in promoting a thirst for learning in pupils and in achieving high standards of behaviour and productivity. The school prepares pupils well for national tests but also provides good wider learning opportunities for all the pupils, both during and beyond the school day. It offers a well balanced curriculum that effectively links subjects and provides good learning opportunities. The provision for pupils with special educational needs is good; these pupils are well supported and as a result they make good progress in their learning and personal development. Assessment is used appropriately to plan pupils' future learning, but more can be done to help pupils understand how they can improve. The care provided for pupils is good. Partnership with parents is very good and links with other schools and colleges and the community are very good.

LEADERSHIP AND MANAGEMENT

Leadership and management are **good** overall. The headteacher is an effective leader. She has very quickly provided a clear agenda to raise standards and promote the pupils' personal development. She is supported well by other adults in the school, who subscribe to her vision. Both teachers work together very well, providing effective leadership and management in their respective areas of responsibility. All staff work well together as a team. The school governors are supportive of the school and they make an effective contribution to its success and efficiency. All statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents are very pleased with the quality of education, the standards achieved by pupils and standards of care provided by the school. They view the teaching and arrangements for their children to settle into the school to be good and they are comfortable in approaching the school with questions or concerns. Pupils also have a very positive view of the school; all say that there is an adult to go to if they are worried at school, they are expected to work hard, teachers are fair and the children really like being at the school.

IMPROVEMENTS NEEDED

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

- Raise standards in ICT.
- Effectively involve pupils in the outcomes of assessment to help them to understand how to improve their work.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement is good overall. All children in the foundation stage and pupils in Years 1, 2 and 3 achieve well. Standards are above average in English, mathematics and science in Year 2, and average in Year 3.

Main strengths and weaknesses

- Children in the reception year have a good start to their education.
- At the end of Year 3, pupils are prepared well to move on to the next stage of their education.
- In the core subjects of English, mathematics and science, pupils achieve well in Years 1 to 3.
- The pupils' successes arise from good teaching and learning and good shared leadership, and are consistently celebrated in lessons, assemblies and displays.
- Pupils' achievement in ICT is not as good as in the core subjects.

Commentary

Since only four pupils were assessed, the tables detailing average points scores are not included in this report.

1. Children in the reception class achieve well. Attainment on entry for most of the children is average and a significant number have had no formal pre-school experience. Attainment on entry varies considerable from year to year, given the small numbers of pupils entering the school. Parents feel that arrangements for their children to settle into school are good. Because of the good teaching and learning and good balance between direct teaching and child-initiated activities, most of the children achieve the expected standards in all of the six areas of learning by the end of the foundation stage, with some reaching higher standards.
2. Pupils achieve well in Years 1 and 2. Because small numbers of pupils are admitted to the school each year, careful efforts are made to accommodate individual pupils'

needs as they move from one age group to the next. Teachers make considerable efforts to ensure that the individual needs of pupils are provided for. Current standards in Year 2 are above average in English, mathematics and science, and average in ICT. Standards in the current Year 3 are average, but given that attainment on entry for the group was below average, their achievement is good. The school has recently focused on raising standards in reading and writing, with considerable impact. The school is predicting that results in the national tests at the end of Year 2 will be above average, and this is supported by inspection evidence.

3. Pupils in Year 3 achieve well. The progress of pupils currently in Year 3 has improved in the last year. This is because of good teaching, best characterised by high expectations of work and behaviour and very effective use of assessment information to match tasks to individual needs. Standards in Year 3 are currently average in English, mathematics and science. The Year 3 group is a very small one and their attainment on entry to the school was below average. Analysis of the school's assessment data clearly indicates that better results are predicted at the end of Year 3 over the next three years. Standards, as measured by optional national tests, have varied since the time of the previous inspection but improvement has been good.
4. The school has a small budget and has only recently been able to provide adequate computer hardware. As a result of this limited access to computers in the past, standards currently remain average in Year 2 and Year 3, as they were at the time of the previous inspection. The school is addressing the need to improve standards in ICT and is soon to enjoy the provision of interactive whiteboards in the two classrooms, supported by staff training and a focus upon improved pupil attainment.
5. The school development plan indicates clear priorities to further raise standards in writing. The standards achieved in reading, writing and numeracy, coupled with the key skills of observation, investigation and research in science, all improve pupils' learning in other subjects. There has been considerable recent improvement in these areas as a result of a clear focus on teaching key skills. Pupils' achievements are celebrated well in lessons, for example through daily effort awards, assemblies celebrating a range of achievements and good quality displays of pupils' work. The school's ethos is built around high expectations. There is no indication of less than satisfactory progress in any area of the curriculum.
6. Good support is given to pupils with special educational needs, who achieve well because their work is tailored well to their individual needs and builds steadily on previous learning. Needs are identified early and teachers and learning support assistants know and plan for them very effectively. Pupils with special educational needs are fully integrated into classroom activities and other pupils are very sensitive to their needs, helping them to achieve well. In addition effective sessions are arranged, weekly, for pupils to work with a learning support teacher.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are very good, as is their overall spiritual, moral, social and cultural development. Pupils' attendance at the school is satisfactory and their punctuality is good.

Main strengths and weaknesses

- The vast majority of pupils exhibit very positive attitudes and behaviour in the classroom and around the school.
- Pupils' personal development is very good, as is their relationship with adults and visitors to the school.
- The provision for pupils' spiritual, moral, social and cultural development is very good.

Commentary

7. The vast majority of pupils behave very well in lessons, around the school and in the playground. Their attitudes to one another and to the teaching and support staff are consistently very good. When moving around the school and when walking in and out of classrooms or the hall, most children display very good attitudes and care for their fellow pupils. There were just a few examples observed during the inspection when small groups of pupils were a little noisy or boisterous. This was sometimes found at the beginning of the afternoon, when some pupils had difficulty in settling down after lunch time play. A significant number of the lessons were judged to be very good and in these, pupils were observed to be very attentive and to co-operate very well with the teaching and support staff. An observed whole school assembly demonstrated the ability of the vast majority of children at this school to sit very respectfully and attentively as they were asked to quietly reflect on a thought provoking question posed by the teacher.
8. Informal discussions with a number of children around the school and in the playground revealed that they are very happy at this school and that they feel they are making good progress. Pupils are provided with a wide range of opportunities to enhance their personal development as exemplified by the very effective provision of a 'whole school' council. An excellent example of the council at work (via a school council assembly) can be found in the creative letter sent to all parents by their children in relation to the school's Golden Rules, to which parents were invited to contribute.
9. The provision for pupils' spiritual, moral, social and cultural development is very good overall. A high level of spirituality was evident in the observed assemblies and further elements of spirituality are in evidence through curricular subjects such as RE, science, art, history and music. In an art lesson observed for pupils in reception and Year 1, there were elements of spirituality when some pupils were invited to create a variety of minibeast models. This lesson, and many others observed during the inspection, had a very positive effect on pupils' moral and social development, which is enhanced through the many opportunities provided for working and playing in small groups and for speaking and listening in turn. Most children demonstrate a clear understanding of the difference between right and wrong. The local and wider environment is also used very well to enhance pupils' opportunities for the development of their social skills. The provision for pupils' cultural and multi-cultural development is also strong and some classroom walls and those in the hall are used very effectively to promote and demonstrate the richness and diversity of the world in which we live.
10. The overall attendance of pupils at the school is satisfactory and is currently just above the national average. Most pupils attend school and lessons on time. As each child in this very small school represents about 3 per cent of the overall attendance rate, the temporary absence of just one or two children for a few weeks through illness, injury or holiday can cause a quick deterioration in the attendance figures. It is mainly for these

reasons that current attendance rates are slightly lower than at the previous inspection. The vast majority of parents support the school in ensuring that their children attend school regularly and promptly. There have been no exclusions.

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	5.0	School data	0.1
National data	5.1	National data	0.4

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

- Pupils' attitudes, behaviour and personal development are very much linked to the very positive ethos of this school and, taken together with the very good promotion of pupils' spiritual, moral, social and cultural development, they are a major strength of the school.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are good overall. The curriculum is good and there are very good opportunities for enrichment. The care provided for pupils is very good. Links with parents, other schools and colleges and the community are very good.

Teaching and learning

The quality of teaching and learning is good throughout the school. In the nursery and reception classes, it is very good. Assessment is good in the Foundation Stage and satisfactory for other year groups.

Main strengths and weaknesses

- In the nursery and reception classes teaching is very good and this enables children to achieve very well.
- Planning is very good throughout the school, which is very good improvement since the last inspection.
- Teachers manage their pupils well and form very good relationships with them.
- Teaching and support assistants make a very valuable contribution to enhancing pupils' learning, especially that of pupils with special educational needs.
- Assessment procedures are satisfactory and used well to inform planning, but teachers could do more to make it clear to pupils how they can make further improvement.

Commentary

Summary of teaching observed during the inspection in 17 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	7	10	0	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 and learning is good throughout the school with seven lessons observed being very good, mainly in the nursery and reception classes. No unsatisfactory or even satisfactory lessons were observed. This is good improvement on the previous inspection. There are very few weaknesses in teaching. Very occasionally, the pace of lessons could be better, but teaching methods are chosen well for these classes, which consist of a considerable ability range and mixed age groups. The overall quality of teaching and learning is good in English, mathematics, science and ICT and this is having a positive impact on improving standards in those subjects. In other subjects, insufficient information was collected to make a valid judgement on the quality of teaching.
13. Teaching in the nursery and reception classes is very good. An exciting learning environment has been developed which gives children opportunities to investigate a wide range of activities and to stimulate their interest in learning. The wild garden, recently cleared with the help of the parents, provides an excellent resource where children can observe growth and change, and engage in imaginative play. Currently, a newly qualified teacher provides very good support for learning, entirely on a voluntary basis. There is a strong, very caring ethos within the classes, through which children grow in confidence and thrive in their learning. Assessment procedures are good. Staff maintain a careful check on what has been achieved and which areas of learning need to be developed next in order that children make further progress.
14. Planning is very good throughout the school. This is a good improvement on the previous inspection, which judged that planning was not consistent. Throughout the school, teachers and support staff manage their pupils well and form very good relationships with them. In consequence, pupils have very good attitudes to their learning and behave very well. These factors make a major contribution to pupils' learning and achievement. Teachers choose methods well to match the varying needs of all pupils, including those who are gifted and talented and those who have special educational needs. They provide realistic challenges, with a good balance of independent and teacher-supported activities. There is a very good, inclusive learning environment throughout the school, where everyone is valued equally. As a result, there are no barriers to pupils' learning.
15. Teaching and support assistants make a very valuable contribution to pupils' learning. They participate fully in lessons, sitting close to their groups, prompting and encouraging them to think and to respond to questions. They manage their pupils well in group work, giving praise and breaking tasks down into easily achievable steps. There is a very close team spirit among all staff, resulting in very good relationships and a calm, productive learning atmosphere.
16. All adults know the pupils very well and are aware of their individual needs. Assessment procedures are currently satisfactory. The school has justly identified this area for further development for subjects other than English, where it is good. Teachers collate information about the different elements of the subject and use the information to analyse strengths and weaknesses. For example, having identified writing as an area for further improvements, teachers have focused strongly on improving it. As a result, standards are rising. In addition, assessment is used well to respond to individual needs. Information is used to set learning targets for pupils in reading and writing. These are shared with them, so that they know what they need to do to improve their work. This practice can be extended to other subjects so that pupils understand what they need to do to improve. Marking of pupils' work is generally meaningful, with some developmental points outlined to help pupils improve their work.

Positive comments are helpful, but there is insufficient guidance for the next step towards improvements across all subjects. Homework is regularly given to consolidate and extend learning well.

The curriculum

The school provides a good curriculum, with very good opportunities for enrichment. The accommodation and resources are good.

Main strengths and weaknesses

- In nursery and reception classes, a very good range of imaginatively planned activities meets the needs of all children.
- The curriculum is very well planned and promotes good achievement.
- There is very strong commitment to inclusion in the school, where all groups of pupils are included very well in school activities.
- There is a wide range of activities to support learning outside the school day.
- The curriculum prepares pupils well for the later stage of their education.

Commentary

17. In nursery and reception classes, the curriculum is imaginative and stimulating, which results in children's good achievement. It provides children with many very good opportunities to explore and to investigate inside and outside the classrooms. The teacher of reception class makes the curriculum gradually more formal. This arrangement enables the children to transfer smoothly into the National Curriculum in Year 1. Since the last inspection, which judged the curriculum as good, the picture now is even more positive, because it is now very good.
18. The curriculum is very well planned and promotes good achievement for all groups of pupils. Throughout the school, there is very good, inclusive learning for all pupils that reflects a strong commitment to equal opportunities. As a result, the curriculum is particularly effective in providing for all groups of pupils, including those who have special educational needs. The curriculum is effectively modified, but consistently challenging to meet their needs. Able and talented pupils are identified and are appropriately catered for to ensure that their specific needs are also met. There is a gifted reader and a talented gymnast, for example, as well as experts in ICT who set the pace for the rest of the class.
19. While the school is very small, this has not deterred the new headteacher from reaching beyond the school for enriching the curriculum. There are multi-cultural links with other schools and expertise is brought from Ullswater Community School, for example, to extend teaching and learning in physical education. The carefully planned educational visits and visitors effectively enrich the curricular opportunities on offer to the pupils. After-school clubs include French tuition, very well attended by the pupils. The three-year rolling programme for curricular development focuses very strongly on creative learning, as part of the national Excellence and Enjoyment initiative. There are very good cross-curricular links, which make learning relevant for the pupils. The newly cleared wild garden and outdoor areas offer the pupils very many opportunities for exploration, physical development, imaginative play and quiet reflection.

20. Accommodation and resources are good and well used by the staff and pupils for teaching and for learning. Resources for ICT are adequate, an improvement since the previous inspection. The position of the library limits pupils' independent work, but there are plans for future development, when funds become available.
21. A good curriculum and a close partnership with the receiving school prepare pupils well for the next stage of their education. Pupils come from Langwathby School to talk to the pupils about the expectations there, before they move to the new school. A small schools partnership provides an added benefit to the curricular opportunities on offer. In addition, the two teachers share their expertise and exchange classes for subjects such as ICT and music. This arrangement ensures that both teachers are very well aware of pupils' standards and that these two subjects are effectively taught.

Care, guidance and support

The procedures for child protection and welfare are good. The procedures for supporting and guiding pupils through monitoring are good, and those for seeking and acting on pupils' views are very good.

Main strengths and weaknesses

- School teaching and support staff know their pupils very well and provide a high level of welfare and pastoral support.
- The school's provision of support and guidance through monitoring is good.
- Very good systems are in place to seek and act on pupils' views of the school.
- The school is aware of a few minor health & safety issues and is taking proactive measures to review and amend procedures.

Commentary

22. Child protection systems and procedures are effective and the reporting person is known to all staff in the school. The school teaching and support staff clearly know their children very well, and provide high quality welfare and pastoral support to individual pupils. Accordingly, every pupil has access to several adults in whom they have complete trust and confidence. Pupils' academic performance and personal development are monitored both formally and informally by the school and the advice and support resulting from this monitoring are of a high standard.
23. The school operates a good first aid system for minor and more serious accidents and appropriate records are maintained. The school is proactive in maintaining a safe school site through regular inspections and action plans. In addition, the school is proactive in undertaking risk assessments for external trips out of school. The induction arrangements for pupils entering the school are very good.
24. Lessons such as personal, social and health education and circle time are used well by this school as an aid to the promotion of pupils' awareness of their surroundings and to assist in their personal development. In one very effective example which took place in the hall, children were encouraged to give advice to a much loved puppet (Oscar) who had told the children via his teacher that he was concerned about his poor writing and wondered how it might be improved? Needless to say, the children took the responsibility placed upon them very well indeed as they provided wide-ranging and often exceptionally good advice to Oscar. Pupils' personal development is further

enhanced through the provision of both classroom and individual targets to which pupils are expected to work and in the range of responsibilities provided to children in their everyday lives at the school. The use of assessment to support and guide pupils as they progress through the school is good. The school acknowledges pupils' achievements through the praise given to them in the classroom and, more formally, in regular sharing and presentation assemblies.

Partnership with parents, other schools and the community

Parents' views of the school are very good, as are the school's links with parents. Links with the local community are very good, as they are with other schools.

Main strengths and weaknesses

- Parents and children like the school very much.
- The majority of parents feel that their children are making good progress.
- A significant number of parents feel that school/home communications are very good and that they are kept very well informed about their child's progress.
- The school utilises the community and other schools very well to support the curriculum.

Commentary

25. The parents' meeting with the inspectors was very well attended for the size of school and the parental questionnaire was returned by a high percentage of parents. A significant majority of parents who returned the questionnaire are very supportive of the school and of its aims and objectives. Parents feel that their children like school and that they are making good progress.
26. The information provided by the school through the prospectus and governors' annual report to parents is of a high standard. The regular and exceptionally well designed and presented newsletters are of a very high standard and they provide parents with a broad and colourful picture of life at Culgaith school. Very helpful and advanced topic and curriculum information is also provided to parents. Annual academic reports to parents are of a very good standard and they provide a comprehensive picture of each child's development at the school. In addition, the hardworking headteacher and her enthusiastic staff are always available to assist parents with any problems or concerns. The school regularly consults parents on a wide range of issues and there is a very clear determination on the part of senior management to continue to improve school/home relationships for the ultimate benefit of children, parents, the local community and for the school itself.
27. Several parents are regular visitors to the school and they provide very welcome classroom support and occasional assistance with external visits and extracurricular activities. All parents have been invited to enter into a home/school agreement, which is designed to promote improved communication between the school, parents and children. Parental attendance at school concerts, celebrations and parents' evenings is very good.
28. The school makes very good use of the local environment to enhance the curriculum and the range of extracurricular clubs and activities is good. Regular field trips are made to study the local and wider environment and to access external sources of curricular enhancement. For example, all the children recently paid a visit to a museum in Carlisle to study Divali. Visitors provide additional curricular enhancement and one recent visit was linked to science through the touring Life Education van. The school also has very good and developing links with other local first, primary, middle and secondary schools and colleges.

29. The school's growing partnership with parents, together with the very positive links with the community and other schools, makes a very significant contribution to pupils' learning and personal development and it is a major strength of this school.

LEADERSHIP AND MANAGEMENT

The governance of the school and leadership by the headteacher are good. The school is well managed and leadership by other staff is good.

Main strengths and weaknesses

- The headteacher has very high aspirations for the pupils and strives to improve their educational opportunities.
- Working well, as a team, both teachers make a significant contribution to developing both staff expertise and the subjects of the curriculum. Good leadership and management are embedded throughout the school.
- Governors are well informed and clearly influence the school's work and development.
- The skills of teaching assistants and other adults are used well to support pupils throughout the school.

Commentary

30. The headteacher has been very successful in creating a calm and stimulating environment where pupils' overall development is secured and where pupils enjoy their learning. In the two terms since her appointment she has moved the school forward and is constantly seeking to maintain and improve standards. For this purpose she is particularly effective in utilising school resources to get the best value from purchases, carefully considering whether they will support the school's drive to raise standards. Her strategic planning reflects the school's goals and she is aware of the need to address assessment and ICT issues. The school carefully organises its staff and uses its facilities well. An environmental area has been created alongside the school and this successfully promotes pupils' learning across a number of subjects. The headteacher works very effectively with the staff team through effective inter-personal relationships and a commitment to staff development. Despite a complete change of staff, the good quality of teaching and learning has been maintained since the previous inspection. Staff work very well together and all are valued. Consultation with parents, pupils, staff and governors is a strong feature of decision-making.
31. The headteacher works closely with all adults in the school and has ensured their continual development. Because of this good quality mentoring, the teaching of colleagues new to the school is good. She motivates them well and they are encouraged to develop their skills and competencies well. All staff are committed to the school and its community. Stimulating teaching and effective subject co-ordination provide very good role models. Both teachers analyse the school's attainment data and track individual progress thoroughly, sharing the information well.
32. Both teachers have considerable responsibilities for subject development and are given time to monitor and evaluate progress. The information they gather informs the school's development plan well. Teaching assistants and other adults have well-defined responsibilities and work very effectively with specific individuals, successfully contributing to their assessment. The school has some very capable volunteers, who are well organised to contribute effectively in lessons, supporting pupils' learning well. Provision for pupils with special educational needs is well led and managed.
33. The governing body is drawn from the local community and uses its expertise to support the school but is also prepared to challenge it. Governors tackle difficult issues, such as staffing and resources, objectively. They are actively involved in the school's self-evaluation and play a full part in determining its future direction. They have responded well to the issues of the previous inspection and carefully monitored the school's improvement. Many regularly help in classrooms and, as a result, have a well-informed view of the school's strengths and weaknesses. They work well with the

teachers, effectively monitoring developments and reporting to the full governing body. They challenge well, asking pertinent questions about the attainment of pupils in particular subjects, and have a good knowledge of the particular features of pupils' attainment in a small school - the value added features and the performance of different groups of pupils. They ensure that all their duties are carried out effectively. They have a very good understanding of the challenges faced by the school. The headteacher and chair are determined to provide pupils with life skills that will enable them to develop fully. This teamwork contributes positively to the maintenance of high standards.

Financial information for the year April 2004 to March 2005

Income and expenditure (£)	
Total income	121,708
Total expenditure	126,262
Expenditure per pupil	3,282

Balances (£)	
Balance from previous year	-2,016
Balance carried forward to the next year	-6,570

34. With a fluctuating roll there is considerable pressure on the school's budget and effective plans are in place to overcome the current overspend.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

35. Provision in the foundation stage is very good. The foundation stage consists of ten nursery children who attend part time, and seven full time reception children, who share the class with four Year 1 pupils. In the nursery, a very talented senior teaching assistant has the responsibility for the children whose ages range from 3 to 4 years. In addition, there is a voluntary, newly qualified teacher who helps in all classes with small group activities. The headteacher and the nursery staff plan a very exciting and imaginative curriculum, where children achieve very well in all areas of their learning. Teaching is consistently challenging and stimulating, so that children are provided with very good activities that encourage exploration, decision-making, problem-solving, observation, critical thinking and discussion. At this time of the year, reception children receive more formal literacy and numeracy lessons, in preparation for the National Curriculum in Year 1.
36. Overall, attainment of children varies considerably from year to year, because year groups are very small. When they entered the nursery, their attainment was as expected of children of this age in the current class, but below expectations in other years, where some children with special educational needs were admitted. Children achieve very well overall in the foundation stage. In consequence, in the current reception class, children are reaching the expected levels in communication, language and literacy, mathematical development and knowledge and understanding of the world. In personal, social and emotional development and in physical and creative development, children are exceeding the expectations. Since the previous inspection, the school has made good improvements in the provision for these young children.
37. The headteacher has the responsibility for leading and managing the foundation stage. She has developed very good teamwork and, in a very short time, has built very good relationships with parents and the community. There is a very happy atmosphere, which contributes significantly to children's learning. Consequently, children enjoy coming to school and work very well throughout the busy day.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

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

Main strengths and weaknesses

- Children achieve very well through the very good teaching they receive in both classes;
- There is a very good balance between child- and adult-initiated activities, which promotes independent and co-operative learning.

Commentary

38. Children achieve very well in personal, social and emotional development. The teaching is very good, because the staff expect the children to behave very well, set very good examples for them and gently encourage them to show their best sides. As a result, the children are expected to exceed the early learning goals by the end of the reception year. All staff ensure that children feel secure, included and valued; they all

matter individually. In the nursery, the three year old children, who had been in school for two weeks, happily chose activities and stayed completely engrossed in exploring the exciting activities on offer. Children were fascinated by the tadpoles and showed considerable care when a farmer brought lambs for them to view. Both indoors and outside, the children behave very well, and take responsibilities when organising their play activities. This was observed during the inspection, when the children readily interrupted 'painting' the school wall with water, to help arrange animals 'in the jungle'. The reception children learn how to be good citizens, through activities such as assemblies and discussions. When considering 'what makes us strong inside', the children contributed some thoughtful observations such as 'being a good friend'.

COMMUNICATION, LANGUAGE AND LITERACY

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

Main strengths and weaknesses

- Children achieve well because the headteacher and the assistants have very good knowledge of how to develop children's language skills.
- There is a very strong emphasis on the development of language in all activities.

Commentary

39. Children achieve well in their communication, language and literacy through the highly skilled teaching they receive in both classes. They are on course to reach the levels expected by the time they enter Year 1. The staff provide very good opportunities for talk and for modelling of sentences. In the nursery, for example, the voluntary teacher shared discussions with the children about the jungle animals, reminding them that the large snake was a boa constrictor. Both adults maintain a very good commentary during activities, which helps the children to acquire new vocabulary. In both classes, there are numerous notices, signs and labels, which reflect the importance of language. Books are invitingly arranged in both classes, where children can enjoy sharing stories and illustrations. There are areas for children to explore writing, such as sending letters to the lion family, for example.
40. In the reception class, the teacher uses a modified literacy session to ensure a smooth transition into the National Curriculum, which is appropriate for this time of the year. The teacher prepares a very good range of resources and activities for the wide range of abilities, to stimulate and to encourage learning. In one lesson, the children were observed writing postcards from their seaside holiday. The more able children were able to write sentences, while the less able ones dictated their sentences to the teacher. Letters are beginning to be well formed and of even size.

MATHEMATICAL DEVELOPMENT

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

Main strengths and weaknesses

- The teaching of mathematical skills is very good, resulting in children's very good achievement.

- Children successfully acquire new knowledge and understanding of mathematics through practical activities.

Commentary

41. The very good teaching in both classes results in children achieving very well. As a result, they reach the appropriate levels but exceed these in number. The teacher and the assistant plan and resource a very good range of practical activities to give the children good hands-on experience that leads them to understand shape, size, weight and capacity. In the nursery, the children use a computer program to match the number of ducks to a given number. In the reception class, the children showed good understanding of number and ordered these ducks to beyond 30. The carefully planned practical activities enable the children to learn very well, leading them to new knowledge and understanding of mathematics. Number action songs successfully consolidate counting forwards and backwards. The strong emphasis on correct mathematical vocabulary enables the children to understand mathematical ideas well.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

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

Main strengths and weaknesses

- Teaching is consistently very good, resulting in children's very good achievement.
- There is a lively environment to stimulate children's curiosity.

Commentary

42. The staff plan exciting topics to capture children's curiosity and interest. The good achievement is the direct result of very good teaching. They are likely to reach the early learning goals by the end of reception year. Children in both classes learn about other cultures, as when they celebrate the Chinese New Year and taste food, or listen to music from different traditions. Children in the nursery know how to grow plants, through first hand experiences. They learn to use the computer and a programmable toy efficiently. Both classes have very good opportunities to explore outdoors, where they learn to acquire early scientific knowledge and skills of observation. The newly developed wild garden offers very good opportunities for children to note changes in growth or to observe mini-beasts and their habitats. A particular strength of these arrangements is the whole school topic approach, which enables the children to see studies at different levels and to share learning experiences.

PHYSICAL DEVELOPMENT

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

Main strengths and weaknesses

- Through very good teaching, children achieve very well.
- Accommodation is well used to maximise learning.

Commentary

43. The staff provide the children with numerous opportunities that maximise learning in this area. As a result, the children achieve very well and are likely to exceed the learning goals by the time they enter Year 1. In both classes, the children confidently use a wide range of resources and equipment, which successfully improve movement and control. Outdoors, children learn to use the wheeled toys with confidence and ensure that they do not bump into one another when playing with them. In the hall, reception children learn health and safety rules, such as the need to warm up before undertaking exercise and the need to relax at the end. The children use scissors and other tools with increasing dexterity. Throughout these activities, the teacher and the assistants provide a very good commentary and ask questions skilfully to extend learning across all areas.

CREATIVE DEVELOPMENT

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

Main strengths and weaknesses

- Children are provided with very good opportunities to develop creativity.
- Children achieve very well because of the very effective teaching they receive.

Commentary

44. Children are provided with a very good range of stimulating activities that enable them to develop an imaginative response. The new headteacher's very strong focus on excellence and enjoyment of learning is seen in the creative approach to all aspects of learning. Consequently children thoroughly enjoy their activities and are observed to be completely engrossed for very long periods of time. In the nursery, there is a role-play area with camping equipment and animal hats to engage children's imaginations and curiosity. They are excited when taking part in an 'expedition', which they make independently. In the reception class, the children used well-prepared resources to work in groups to create a seaside scene. They negotiated and discussed arrangements, in order to make an attractive landscape. The very good teaching results in children's very good achievement.

SUBJECTS IN KEY STAGES 1 and 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- The quality of teaching and learning is good, resulting in pupils' good achievement.
- Pupils have very good attitudes, which contribute well to their learning.
- There are good links with other subjects.
- Leadership and management are very good and helping to raise standards.

Commentary

45. Overall, there has been good improvement in the provision of English since the previous inspection. Teaching was judged to be satisfactory; it is now good. Clearer assessment procedures have been introduced and information is now used to plan the next steps in pupils' learning. Tracking of pupils' progress is now in place and it is helping to monitor progress regularly. In addition, there is now a consistent whole school planning approach and a carefully structured curriculum based on a long-term cycle of learning. These arrangements result in progressive learning for all pupils.
46. Standards in English are above average in speaking and listening, reading and in writing in Year 2, and average in Year 3. The strong focus on writing throughout the school is now paying dividends. In addition, the outcome of the headteacher's vision and commitment to excellence and enjoyment in learning is seen in pupils' creative approach to writing. Analysis of work shows many examples of imaginative responses to writing poems, effectively raising pupils' awareness of the power of English. Pupils write for numerous purposes and are successfully beginning to be aware of audience, adjusting formats accordingly. This was observed, for example, when the pupils were writing postcards or preparing lists of items suitable for a trip to the Antarctic or to Egypt. Planning shows that there is progression in learning, building successfully on pupils' knowledge, skills and understanding.
47. The quality of teaching and learning is good, resulting in pupils' good achievement. There are thorough procedures and systems in place to track and monitor pupils'

progress as they move through the school, along with the statutory test results to identify strengths and weaknesses. This is helping to raise standards of all pupils. The new headteacher has also introduced conferencing between individual pupils and the teacher, whereby levels in English are discussed with them, placing the responsibility for improvements on the pupils. In addition, targets are set with the pupils for improvements across all aspects of the subject. Through these discussions, the pupils understand what they need to do to improve work. The very good relationships with parents that have been established, and initiatives such as holding literacy evenings for them, help to involve them in their children's learning. Parents and other adults hearing the pupils read at home is also helping to raise standards and the enjoyment of books.

48. Throughout the school, pupils have very good attitudes to their learning and behave very well in lessons, and this has a positive impact on their achievement. There is a very supportive atmosphere in each class, where teachers and the support assistants ensure that all pupils are involved in their learning. Tasks are suitably modified, but still challenging, to ensure that pupils with special educational needs make good progress. The more able pupils are provided with consistently challenging work to meet their specific needs. The effects of these arrangements can be seen in the achievements of the pupils. One Year 2 pupil, when reading difficult non-fiction text about animals, was able to explain vocabulary such as 'camouflage' or 'advantage' in considerable detail. His standard in reading is above the National Curriculum Level 3.
49. Teachers make good links with other subjects. ICT is used, for example, to write labels for the landscape features in Year 1. Discussions are an important part of enabling the pupils to articulate their understanding of mathematics and science. Pupils with special educational needs are fully involved in discussion and contribute well in lessons, through the effective support they receive from the teaching assistants. Planning shows good links with other areas of the curriculum, making learning meaningful and relevant for the pupils.
50. Leadership and management of English by the headteacher are very good and helping to raise standards successfully. Since taking up her post in September, the head has analysed strengths and weaknesses, and taken action to address them. The close cooperation she has built with the other teacher and the assistants ensures that all work towards the same goals. The overall resources are good and well used by the pupils. The awkward position of the library does not invite quiet study or independent research, but this is under review and planned for improvements.

Language and literacy across the curriculum

51. There is evidence in all the classes of effective links with other subjects. Speaking and listening skills are developed well in all activities. In mathematics, the pupils have opportunities to explain their strategies. In history, pupils pose questions to parents and grandparents about their school days. In science there are good links with literacy, where the pupils read cards associated with animals and plants to find answers to questions such as 'What foods do we get from trees and bushes?'

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Leadership and management of the subject are good.
- Achievement is good and standards are above average by Year 2, and there is a clear focus on raising standards in Year 3.
- The quality of teaching is consistently good throughout the school, and the grouping of pupils on the basis of their prior attainment is particularly effective.
- The support teaching of pupils with special educational needs is very good.

Commentary

52. Standards of work seen in lessons and in pupils' books are above those found nationally in Year 2. The current Year 3 group contains a very small number of higher attaining pupils, so standards are average. Standards at the last inspection were judged to be in line with those found nationally in Year 2 and Year 3. The school admits very small numbers of pupils each year, making comparisons with national data very difficult. Caution must also be exercised in looking at any trends in performance, since attainment on entry varies considerably each year. The school has carefully analysed the results and tracks individual pupils' progress. Their data clearly indicates that most pupils are making good progress and achieving well. The school is taking very positive steps to enhance the learning of pupils. Overall achievement is good.
53. Leadership of the subject is good. The subject leader has a very clear vision for the subject which is effectively shared with her colleague, the headteacher. She provides a good role model and ensures that adults with less confidence in the subject have good resources to support their teaching. Teachers plan their work well and the standard of teaching is good overall and in some cases very good. Pupils are effectively taught in ability groups, which usually include two year groups. Within these groups work is matched closely to the needs of pupils so that all pupils are challenged. It is the consistency of good teaching that enables pupils to achieve well. In the best lessons teachers ensure pupils know what they are expected to learn and at the end of these lessons pupils are supported in evaluating what they have learnt so that learning is reinforced. In a very good lesson on counting and understanding the value of numbers for Year 1, resources were used very well to support and challenge pupils as they investigated different ways of describing numbers, for example first, second, third, before and after. The open-ended questions, together with the skill and enthusiasm of the teacher, resulted in pupils working hard because they were keen to succeed.
54. Systems for assessment have been developed. Day-to-day assessment is good and teachers provide tasks that challenge or reinforce learning to meet the needs of individual pupils. Pupils could be involved more in understanding targets set for improvement and what it is they need to do to reach the next level. The withdrawal of pupils with special educational needs for number work is very effective. Teaching of this group, by the learning support teacher, is very good. Support is also offered in lessons to enable the pupils to take a full part in activities. They have their own personal targets and work hard to achieve them.

Mathematics across the curriculum

55. Mathematics and ICT are well linked throughout the school. Appropriate software is used well to support activities. Pupils often use calculations and illustrate their work through the use of ICT, for example, charts and diagrams in science when recording

the results of investigations. The school effectively plans its curriculum to develop good links between mathematics and other subjects.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Pupils achieve well because the quality of teaching is good.
- A clear focus upon offering opportunities for pupils to investigate for themselves contributes positively to the standards attained.
- The subject is well led, jointly, by both teachers.
- Assessment procedures can be developed further, to enable pupils to understand what it is they need to do to improve.

Commentary

56. Standards are above average in Year 2, representing good achievement. Currently there is a very small group of pupils in Year 3 and the data held by the school clearly indicates their good achievement, even though standards are average. Results in national tests, over the last three years, have varied. This reflects the very small numbers of pupils being assessed and the difficulty in comparing the school's results with national averages. The school effectively tracks the progress of pupils and pupils of all abilities, including those with special educational needs, achieve well. All are included equally in activities. There has been satisfactory improvement since the previous inspection.
57. The quality of teaching is good overall. Both teachers have a good knowledge of the elements of the National Curriculum. They work well together and lessons are often presented in an imaginative way, for example in a lesson for pupils in Years 2 and 3 where the teacher explained the relationship between animals in the food chain, moving on effectively to enable pupils to construct models of food chains, using the knowledge they had acquired. Teachers also effectively use computer software to introduce and explain scientific topics. A feature of teaching is the very good relationship between teachers and pupils, leading to very good attitudes to their science work and contributing positively to the standards achieved.
58. The emphasis on learning through investigational experiences was also evident in other lessons seen during the inspection. In a good lesson for pupils in Year 1, pupils worked together effectively to examine changes in their local environment, relating them well to the models they were making in the classroom. Brisk pace and the very good relationships encouraged pupils to make predictions and resulted in good gains in learning from accurate observations and comparisons.
59. The two teachers, and other adults, are enthusiastic about science. Through regular evaluation and review they have ensured that good provision in the subject has been maintained. They have a thorough understanding of the areas for development because of regular opportunities to monitor standards and teaching through the school. Accurate assessment procedures have been established so data is produced for all pupils at the school. Planning for the subject suggests that this will enable more appropriate judgements to be made about pupils' progress and allow that progress to

be 'tracked' through the school in a more effective way, to ensure they reach the standards they are capable of.

60. Teachers make sure that pupils understand what it is they are going to learn in lessons by explaining the learning objectives. Sessions at the end of lessons regularly review what has been learned by considering 'what have we learned today?' and 'what does good work look like?' The further development of assessment procedures will enable pupils to understand what it is they need to be able to do to improve their own work and how they can contribute to targets for their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

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

Main strengths and weaknesses

- Good teaching results in good learning for all pupils.
- Achievement, whilst satisfactory, has been held back by a lack of resources.
- Subject leadership is good, with a clear view of future needs and development.
- ICT is used well to support learning across other subjects of the curriculum.

Commentary

61. Standards in ICT are average in all years, as in the previous report in 1999. However, since then, the demands of the subject have increased considerably. Achievement is satisfactory but improving. The school has introduced an effective method of utilising teachers' expertise by enabling one teacher, who has very good subject knowledge, to teach ICT to both classes. This also enables the co-ordinator to monitor the progress of individual pupils at first hand. Standards have, however, been held back by restrictions in the quality and quantity of resources. There has now been an improvement in the number of computers, and resources such as a digital camera are beginning to enhance learning in the subject. The school has recently ordered an interactive whiteboard, which will improve learning further and help to raise standards.
62. In one lesson observed, the teacher very successfully demonstrated new skills to enable the pupils to vary the speed of their animations and to consolidate basic skills in the subject. The pupils showed that they were able to enter, save and retrieve work, sharing ideas as images. During the group work, the teacher used an able pupil to demonstrate to others how to create or open a new file. In this arrangement, both ability groups gained new skills and the teacher was freed to take groups for other aspects of art. In this lesson, the pupils transferred their original designs of spring, summer, autumn and winter onto the screen.
63. Pupils have very good attitudes to learning in ICT. They are enthusiastic in using computers. Their very good behaviour contributes greatly to their overall learning and achievement.
64. Subject leadership and management are good overall. The co-ordinator is building on previous developments and has good plans to improve standards in the subject. The school recognises the need for improved assessment procedures and is embarking on recording pupils' progress and standards, using national guidance. Overall, there has been good improvement since the previous inspection.

Information and communication technology across the curriculum

65. ICT is used well across other subjects, such as English and mathematics. During the inspection, pupils in the mixed Year 2 and 3 class used a 'number plane' program in mathematics effectively to consolidate and to extend skills in both subjects. Scrutiny of planning shows that ICT supports learning in science. Apart from consolidating word processing skills, the pupils learn to access the Internet to search for information about woodland animals. A focus on teaching and learning ICT through other subjects enables the pupils to use menus, indexes and keywords to locate information.

HUMANITIES

Work was sampled in geography and history.

66. Geography and history are taught on an alternating termly basis, to enable depth of study to take place. This term, the focus is on **geography**. Scrutiny of planning shows that pupils study environments and identify similarities and differences in weather, landscapes, food, flora and fauna. They acquire early mapping skills, looking at atlases and globes, to locate places. Good use is made of ICT to access information about different locations, and of literacy to explore stories from India and Africa. In a **history** topic last term, pupils learned about changes in their own lives and in those of their parents and grandparents. They posed questions to visiting relatives, to find out about their school days. The pupils also looked at changes in their own environment, such as the extension of the school building and clearing the wild garden area. Good links with other subjects make learning relevant to the pupils.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Work was sampled in art & design, design & technology, music and physical education.

67. In **art and design**, a wide range of experiences are provided. Art and design is effectively integrated into work in other subjects, as illustrated by a display in the hall about recycling, incorporating the imaginative design work of pupils. Displays show that pupils use an appropriate range of media for both two- and three-dimensional work, suggesting that they follow a good curriculum. They have also worked closely with a number of local artists in producing large scale completed works of good quality around the school. These include a 'spider's web' constructed of cane and coloured papers on the outside wall of the school building; lines, swirls and squares in black and white, based on the work of Bridget Riley; and photographic evidence of patterns laid in the snow, using stones and twigs in the style of the artist Andy Goldsworthy. The subject also provides good opportunities to support pupils' spiritual development, for example in their work looking at African influences in art.
68. Displays of **design and technology** work suggest an appropriate curriculum, successfully enhanced by visitors, for example to extend reception and Year 1 pupils' understanding of landscapes in the environment around the school. Photographic evidence also indicates a range of opportunities offered to pupils to design and build models, for example using 'Lego' to construct models of vehicles. The scrutiny of pupils' work shows that they consider various forms of design and how their designs might be improved, and also evaluate their finished products. Evidence shows that a wide range of experiences are provided in the subject.

69. In **music** the headteacher teaches both the classes, because of her expertise in the subject. Scrutiny of planning shows very good links being made with other subjects, including ICT. Pupils use a laptop computer to create musical patterns. This term, music is linked to habitats and landscapes, providing good opportunities for cross-curricular links. Music is used in creative dance, where pupils learn to respond to music in movement. Records show that pupils use a variety of instruments to accompany singing, and have performed 'I hear thunder' in two parts. Music is used well in assemblies to create a reflective atmosphere.
70. In the one lesson seen in **physical education**, for pupils in Years 2 and 3, the teaching was good. The lesson involved an effective warm-up and good questioning of pupils about the effects of exercise. Pupils enthusiastically took part in warm-up activities where they considered the effects of exercise as the result of well-focused questions from the teacher. They were encouraged to consider how they might improve their work and to offer constructive comments about the work of others whilst considering how best to imagine the flight of hot air balloons. As a result of wet weather the lesson had to be conducted indoors and illustrated the limitations of the building. The school hall is a small space for indoor physical education, but teachers adapt well and adjust activities to use the space well. Many activities are provided for pupils outside the usual lesson times, for example football coaching from the staff of Carlisle United, kwik-cricket and gymnastics. Active sessions are often used at the beginning of the day as a warm-up before academic lessons.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

This area of the curriculum was sampled.

71. Discussion with the teachers and pupils, observation of one lesson and observations of assemblies show that this is an important part of the school's provision and guides a very strong ethos. Both classes have regular sessions on personal, social and health education, giving them good opportunities to contribute to sensitive discussions in 'Circle Time'. Pupils are all included in class councils and contribute to decisions, all together, in sessions led by the headteacher. A positive outcome of such discussions has been the school's 'Golden Rules' guiding the behaviour of pupils. Parents also took the opportunity to contribute to the rules, which are followed by the pupils. Environmental awareness is fostered by the development and maintenance of an area alongside the school, giving pupils a regular opportunity to understand how their contribution adds to the care of their local environment. The school tries to recycle as many materials as it can. Social issues are discussed in Circle Time as well as in assemblies, and also when the need arises. Pupils have many opportunities to be involved at lunchtime in helping other pupils, fruit distribution, and other responsible tasks. The school has active links with its local community. It raises money for various charities and participates in the church's harvest festival and other events. The school is currently involved in developing partnerships with pupils in nearby schools with the intention of forming regular e-mail contacts. In these ways the school successfully works hard to provide a well-rounded citizenship education.

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 (ethos)	2
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	4
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	3
Support, advice and guidance for pupils	3
How well the school seeks and acts on pupils' views	2
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	2
The leadership and management of the school	3
The governance of the school	3
The leadership of the headteacher	3
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).