

INSPECTION REPORT

TEBAY COMMUNITY PRIMARY SCHOOL

Tebay, Penrith

LEA area: Cumbria

Unique reference number: 112186

Headteacher: Mr Tim Coleman

Lead inspector: Mr Gordon Alston

Dates of inspection: 16th – 18th May 2005

Inspection number: 268029

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Junior, infant and nursery
School category: Community
Age range of pupils: 3 – 11
Gender of pupils: Mixed
Number on roll: 63 full time + 8 part-time nursery children

School address: Tebay
Penrith
Cumbria
Postcode: CA10 3XB

Telephone number: 01539 624239
Fax number: As above

Appropriate authority: The governing body
Name of chair of governors: Mr Phil Dew

Date of previous inspection: 1999

CHARACTERISTICS OF THE SCHOOL

Tebay Community Primary school caters for pupils between the ages of three and 11. It has one site and lies in the heart of Tebay, a small rural village community a few miles from Penrith. The school is small compared with an average sized primary school, with 63 pupils on the roll of the main school, 27 boys and 36 girls, of whom 14 are in the reception year. Each afternoon the school operates a nursery class for eight children who are also joined by reception children. Children arrive at school with the full range of ability levels. Overall, the standards that the children have reached in all areas of learning on entry to the nursery are below the expected level for children of this age. Pupils are organised into two classes; an infant and a junior stage. Pupils in junior classes are often taught in smaller groups made up of Year 3 and Year 4 pupils or Year 5 and Year 6 pupils. The pupils come from housing which is mainly owner occupied terraced and detached dwellings. The percentage of pupils entering or leaving the school during the year is similar to that found in most schools although in some years there are relatively large numbers of pupils entering and leaving the school during the school year. All of the pupils are white and there are no pupils from minority ethnic backgrounds. No pupils are at an early stage of acquiring English as an additional language. This figure is less than that found in most schools. There are seven pupils who claim free school meals, (although a number of families who are entitled to free meals do not take up the offer), which as a percentage is below average. Ten per cent of pupils are on the register of special educational needs; the majority have moderate learning or behavioural difficulties. Two of these pupils have a Statement of Special Educational Needs. These figures are about average. In 2004 the school gained a Healthy School's Achievement award.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
20794	Mr Gordon Alston	Lead inspector	Mathematics Science Information and communication technology Art and design Design and technology Geography Special educational needs English as an additional language
19740	Mr Allan Smith	Lay inspector	
	Mrs Jennie Platt	Team inspector	English History Music Physical education Religious education Foundation Stage curriculum

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

When asked about their school, two Year 6 pupils enthused, '*Tebay School is cool – the teachers are nice, the pupils are friendly and lessons are interesting*'. They were right! Tebay Primary School is an effective school that provides a good standard of education. Pupils achieve well because day after day they are fortunate enough to receive good teaching. They enjoy all that their school offers, have good attitudes to work and behave well. The headteacher, strongly supported by an enthusiastic, caring staff and a knowledgeable governing body provides very good leadership. The management is good. The school gives good value for money.

The school's main strengths and weaknesses are:

- Standards are well above average in English, mathematics and science at age 11.
- The good teaching that pupils consistently receive enables them to achieve well.
- Pupils' mental skills in mathematics are not as high as they should be.
- The behaviour and attitudes of pupils are good; they get on very well with each other and their teachers.
- Everyone who works at the school tries hard to encourage pupils' all-round development.
- All pupils, including those with special educational needs, are supported effectively.
- An enthusiastic headteacher provides very good leadership and manages the school well.
- Although systems for checking on how well the school is performing (self-evaluation) are in place, this information is not sufficiently well used to bring about improvements.
- A very wide range of interesting activities, including many out-of-school clubs, lots of visits and visitors and very good links with parents and with the community, enrich learning.
- There are no consistent procedures for checking on how well pupils are achieving in some subjects.

The arrival of the current headteacher has been central to the overall good improvement made in the school since the last inspection in 1999. The key area for improvement - raising standards in religious education - has been tackled successfully. Standards have risen and are now at the expected level at the age of 11. The quality of teaching has improved as a consequence of better curriculum planning. Good progress has been made on other issues highlighted in the last inspection related to better provision for young children and more investigative mathematics. There have also been great strides made in providing rich learning experiences for pupils and improvements in the building. The strengths identified in the last report have been maintained.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2002	2003	2004	2004
English	B	B	A	A
Mathematics	D	B	B	B
Science	C	C	A	A

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

Similar schools are those whose pupils attained similarly at the end of Year 6.

Overall, pupils' achievement is **good**. The results of national tests are not reliable indicators of how well the school is performing or pupils achieving due to such small numbers of pupils in the cohorts. Children enter the school displaying levels of ability below the expected level for their age, particularly in language and number. Good achievement in the Foundation Stage ensures that nearly all children reach the expected level by the time they enter Year 1 except in certain aspects of language and number. They continue to achieve well and at the age of seven, standards are above average in reading, mathematics and science and

average in writing. Standards at age 11 are well above average in English, mathematics and science. Standards at seven and 11 are above national expectations in information and communication technology and at the level expected by the locally agreed syllabus in religious education. Results of national tests at the age of 11 show an improvement over the past three years. Pupils with special educational needs and higher attaining pupils achieve well compared to their prior learning.

The development of pupils' personal qualities is very good. The school provides a very good range of experiences for their spiritual, social, moral and cultural development. As a result, relationships are very warm and caring, and the pupils' attitudes and behaviour are good. Pupils enjoy their school, and attendance and punctuality are much better than in most schools.

QUALITY OF EDUCATION

The school provides a good education. Teaching is good throughout. Pupils learn effectively and make good progress because very good relationships, well-organised activities and attention to making lessons interesting underpin their learning. English and most aspects of mathematics are taught well and pupils develop good basic skills. However, the teaching of mental mathematics is not effective in helping pupils achieve the level they should. In lessons other than English, mathematics and ICT, teachers ensure that pupils make further use of their literacy, numeracy and ICT skills. The range of learning experiences is exciting and interesting for pupils. A range of short-term projects, lots of visits and visitors and very good links with the community significantly enhance the work planned in lessons. There is a lack of consistency in checking how well pupils are achieving in some subjects. Parents support the school very well. Links with other schools are very good. The good accommodation and resources have a positive effect on learning. The school is very caring which pleases parents and pupils alike.

LEADERSHIP AND MANAGEMENT

The leadership and management of the school are good. The leadership provided by the headteacher is very good. He enthusiastically encourages and supports staff and leads a strong and united team successfully. The management of the school is good. However, the information found from self-evaluation in examining its performance is not always effectively used in improving the school. Procedures for checking on the school's performance in some aspects are not rigorous enough for example, teaching. The governing body is very good, especially in its role as a 'critical friend' and in supporting the school. Governors use their expertise very well in shaping and checking on the development of the school ensuring all statutory requirements are met.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils have very positive views of the school. Parents are very pleased with the progress their children are making, the quality of teaching, the caring atmosphere and teachers' expectation of hard work. The pupils enjoy school very much, like their teachers a lot and feel that their lessons are always very interesting with plenty of exciting things to do. Junior pupils say they do not know their targets or how they can improve their level of achievement.

IMPROVEMENTS NEEDED

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

- Improve pupils' ability to respond quickly and confidently to mental mathematics questions.
- Increase junior pupils' awareness of how they can improve and achieve more.
- Refine how the school evaluates its performance and uses this information in development planning in order to make this plan a more precise management tool.
- Spread the good assessment in place in some subjects into all subjects.

PART B: COMMENTARY ON THE MAIN INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning and subjects

Achievement overall is good. It is good in English, most aspects of mathematics, science and ICT. Standards in English are average and above average in mathematics and science at the age of seven and well above average in all three subjects at the age of 11. The standards pupils attain in ICT are also above the expected level at the ages of seven and 11.

Main strengths and weaknesses

- Children get a good start in the Foundation Stage and make good progress in their learning.
- Children enter nursery with skills that are below the expected level, but by the time they enter Year 1, most will reach the levels expected for their age in nearly all areas of learning.
- At the age of 7, the results of the national tests is above the national average.
- At the age of 11, results in the national tests are well above average.
- Pupils do not respond quickly and confidently to mental mathematics questions.

Commentary

1. The results of national tests are not reliable indicators of how well the school is performing or pupils achieving due to such small numbers of pupils in the cohorts. Overall standards have risen in national tests in Year 6 since the last inspection where the improvement has been better than the national trend. They have risen in Year 2 up to 2003 but fell in 2004 because half the class of eight was of low ability and several pupils had special educational needs. Significant variations in numbers also affects results: for example, there are five pupils currently in Year 6 and 14 in reception.
2. National test results in 2004 show standards in Year 2 were below the national average in reading, and in writing and well below average for mathematics. When compared to results in similar schools the same picture emerges. The figures indicate a significant fall in reading, writing and in mathematics. Proportions of pupils attaining the higher Level 3 were well below average in reading, writing and in mathematics. Over the last three years, results in reading, writing and mathematics have varied. This reflects the ability of the groups of pupils taking the tests. When comparing the results of boys and girls in previous years there is no significant difference.
3. National test results in 2004 show standards in Year 6 tests were well above average in English and science and above average in mathematics when compared to all schools nationally and with similar schools. The proportion of pupils attaining the higher Level 5 was well above average in English and science and above average in mathematics. Over the last three years, results have shown an improvement. This reflects the abilities of the small numbers taking the tests. When comparing the results of boys and girls in the past four years, girls have generally done better. However, this was not apparent in lessons. The school has recognised that mathematics results were not keeping pace with the others and this became a focus for improvement.
4. When children start school in the nursery class, test data show that their knowledge, skills and understanding are very variable. For the last few years the overall profile has been that of standards that are below the level expected for children of this age in all areas of learning.

Children have particular difficulties in the areas of numeracy and language and literacy, which are well below the expected level for significant numbers in some cohorts. They get a good start in the Foundation Stage class that helps them to achieve well. As a result, by the time they reach Year 1, their attainment is likely to reach the national expectation in nearly all areas of their learning. However, the attainment of many is not likely to reach the national expectation in aspects of their language (writing) and mathematical (problem solving) areas of learning.

5. In Years 1 and 2, pupils achieve well because of the good provision made for all areas of their development. This includes pupils with special educational needs, who are especially well supported by teaching assistants. Higher-attaining pupils also do well and respond well to challenges they are set.
6. Pupils' achievement is good in Years 3 to 6. This has led to standards that are well above average in English, mathematics, science and ICT. As in infant classes pupils are not confident in mental arithmetic or skilled in the quick recall of multiplication facts. Pupils achieve at the level expected by the Locally Agreed syllabus in religious education.
7. The rich range of experiences the school provides impacts positively on pupils' achievement. Whenever possible, the school links subjects to create interesting topics. Pupils apply their literacy skills well in other areas of the curriculum. The skills of handwriting, spelling and punctuation are taught satisfactorily in literacy lessons, and pupils apply these skills to their written work. Achievement is also affected positively by a strong focus on developing pupils' reading, mathematics and ICT skills in all subjects.
8. Pupils who have special educational needs achieve well. Class teachers assess their needs and progress, and discuss them with the co-ordinator for special educational needs, who helps them in drawing up the individual educational plans. This close co-operation and frequent reviews of their targets contribute significantly to the good progress made by these pupils. Teachers are clear about what pupils know and understand, and plan their lessons well to consolidate and extend their learning. Teaching assistants provide strong support, and other pupils are always happy to help. Gifted and talented pupils' needs are met through the challenging tasks that are provided in lessons and the good opportunities which they and other pupils have to take part in out-of-school clubs, particularly in sport and music. Throughout the school, girls and boys perform similarly. Higher-attaining boys and girls do equally well.

Pupils' attitudes, values and other personal qualities

Pupils' attitudes and behaviour are good. Provision for their spiritual, moral, social and cultural development is very good. Attendance is much better than in most schools. This is an overall improvement since the previous inspection.

Main strengths and weaknesses

- Pupils are keen to learn and have positive attitudes to school.
- Pupils' relationships are very warm between each other and all adults.
- Pupils are confident and proud of their achievements.

Commentary

9. Pupils' attitudes and behaviour are good. Pupils say 'school is great, you learn lots and make lots of friends'. They are confident and very keen to talk about the many lessons and activities they enjoy. Pupils work well as a whole class as well as in small groups or in pairs. They discuss issues sensibly and work co-operatively respecting the rights of others to learn. In the

playground, pupils of all ages, gender and groups play together in a very friendly way. Pupils say, 'no one is left out as teachers are their friends as well'.

10. Pupils feel that the teachers take full account of, and value their views. Pupils are successfully encouraged to think of others and several charities have benefited from pupil collections. They speak confidently about their duties and enjoy the responsibilities they are given, believing they play an important part in the smooth running of the school. Pupils are encouraged to take pride in their achievements and these are recognised through Celebration Assemblies.
11. Pupils' social, moral, spiritual and cultural development is very successfully promoted. Consequently pupils are being very well prepared for living in a varied society. In assemblies pupils have time to reflect and in social group activities such as circle time they are delicately encouraged to discuss their feelings and the feelings of others. The effective management of behaviour includes sharing with the pupils the specific ways they are expected to conduct themselves. This gives the pupils a very good understanding of right from wrong. Some pupils felt that their classroom behaviour should be better on occasions. Bullying is quite rare and staff deal swiftly with it in a positive manner.
12. The wide range of out-of-school activities and residential visits for pupils make a very good contribution to developing pupils' self and social awareness. The external visits and visitors into school help to give the pupils a modern understanding of life in a multicultural Britain.

Attendance in the latest complete reporting year (%)

From current SCHOOL DATA FOR 2003/2004

Authorised absence		Unauthorised absence	
School data	4.2	School data	0.0
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.

13. The school works hard to encourage pupils to attend regularly, striving also to impress on parents the importance of continuous learning. For example, the school attempts to make contact with home on the rare occasions a pupil does not arrive on time each morning. In partnership with parents their efforts have resulted in attendance being well above the national average.

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	62	0	0
White – any other White background	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 school provides a good quality of education. Overall, provision is **good**. Teaching and learning are **good**. The curriculum is **strong**. Links with parents and the community are **very good**. This is a **very** caring school.

Teaching and learning

The overall quality of teaching is good and the needs of all pupils are well met. As a result, pupils' learning is good throughout the school. What pupils know, understand or can do is checked thoroughly in English, mathematics and science but this good practice has not yet spread to other subjects.

Main strengths and weaknesses

- All teachers have an enthusiastic and imaginative approach and classrooms are well organised.
- Very good relationships are evident between staff, and pupils are given a firm foundation for learning.
- The needs of pupils with special educational needs are well met as they receive good support from well-briefed teaching assistants. This helps them achieve well.
- Pupils do not always know what their targets are in order to achieve higher levels.
- The detailed information about what pupils know or can do, found in English, mathematics and science is not found in other subjects.

Commentary

The table below indicates the quality of teaching seen across the school.

Summary of teaching observed during the inspection in 20 lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	1	14	5	0	0	0

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

14. There are some common strengths in teaching that underpin the good quality of pupils' learning. These include high expectations of behaviour, which means that pupils concentrate well on learning tasks. There are very good relationships between staff and pupils. Pupils like and trust their teachers and teaching assistants so that they tackle work with confidence. Good support from teaching assistants means that all pupils, but especially those with special educational needs, have opportunities to work in small groups with adult help. This support helps these pupils achieve well.
15. Assessment procedures are good in English, mathematics and science. In these subjects teachers assess their pupils carefully in all activities to highlight any areas of strength or difficulty. These assessments are then used well to plan work to meet the pupils' needs. Pupils are tested frequently in English and mathematics. This information is also used as a means of checking on their learning. Tracking systems are in place and show the progress that pupils are making towards the targeted level they have been set and whether they will achieve it. These level targets are reviewed to identify pupils who are not doing as well as they should. Reasons as to why these pupils are underachieving and ways forward for these pupils are then discussed. This ensures all pupils do as well as they should. However, this good practice is not in evidence in other subjects although systems are being trailed in ICT. Similarly, the use of individual pupil targets is not consistent across the school. In Year 1/2, pupils know their individual targets set by the teacher. In Year 3 / 4 targets are too general for example, 'handwriting' and many junior pupils are unaware of their targets. All staff give pupils good verbal feedback on their work and the marking of work is always helpful. It gives pupils a clear picture of whether they have learnt what was intended.

16. A fully inclusive approach means that all pupils, including higher- and lower-attaining pupils are given the support that they need. Pupils with special educational needs receive good support in class and in small withdrawn groups from teaching assistants, to enable them to understand and complete the tasks set, and make good progress. Teachers set tasks to match their needs in literacy and numeracy lessons, and individual targets on individual action plans are precise. However, planning does not always show what particular targets pupils with special educational needs are working towards in other subject lessons.
17. In the best lessons, interesting activities and a lively approach grip pupils and help them to progress quickly. Very good questioning by the teacher enables them to think carefully and develop. Pupils are encouraged by teachers to explain their responses further when they are not clear. This helps develop language and encourages pupils to express their ideas clearly and confidently to others.
18. Classrooms are very well organised, with equipment and books neatly stored so that they are easily accessible to pupils. This encourages pupils to move quickly on the tasks they have been set and no time is lost. Good use is made of electronic whiteboards that stimulate and motivate pupils. In a Year 1 / 2 mathematics lesson, the teacher clearly demonstrated division as she zapped 20 fish into groups of two in answer to the question 20 divide by two. Pupils were enthused even more when they had the opportunity to use the whiteboard.
19. Where teaching is less effective, in a small number of lessons, there is a tendency to over-direct pupils, or the introduction lasts too long. In one lesson, as pupils worked on the tasks they had been given, there was too much of a focus by the teacher on one particular group. This results in missed opportunities by the teacher to make individual teaching points with other groups. As a result, in these lessons pupils are often not fully stretched and unaware of how they can improve their work.

The curriculum

The overall quality of the curriculum is very good and is enriched by a very good number of extra-curricular activities. Accommodation, staffing and learning resources are good overall.

Main strengths and weaknesses

- Careful planning leads to a very well planned curriculum that effectively matches pupils' age and ability.
- Provision for special educational needs is good.
- The school provides very well for pupils' personal, social and health education.
- Enrichment through extra-curricular activities is very good and the range of visits and visits is excellent.
- Learning resources are ample and of very good quality.
- Improvement in accommodation for the children in the Foundation Stage is very good although direct access is restricted because of the steps.

Commentary

20. Visitors arriving at the school are alerted to the richness of experiences provided at the school. The imaginative mosaics and water feature are just a small taster of the very well balanced curriculum that stimulates pupils' learning. The curriculum is very effectively organised. Since the last inspection the school has adopted national guidelines that effectively resolve the previous weaknesses because they provide teachers with clear guidelines for planning lessons. A rolling programme of topics for the mixed age classes ensures pupils do not miss or repeat any topics. The National Literacy and Numeracy strategies are firmly established. The school is flexible about these approaches but the time allocated to reading in literacy lessons makes it difficult for teachers to give enough attention to other pupils.

Teachers effectively promote literacy, numeracy and ICT in other subjects and this extends pupils' skills in these important subjects.

21. The curriculum for children in the Foundation Stage is very good and has improved considerably since the last inspection. The staff meet together weekly to plan and link activities closely to the nationally agreed areas of learning. Since the last inspection the school has established nursery provision in the afternoon and has increased resources and staff to accommodate these younger children. Careful planning ensures all children experience a very good range of stimulating, varied learning activities.
22. The school is committed to the inclusion of all pupils. Provision for pupils with special educational needs is good. The school puts a high priority on providing well for all pupils, including those with special educational needs. Teachers and all support staff are dedicated to the well-being and best interests of the pupils with special educational needs. Pupils receive a good curriculum, which is skilfully adapted by to meet particular needs. Pupils have individual education plans with clear, relevant and achievable targets, they make good progress towards achieving them. Although their standards are below the national expectation, they achieve well in relation to their prior attainment, as do the gifted and talented pupils, because of effective support.
23. A well-designed programme promotes pupils' personal, social and health education. Very good attention is given to promoting healthy lifestyles and the school is a recognised Cumbrian Healthy School. The Cumbrian Life Bus visits to contribute to the teaching of drugs awareness, sex and relationships.
24. The enrichment of the curriculum through sport and the arts is very good. Pupils and parents appreciate the many opportunities to play competitive and social sport and also to learn to play a musical instrument. A major strength in the school is the excellent range of visits and visitors that really make learning exciting and lead to pupils' obvious enjoyment of school. Residential visits are a highlight for many who look forward especially to the opportunity to participate in adventurous activities and in recent years to travel abroad for a skiing holiday. The school performances, with amazing costumes as illustrated in the pupils' own report book 'Marvellous Mowgli Moves into Tebay,' are enjoyed by the community.
25. The headteacher has used funds very effectively to improve the accommodation and to extend resources. This is very evident in the very good facilities now available for the Foundation Stage. The accommodation has many good features including the ICT room and attractive outdoor facilities. Drawbacks include the small hall and the difficulty for wheelchair access because of the stairs. The school has an access policy in place that identifies the need to assist people in wheel chairs to overcome these difficulties. However, in the Foundation Stage steps do restrict direct access to the outdoors and this restricts free choice of the outdoor facilities. Learning resources are very good and are used effectively to support learning activities in all lessons. The school has a satisfactory number of teaching and support staff. Nevertheless, the headteacher has a considerable teaching load and staff also carry a considerable number of management responsibilities with insufficient time to fulfil all these additional tasks. The school is aware of this, as well as parents' concern about the large class in the juniors, and future plans include additional staff to alleviate this problem.

Care, guidance and support

Arrangements for pupils' health and safety are very good. They receive very good support and guidance. Pupils' views are highly valued and they make a very good contribution to the life of the school.

Main strengths and weaknesses

- Parents and pupils agree that pupils are very well cared for.
- The environment that pupils work in is safe, clean and healthy.
- Pupils are well involved in the life of the school.

Commentary

26. The care and welfare of pupils has a very high priority in the school. The school has a structured approach to sex education as part of its health education programme that sensitively provides pupils with the knowledge they need. They provide an interesting personal, social and health education programme including information on personal safety giving pupils the skills and knowledge to make decisions that affect their lives both in and out of school.
27. There is a detailed child protection policy in place. The head teacher is responsible for its implementation and has received the necessary training. He has ensured that all staff are aware of what to look for and what is the correct action to take. Pupils work and play in a safe, clean and healthy environment. Health and safety inspections are undertaken regularly and actions taken quickly when concerns are identified.
28. Relationships in the school are very good and pupils believe that teachers and staff care about them. They know that there is someone they can turn to if they have any problems. The school is keen to encourage the emotional, social and behavioural stability of the pupils. The educational and personal support and guidance given to pupils is successful in helping to raise pupils' achievement. Parents agree that pupils are happy and well cared for. The induction of pupils into school is good.
29. The involvement of pupils in the life of the school is very good. Pupils are generally very confident and friendly. There is established an effective Schools' Council, this meets regularly with the school's staff. Matters are aired and pupils' ideas put forward. This was seen in a whole school meeting when homework and noise of pupils in other classes causing distractions were discussed and ideas put forward. Pupils have a range of responsibilities in class and around the school.

Partnership with parents, other schools and the community

The school's partnership with its parents is very good. Links with the community and other schools and colleges are very good. All these areas have all improved since the previous inspection.

Main strengths and weaknesses

- Parents have very positive views about the school and support their children very well.
- Information for parents is very good and keeps them aware of how well pupils are doing.
- There is a Friends Association that supports the school very well, providing valuable resources.
- Very good links with the community and other schools successfully enrich pupils' learning experiences and greatly enhance opportunities for social development.

Commentary

30. The school provides a wide range of detailed, useful information for its parents. There are regular newsletters and a list of the curriculum topics their children will undertake which are

very informative. There are two opportunities a year for parents to discuss their children's progress with the class teacher and most parents take up this opportunity. The school's open door policy is helpful to parents and held in high regard.

31. The parents support the school well in fund-raising and social events through FOTS (Friends of Tebay School). They ensure pupils complete their homework and help them when necessary. There is a small, but regular number of parents willing to help in the school. The school consults parents and there are regular parents' questionnaires, analyses of which are reported back to parents.
32. The school has strong links with other local schools as well as some further away. Information exchange beneficial to both is in place between them, including high schools.

Community links

33. There are very good relationships with the local community. The school has worked very hard and successfully to increase these links effectively. For example, in community activities such as in maintaining public footpaths, the wind-farming project debate, Credits, School Friends Association, church links, introducing a wide selection of visitors into school, users of the building outside school hours.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management is good. The headteacher's leadership is very good. Management is effective and systems are firmly established to enable the school to run smoothly. Governance is very good.

Main strengths and weaknesses

- The headteacher leads by example and has made many significant changes that have improved the overall provision in the school.
- Subject co-ordinators are effective leaders although they carry a heavy load of responsibilities with limited time to fulfil them.
- Governors are very knowledgeable about what is happening in the school and willingly share their many experiences.
- Although procedures for self-evaluation are in place this information is not prioritised and as a result, it is not sufficiently well used to bring about improvements.
- There are too many priorities in the school development plan.
- The school gives good attention to obtaining value for money.

Commentary

34. The headteacher provides very good leadership and leads by example because he himself is a very good teacher. He is the driving force behind many changes in the school. His vision to make learning enjoyable is evident in the improvement he has made in the school. The outdoor resources have been imaginatively improved so that pupils enjoy break and lunch times. The nursery is now established permanently in the school. These changes have gained the confidence of the community and the school is thriving with a healthy predicted pupil intake. The headteacher's enthusiasm is contagious and has earned him the respect of all involved with the school.
35. All teachers carry responsibility for a subject or aspect of the school. Being a small school means staff have a heavy load of additional management tasks. These they carry out effectively although they have limited non-contact time in which to do so. The headteacher and staff analyse pupils' performance in detail and use this information well to draw up action plans for the subjects they lead. However, they do not have an opportunity to observe how effective suggested changes are being in lessons. As a result, they are less well informed about the next steps needed to bring about further improvements. A success story in the

school is the improvement in ICT and the management of this subject has played a major part in bringing about successful changes. Similarly, religious education has improved since the last inspection because of the co-ordinator's diligent introduction of new planning guidelines and resources.

36. The school's commitment to providing equally for all pupils is good. The special needs co-ordinator provides good leadership and manages this area well. There are good systems in place for ensuring that individual education plans and statements are regularly reviewed. There is good monitoring to ensure that pupil targets in English and mathematics are regularly implemented in classrooms so that pupils make effective progress in meeting them.
37. The governing body is very effective and fulfils all its statutory responsibilities. There is a wide range of skills among governors and these are put to good use to support the school. Governors work through a well organised committee structure giving considerable time and effort to synthesising information and sharing it with the full governing body when necessary. As a result, governors are well informed about the school's strengths and weaknesses. This information is also gleaned by governors' frequent visits to school both formally and informally. They have established close links with subject leaders and often visit lessons to find out for themselves what is happening in class. It is very clear from discussions that governors are not afraid to challenge decisions and in this way are true critical friends to the school.
38. The school is forward looking and self-critical. A process of self-evaluation of many aspects of school life includes all staff, parents, pupils and governors. A strength in this process is the collaboration and sharing of ideas. A weakness is too many aspects are identified and evaluated and this leads to the school having an overload of targets in its school improvement plan. As a result, this document includes too many unnecessary areas for development and this masks the school's real priorities. For example, 'promote gardening club' is listed higher than 'create attendance and behaviour policy' in the strategic plan. It also makes it very difficult to evaluate new initiatives effectively with so many areas being developed at once.
39. Day-to-day management of the school is good and the school runs smoothly. Financial management is good although the overload of school priorities make it difficult to delegate money to identified areas for improvement. A strength in financial management is the headteacher's determination to seek out additional funds from every possible source. This has enabled the school to make considerable changes to the building. The school gives good attention to the principle of value for money in all major spending decisions. Expenditure per pupil is above that spent in most schools as is usual for a small school and based on this and the good quality of teaching, the good achievement and the good attitudes of the pupils the school gives good value for money.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	157,574
Total expenditure	153,418
Expenditure per pupil	2,691

Balances (£)	
Balance from previous year	21,960
Balance carried forward to the next	4,156

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

40. Provision in the Foundation Stage is good. Achievement is good and children are in line to reach the expected standard in most areas of learning by the end of the reception class. The main weaknesses at the end of reception are in children's ability to write and to use their number knowledge in practical problem activities. Children with special educational needs benefit from additional help that enables them to participate in all activities and make good progress. There are currently eight children attending afternoons only in the nursery, where they are taught alongside children in the reception class. Fourteen children are in the reception class and in the morning they are taught in a class with Year 1 and 2 pupils. Children start in the nursery with skills and development below that normally seen at their age, particularly in aspects of language and number.
41. The improvements made to the Foundation Stage are very apparent and obviously having a positive impact on the stimulating experiences now offered to the children. The curriculum is very good and is enriched by an excellent range of visits and visitors that bring learning to life for these children. The overall quality of teaching is good. Teaching is shared between two teachers and support staff. Effective planning and a team approach ensures children receive a well balanced curriculum that meets their age and ability. Assessment is good and this is crucial because of the organisation of the day. Support staff lead the literacy and numeracy sessions planned by the teacher and their feedback of individual progress guides the teacher in planning the next lessons. Leadership is good but management is hampered by the lack of a delegated budget. It is also weakened because she has no opportunity to observe the teaching that she has planned for in literacy and numeracy sessions to check if it is taught effectively by other staff. The accommodation is good and resources are very good.

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

Main strengths and weaknesses

- Children work and play well together' although some find it difficult to share.
- Good teaching promotes the development of personal skills across all areas of learning.
- The careful organisation of the day ensures children feel secure and confident.

Commentary

42. This aspect of the curriculum is giving significant emphasis by staff and the children achieve well and children are on course to reach the level expected for their age by the end of reception. Most have established friendships and the youngest children in the nursery separate happily from their carer. Staff have high expectations of good behaviour and are generous with praise and encouragement so that a busy but orderly atmosphere is developed. Some children have difficulties sharing but are overcoming these difficulties. Two children having a disagreement in the class rocket concluded *I know we can share and take turns*. Turn-taking is further developed in discussion (Circle Time) sessions when children pass round a red box and take it in turns to guess what it contains.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

Main strengths and weaknesses

- Children in reception follow the introduction of the literacy hour with pupils from Years 1 and 2 and this extends their reading experiences.
- Letters and their sounds are taught imaginatively to the reception children.
- Children are not always challenged to write independently at length.
- Children listen well but some lack confidence talking and have not yet learnt the importance of taking turns.

Commentary

43. When children start in the nursery many have below average language skills. In response to good teaching and a stimulating range of practical activities, achievement is good and many are reaching the level expected for their age in most aspects by the end of the reception class. Teaching of reading is especially good but children are not always challenged to write independently at length. Several children confidently tackle an easy reading book. Letters and sounds are taught through imaginative games and many are using these skills in their reading. Children are less confident in writing and are unsure of writing new words and many do not reach the level expected in writing. Nursery children miss the morning sessions when letters and sounds are taught but staff compensate for this with opportunities to write in the role-play corners and children are encouraged to write their name on their work. Children listen closely to stories and instructions. Discussions play an important part in lessons and children listen attentively to stories and questions. Responses are not always clear and as yet many call out and disrupt the discussion.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

Main strengths and weaknesses

- Interesting and practical activities are planned to promote children's interest in number.
- Most children have a good knowledge of number but are less confident using their knowledge to solve simple problems.
- Although the focus is usually on working with practical resources, the focus on recording in workbooks and on white boards can be too long and children get restless.
- Numeracy is promoted well in other areas of learning.

Commentary

44. Good teaching and learning enable children to make good progress and they reach the level expected for their age in most aspects by the time they leave the reception class. The variety of practical experiences makes learning fun for these children. They confidently count to 10 and back and are progressing to repeat this to 20. In the morning the reception children play a range of games to sort, match and carry out simple calculations. In the lesson seen the focus was too much on recording the sum rather than consolidating the new learning through activities. Many children now have a secure understanding of numeracy but are less confident applying this knowledge to solve practical problems.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding is good.

Main strengths and weaknesses

- Visits and visitors make learning very exciting.
- Children learn effectively about growth as they set seeds and observe the activities of different creatures in the classroom.
- The focus is very much on learning through practical activities.
- Children make good progress in learning to use ICT.

Commentary

45. Achievement is good and children are on line to reach the nationally recommended goals by the time they leave the reception class. Learning is stimulated by visits to many local museums and places of interest. For example, at the toy museum children learnt how toys have changed over time. Local visitors talk about the village and children have made a large map and plotted the most important buildings.
46. Good teaching leads to effective learning. The classroom encourages children to consider the world in which they live. It is a common occurrence for children to use the magnifying glass and discuss with a friend how the creatures are moving and what they are eating. During the inspection as part of the topic on travel the teacher created a range of stimulating activities. Children are taught specific computer skills and records of progress maintained. As a result, children confidently use the computer mouse to create pictures and drag shapes about the screen.

PHYSICAL DEVELOPMENT

47. A secure judgment on provision cannot be made because no teaching was seen in this area of learning. Although the outdoor accommodation is attractive it is not accessible without supervision because of the steps. Children show confidence as they pedal on wheeled toys but they are not always using space well and this leads to some minor bumps. Activities are often linked to the current topic, such as the opportunity to fly in a pretend hot air balloon. These activities usually have a clear learning outcome that staff extend with effective questioning and support. A weakness in the organisation is the provision of too many activities for one member of staff to oversee. This leads to children moving too much between activities and makes it difficult for staff to check on children's learning and so adjust future work.

CREATIVE DEVELOPMENT

Provision in creative development is satisfactory.

Main strengths and weaknesses

- A good variety of resources and activities extend children's experiences.
- The variety of opportunities for role-play is good but staff do not interact sufficiently to ensure children learn as well as they should from role-play.
- Too much time is spent explaining tasks and this eats into children's activity time.

Commentary

48. Children achieve satisfactorily and are on course to reach the early learning goals by the end of the reception class. Teaching and learning are satisfactory. Art is often a choice for children and focuses on experimentation and enjoyment. This was very obvious as children used balloons to smear paint, but opportunities were missed to extend children's understanding of what happens as they mix colours. The role-play area is changed frequently to match the current topic. During the inspection it was an imaginative rocket and children opted to go on a space journey. In practice, children did not really take on the role of space travellers and needed more adult interaction to develop a story line. In music, children explore different sounds instruments make but the pace of the lesson was slow and there was too much talking rather than playing the instruments.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is **good**.

Main strengths and weaknesses

- Reading is a strength in the school.
- Many lessons include opportunities for discussion between partners that enhances pupils' speaking and listening skills.
- Pupils with special educational needs make good progress.
- Pupils in the infants lack confidence to write at length.
- Teaching is good and teachers effectively promote literacy skills in other subjects.
- The coordinator leads the subject well but management is not as strong as she has limited time to monitor what is happening in other classes.

Commentary

49. There has been a good improvement since the last inspection. However, when analysing results the small number of pupils must be considered because one pupil represents a high percentage (17 per cent) and this leads to fluctuations between years and distorts the overall picture of achievement in the school. Last year results in national tests at the end of Year 2 were below both the national average and the average for similar schools in reading and writing. Too many pupils only just reached level 2 and not enough exceeded the expected level. In Year 6, national test results were well above both the national average and the average for similar schools. Evidence from the inspection shows that overall standards in Year 2 are currently average and achievement is good, especially in reading. Currently, only five pupils are in Year 6 and standards are well above average. Taking into consideration these pupils' results in national tests in Year 2 their achievement is good. Pupils with special educational needs make good progress compared with their prior attainment. There is no significant difference between the achievement of boys and girls.
50. Many pupils start school with below average speaking and listening skills and achievement is good throughout the school. Standards in Year 2 are average and in Year 6 standards are above average because teachers often provide time for pupils to share their ideas with a partner and drama and role play are a popular feature of many lessons. In Year 2, pupils discuss confidently their plans for a story and then try them out on the rest of the class before starting to write. Pupils generally listen well but a few do not always listen to instructions with sufficient care. Pupils in Year 6 are articulate and use well expressed English to discuss their ideas. They speak articulately in a range of situations, including speaking to other classes and publicly.

51. Reading is a strength of the school and is taught very well. Literacy lessons are well established and include an opportunity to read with a group and this is supplemented by additional time during the day for individual reading. Consequently, standards are above average in Year 2 and well above average in Year 6. In Year 2, pupils enjoy reading a variety of books and several identified non-fiction as their favourites and confidently research for information. Pupils in Year 6 are discerning readers describing what makes a good story for them and explain how the author develops the characters and plot.
52. Many children do not reach the level expected for their age in writing when they start in Year 1. Taking this into consideration achievement is good and standards in Year 2 are average. However, standards are not as high as in reading and whereas the guided reading time in literacy lessons aids reading it restricts the support teachers can give to pupils in their writing tasks. In the infants this leads to some tasks lacking challenging and few pupils write at length with imaginative vocabulary. This improves in the juniors and current standards are well above average. Pupils write for a range of purposes in grammatically, lively English that is accurately spelled and punctuated.
53. Teaching and learning are good. The strengths in teaching lie in teachers' good subject knowledge, use of resources and confident class management. Consequently, pupils have confidence in their teachers, enjoy lessons and work in an orderly atmosphere. Information and communication technology is used well to support learning and older pupils are confident editing their work on screen. Teaching is challenging in Years 5 and 6 and a vast range and amount of work are completed. In the lesson seen for Years 3 and 4, teaching was satisfactory but the class was taught in two groups and this distracted others. A further disruption was caused by pupils leaving the lesson for music tuition. These pupils missed a good part of the lesson. Tasks in this lesson were less challenging and learning was not as effective as it should be. A common weakness of the teaching is a higher focus on teaching rather than learning. This leads to the conclusion of lessons often celebrating the work completed rather than consolidating learning.
54. The good leadership has been an important factor in ensuring good improvement since the last inspection. Overall, assessment of pupils' skills is good. However, although pupils have individual targets these are not consistently referred to by all staff, Pupils in Year 1 and 2 know their individual targets and this helps raise standards because pupils know what they need to do next. They are less effective in Years 3 to 6 because pupils do not always know what they need to do next. The co-ordinator has a clear action plan to raise standards but has no opportunity to monitor how suggested changes are working in lessons.

Language and literacy across the curriculum

55. Teachers effectively plan many opportunities for pupils to consolidate their literacy skills in other lessons. For example, in history and religious education pupils prepare questions for their visit to the local church and are confident making notes and jotting down their ideas. Pupils are challenged to use their reading skills for research and in Year 6 this is combined with speaking and listening as pupils prepare a talk on the Ancient Romans for other classes. Pupils' reading and writing skills are used well to support learning in other subjects.

MATHEMATICS

Provision in mathematics is **good**.

Main strengths and weaknesses

- Standards at age 11 are well above average.
- Pupils' recall of number bonds and multiplication tables is weak.

- Good teacher subject knowledge ensures the quality of teaching and learning is good.
- Leadership and management of the subject are good and have been instrumental in the improvements made.
- Provision for pupils with special educational needs is good so they achieve well.

Commentary

56. There has been a good improvement since the last inspection and standards are rising by the time pupils leave the school. Results of national test vary at times and reflect the make up of the small cohorts. In the current Year 6 where there are five pupils, standards are well above average, whereas in Year 2, where there are eight pupils, standards are above average. Movement of pupils in and out of school between Year 2 and Year 6 also impacts on standards. The school's own tracking systems indicate good achievement across the school.
57. Standards in the work seen at seven are better than those indicated in the 2004 national tests which were below average. In 2004, half of the Year 2 class were of low ability; the current Year 3 class confirms this. Pupils use their number knowledge to solve number and money calculations accurately. They confidently investigate length, time and shape. They confidently tackle problems and record the correct calculation in order to answer the question. Pupils' skills in the key area of number are at the expected level. Pupils display good strategies for counting on in twos, fours and fives. Average and lower attaining pupils demonstrate a good understanding of place value and are confident at knowing the value of each digit in a three-digit number, such as 247. Pupils' achievement is good in number calculations, but is less so in mental mathematics. Pupils' recall of number bonds and multiplication tables is weak. Average and higher attaining pupils still use their fingers when counting to solve mental questions.
58. Standards in the work seen at 11 are similar to those in the 2004 national tests. Older pupils become confident working with fractions, decimals and percentages. Pupils measure accurately. They understand co-ordinates in four quadrants, rotational symmetry and can interpret bar graphs and pie charts. They systematically add and subtract decimals to two places. However, pupils do not have good quick recall of basic facts although they compute efficiently. In answering mental questions pupils lack speed and confidence. Higher attaining pupils round up decimals to three places and carry out long division confidently. Average attaining pupils do not confidently explain their thinking because they are not frequently challenged to explain their thinking strategies when solving mental problems. The majority have the necessary thinking processes when faced with a written problem. Higher attaining pupils have good computational skills with written calculations and are adept at applying their thinking.
59. In classes learning and achievement are successfully promoted by:
- pupils' keen interest and good behaviour;
 - the way they work successfully together, discussing their work as it progresses;
 - the quick pace that they settle to written work and get through a good volume of work.
60. The quality of teaching and learning is good. Many of the strong features of learning stem from the good qualities found in the teaching. Teachers know the subject well and use their own knowledge of mathematical processes to good effect in lessons. Teachers' planning is clear and crisp. As a result, lessons go briskly and confidently, giving pupils the confidence to 'have a go'. Teachers make good use of their knowledge of how pupils learn and their knowledge of pupils' individual needs to plan tasks that match their prior achievement. Good use is made of a wide range of resources, including interactive white boards to keep pupils focused and engaged in the lesson. Owing to teachers' awareness of the different learning needs of different pupils, work is carefully matched to pupils' prior attainment. For example,

extension tasks are prepared for those who learn and work more rapidly and need a further challenge.

61. Across the school, there are weaknesses in the teaching of pupils' mental skills. This is because the quality of the oral/mental starter at the beginning of the lesson and the discussion at the end varies throughout the school. At times, pupils are not given enough opportunity to describe and compare strategies, and mental recall is restricted to too narrow a range of examples. As a result, lower and average attaining pupils do not easily remember number facts they have previously learnt and do not pick up different strategies for solving mental questions from higher attaining pupils.
62. There is good support for those who find learning more difficult. These pupils have carefully planned tasks that support their learning needs. They get good attention from the teacher or from teaching assistants. This is a good and effective method of making sure that they continue to make progress. Teachers have good marking strategies that make sure pupils understand what they are learning and what they need to improve to achieve better standards. Also, they use very good questioning strategies, that check up on what pupils know and that are well structured to ensure that all pupils are kept motivated and challenged, including higher achieving pupils and those finding the work difficult.
63. The leadership and management of the subject is good and is influencing and supporting teaching. Due to concerns over standards, the coordinator has worked hard with the local authority's mathematics team. They have monitored teachers' planning, the results of tests and pupils' work. As a result, the coordinator has gained a clear picture of strengths and areas in need of improvement. For example, problem solving is now a focus for improvement. New initiatives are being introduced to address these areas. Formal assessment records of each pupil are kept and used purposefully to set group targets and individual level predictions. The sharing of individual targets with pupils is inconsistent across the school, but good practice was seen in Year 1/2.

Mathematics across the curriculum

64. There is a good curriculum for mathematics. Across the school, work was seen that related to number, shape and space, measurement and the handling of data. Mathematical skills are used and developed satisfactorily in other areas of the curriculum. Pupils use their skills in ICT well to aid their learning in mathematics, for example to record and display data collected in surveys. The development of mathematical vocabulary in all classes is consistent and makes a significant contribution to the pupils' literacy development. Pupils' reading skills are used to good effect in interpreting problems. The teaching of mathematics supports pupils' learning in other subjects especially in science and DT.

SCIENCE

Provision in science is **good**.

Main strengths and weaknesses

- Standards achieved by pupils by the age seven are above average.
- At the age of 11, good achievement leads to well above average standards.
- Teaching and, as a result, learning and achievement are good.
- The good opportunities for investigation carefully planned for all aspects of the subject contribute to high levels of achievement and secure understanding.
- Procedures for testing, tracking and using information to guide planning and project results are good.
- The leadership and management of the subject are good and make a positive impact.

Commentary

65. There has been a good improvement since the last inspection. Results in national tests in 2004 were well above average at age 11. Pupils achieve well and standards reached by pupils age seven are above average and well above average by age 11. All Year 6 pupils are likely to obtain the expected level and have made good progress over the year. Over half the pupils will achieve the higher level. For this reason, it is likely that the standards are likely to be well above average.
66. The teaching and learning are good and enable all pupils to achieve well and teachers ensure that they reach their full potential in all aspects of the subject. Teachers encourage pupils to think and behave as scientists, and to plan and carry out an exceedingly wide range of challenging experiments and investigations. Pupils of all levels of attainment get a fair deal as work is matched very closely to their previous learning. Those with special educational needs succeed because, besides having specially-tailored work, they are very well supported by skilled teaching and well-informed teaching assistants. In a Year 2 lesson, pupils were well supported in the lesson as they set up their investigation into plant growth. Those pupils capable of working independently are provided with many opportunities to go beyond the levels of most pupils in the class and to discover for themselves the next step in the process being studied. This means that time is very well used and all pupils are encouraged to work to their capacity.
67. In Year 2, when investigating the best conditions for seeds to grow, pupils were confident to offer their ideas. They applied their knowledge to practical applications very well. The teacher then extended their learning by allowing them to plan and set up their own investigations. They were enthralled with the structure of a broad bean shoot and were then able to apply previous learning to their investigation.
68. The good progression of investigations and independent learning was further exemplified in Year 6. Pupils investigated the structure and function of their lungs. After being initially amused at seeing some of their friends with cut out card lungs and bronchi on their chests, they meticulously and purposefully organised themselves in pairs. They examined a suitable range of resources and planned which pieces went where describing the function of each part. The icing on the cake came for them when they were allowed to touch a pig's lung and see it dissected. This activity not only reinforced their skills of investigation and knowledge of their bodies but also their good collaborative and social skills.
69. During the inspection, pupils spoke with interest about many investigations, the importance of a healthy lifestyle, environmental issues and conservation. They have benefited from their involvement in visits and improving the school grounds.
70. The coordinator leads and manages the subject well and leads by example establishing good systems for supporting colleagues and ensuring that the planning meets the needs of the pupils. When discussing with colleagues, her knowledge and support are invaluable in developing the subject across the school. There are good systems in place to check on pupils' achievement and individual level targets that are set are regularly reviewed. At the end of a unit of work pupils are tested and their performance recorded for future reference. This information is used carefully in planning work to meet pupils' needs.
71. Children's written work shows very methodical work and very good scientific reasoning, although presentation is messy at times. Science makes a very positive contribution to many aspects of personal, social, health and citizenship education. The subject covers lots of topics and one good feature is the cross-curricular planning. Particularly good examples were seen of pupils' studies of the human body and the skeleton. Their work included good presentation and accurate use of scientific vocabulary and ICT.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

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

Main strengths and weaknesses

- Provision and standards have improved significantly since the previous inspection. Good resources helps pupils achieve well.
- Good subject knowledge ensures the quality of teaching and learning is good.
- An enthusiastic coordinator leads and manages the subject well and there are clear plans for further developments.

Commentary

72. There has been a very good improvement since the last inspection. The resources have improved significantly. There is a well-equipped ICT suite where pupils are taught skills. There is good-quality hardware in classrooms, so pupils can apply what they learn during other lessons. A rigorous programme of staff training has increased teachers' confidence and subject knowledge. This has a good impact on the pace of learning in the ICT suite. Because the improved curriculum makes learning objectives clearer, teachers are better able to assess and record pupils' achievements than they were previously.
73. Standards in ICT are above expectations at the end of Year 2 and Year 6. The improved curriculum ensures lots of opportunities for pupils to use ICT to support learning in other subjects. The purposeful approach to teaching means that pupils apply their ICT skills very well across the range of subjects. Given their limited experience of ICT when they start school, all pupils achieve well.
74. The quality of teaching and learning is good. Lessons are well planned and linked to other subjects so that new skills are learned in a meaningful way. For example, pupils in Year 2 use their good word processing skills effectively to produce a poem in literacy. They used the appropriate program menu skilfully to put in different font sizes and colours. There was a further challenge when they had to import a picture and check their spelling. All pupils can successfully access the Internet and understand the purpose of e-mail. They confidently load and open programs and save their work without fuss. In Year 6 pupils use different methods, including PowerPoint, to present information about their favourite pet, making good use of their skills. Very good relationships and high expectations are characteristic of all lessons. As a result, pupils behave well and respond enthusiastically to new challenges, such as making a multi-media presentation of their school.
75. The improvements seen in ICT result from the good leadership and management. The co-ordinator, who is the headteacher, is very enthusiastic and has a clear overview of standards. He has introduced further challenges, such as a project supported by the high school that tests skills using sensors in Year 6 that helps to further raise standards. Despite the improvements, there is a continued drive to improve both hardware and software to keep pace with new developments.

Information and communication technology across the curriculum

76. ICT is used effectively to support learning in other subjects. Good examples of work in science and mathematics, as well as researched and word-processed writing in history and geography, are evident around the school. Computer programs are used in art, and pupils have opportunities to use other technical equipment such as digital cameras, tape-recorders and electronic keyboards.

HUMANITIES

History and Geography

77. The inspection produced too little evidence to make secure judgements in relation to history and geography. It is evident that teachers provide an interesting range of learning experiences through these subjects. In addition, pupils make good use of their literacy and ICT skills to develop their learning. For example, pupils in Year 2 wrote imaginatively about Guy Fawkes as well as comparing toys in the past with today's toys. Teachers encouraged pupils in Year 6 to develop opinions by looking at points for and against wind assisted power that is planned in their locality. This was to be presented at a local inquiry. Other subjects contribute well. For example, pupils use computers to communicate their learning with well-designed booklets, which include attention to layout and the use of digital photographs.
78. In geography, pupils in Year 2 were aware of differences in climates, their own locality and people's lives. Pupils in Year 6 had the expected knowledge and confidently compared and contrasted localities or developed opinions about human effects on the environment.
79. In history, topics are often used as a catalyst for the development of other subjects. For example, pupils are following up their work on Romans with group presentations that will engage the use of literacy and speaking skills. In Year 2, pupils understand how the passage of time affects peoples' lives. This is clear in their comparison of old and new toys following their visit to The Cumberland Toy and Model Museum. Very good use is made of the locality to find out about the growth of the village and reasons for the reduction in shops and other amenities. In Year 6, pupils present their work neatly in topic booklets showing detailed research on the Ancient Egyptian including using the Internet. These topics show a secure understanding of life at that time. Although most of the sampled work appears to be stimulating the use of worksheets occasionally, that are not matched to pupils' ability, does not extend learning especially of the higher attaining pupils.

Religious education

Provision in religious education is **satisfactory**.

Main strengths and weaknesses

- Effective management of the subject has led to good improvement since the previous inspection.
- Religious education makes a strong contribution to pupils' personal development.
- Assessment is based on samples of work but is underdeveloped as well as inconsistent in its use.
- The monitoring role of the co-ordinator is under-developed.

Commentary

80. There has been a good improvement since the last inspection. The school now follows more closely the local authority guidelines and as a result the concerns identified in the previous inspection have been resolved. Standards in Year 2 and Year 6 now meet the expectations of the locally agreed syllabus.
81. Teaching is satisfactory and all groups of pupils achieve satisfactorily. Pupils aged seven have a secure understanding of Christianity through celebrating major festivals, such as Christmas and Easter. They know that Jesus told parables and have studied the parable of the Good Shepherd but there is no evidence they have linked this to its true meaning for Christians. In the lesson seen in the infants teaching and learning was good. In the lesson seen in the juniors teaching and learning was satisfactory and pupils were comparing the different representations of God in world faiths. This was a useful activity but the amount of information

was rather overwhelming for the range of ability and age in the lesson and this did not lead to effective learning.

82. Leadership and management are good and are the major reason for the good improvement since the last inspection. However, the co-ordinator carries a heavy load of responsibilities as well as teaching full time and has no additional time to monitor what is happening in religious education. As a result, the co-ordinator has no clear picture of how changes are working in lessons or what additional changes are required. Assessment is developing but the current systems of recording pupils' achievement is inconsistent across the school.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

83. No lessons were seen in art or design or in design and technology and one in music. Two lessons were observed in physical education. It is not therefore possible to make a firm judgement about provision in art and design, design and technology and physical education.
84. In art and design, pupils have experience of a wide range of materials and are taught basic skills well. Teachers use art in other subjects, enhancing pupils' learnt skills. This was evident in the displays around the school. In the work seen, good attention to the development of observational skills was a feature of a Year 2 display, where pupils achieved well because of the pupils' use of good resources.
85. In design and technology projects there is a strong focus on the three key areas of design, making and evaluation in the teaching and learning. A strength is the way that pupils are focused on design and technology in the everyday world at the beginning of a topic. Subject planning is detailed and comprehensive. It follows the national guidelines and is adapted carefully to meet the schools' needs. In the work seen in Years 2 and 6 there is evidence that the teaching was effective in helping pupils to develop their design, planning and making skills. Very good opportunities were provided for pupils to make decisions about the tools and materials they wanted to use and to work out solutions to any problems they encountered. As a result of the teachers' expertise and the pupils' very positive attitudes to the subject, all achieve well and pupils are proud of the models they had made. Year 2 pupils made colourful bear puppets after the story of Goldilocks. In Year 6, pupils focused on different vehicles and their use. Their models included chassis and frames. Pupils responded enthusiastically in discussion about how they made them.
86. In music, curriculum planning that follows national guidelines is effective in that pupils gain the full breadth of musical experiences by the time they leave the school. Pupils enjoy singing and show a good sense of rhythm as they move to music, play percussion instruments and sing. Singing in assembly was good. There are opportunities for some pupils to learn to play instruments; currently they take lessons on the keyboard and with the recorder.
87. In the lesson in the mixed age Years 5 and 6 class the teaching was good with the teacher sharing her good subject knowledge about instruments of the orchestra. Learning was good and pupils enjoyed finding out about the saxophone and the clarinet. Although no teaching was seen in the infants the display of work shows high expectations as pupils have composed their own musical scores. They have used different symbols to represent the instruments in their composition for the haunted house.
88. Music makes a positive contribution to pupils' social and cultural development. For example, visitors, such as the dance and drumming visitor Raymond Otto and the Oxford Concert Party, extend their cultural development. Opportunities for both instrumental and choral performances occur through productions and assemblies and the school choir entertains community groups.
89. In physical education, the standard of work in the lessons seen was satisfactory overall. In gymnastics, pupils in Year 6 have good co-ordination when balancing and creating sequences

of movements with a partner. In tennis, pupils show satisfactory skills of throwing and catching and are extending this to volleying and serving over a net. In Year 2, pupils show limited control and accuracy when throwing a beanbag. Skills are better in jumping and landing safely from different apparatus. Lessons include opportunities to warm up and calm down. As a result, pupils appreciate the benefits of exercise on the body. A common weakness in teaching is talking too much which eats too much into activity time so that pupils become restless.

90. The school places great importance on swimming because of the close proximity of water and pupils from Year 2 upwards go swimming. As result, all pupils in Year 6 can swim and also learn life saving techniques.
91. The curriculum for physical education is well covered and is enriched by a very good range of additional opportunities. These include netball, football teams as well as opportunities to try a vast range of activities on residential visits including skiing in Italy. The subject contributes very well to pupils' personal development, especially their understanding of a healthy lifestyle and all aspects of spiritual, moral, social and cultural development.

PERSONAL, SOCIAL, HEALTH EDUCATION AND CITIZENSHIP

Commentary

92. The provision is very effective in the many ways in which pupils' attitudes, achievements and self-esteem are valued and promoted. The good quality of teaching and curricular enrichment contributes to pupils' knowledge and understanding of how many elements of the community, society and a democracy work. Aspects of a healthy lifestyle, including awareness of drugs and substances, health, safety and sex education, are very well promoted. Circle Time gives pupils opportunities for voicing their opinions and raising their concerns. The headteacher and staff have sought and acted on their opinions more successfully than found in most schools.
93. The headteacher has planned very good provision for citizenship education. Having organised the election of School Councillors, he immediately involved them in a common area of concern: the outside of school. After initial discussions and rigorous canvassing of other pupils, they, accompanied by the headteacher, met members of the local education authority to discuss their ideas. Following the consultation process, they achieved a high level of success. The outside areas now provide very sociable occasions where pupils have a wide choice of things to do. The pupils involved in the ongoing Whinash Inquiry were thrilled at having been part of democracy in action and had made their views known and thought about the impact on their community. They will present their views at the public inquiry.
94. Through the various opportunities for sport and recreation, sex education and input on drugs awareness, pupils are encouraged to develop a safe, healthy lifestyle. Most pupils participate in at least one of the many and wide range of clubs and extra-curricular activities on offer. Very good relationships exist throughout the school. Pupils were observed working together to achieve shared goals. Through religious education and links with other schools, pupils are taught to respect the beliefs and cultures that are different from their own.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

Inspection judgement

Grade

The overall effectiveness of the school	3
How inclusive the school is	3
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	3
Attendance	2
Attitudes	3
Behaviour, including the extent of exclusions	3
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	2
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	3
Pupils' care, welfare, health and safety	2
Support, advice and guidance for pupils	2
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	2
The leadership of the headteacher	2
The leadership of other key staff	3
The effectiveness of management	3

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