

INSPECTION REPORT

Barrow Island County Primary School

Barrow-in-Furness

LEA area : Cumbria

Unique Reference Number : 112236

Headteacher : Mr J Ireland

Reporting inspector : Mr D Byrne
28076

Dates of inspection : 4th-7th October 1999

Under OFSTED contract number: 707131

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

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INFORMATION ABOUT THE SCHOOL

Type of school : Primary

Type of control : County

Age range of pupils : 4-11

Gender of pupils : Mixed

School address : Barrow Island Primary School
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Appropriate authority : Governing Body

Name of chair of governors : Mr D Barlow

Date of previous inspection : April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
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Barbara Sinclair Lay Inspector		Equal Opportunities Attendance Support, Guidance and Pupils' Welfare. Partnerships with parents and the community
Iain Johnston	Mathematics Religious Education History Geography	Leadership and Management Efficiency
Penny Ward	English Art Music Under-fives Special Educational Needs	Spiritual, Moral, Social and Cultural Development Staffing, Accommodation and Learning Resources

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REPORT CONTENTS

Paragraph

MAIN FINDINGS

- What the school does well
- Where the school has weaknesses
- How the school has improved since the last inspection
- Standards in subjects
- Quality of teaching
- Other aspects of the school
- The parents' views of the school

KEY ISSUES FOR ACTION

INTRODUCTION

- Characteristics of the school 1
- Key indicators 5

PART A: ASPECTS OF THE SCHOOL

Educational standards achieved by pupils at the school

- Attainment and progress 6
- Attitudes, behaviour and personal development 13
- Attendance 17

Quality of education provided

- Teaching 18
- The curriculum and assessment 25
- Pupils' spiritual, moral, social and cultural development 34
- Support, guidance and pupils' welfare 38
- Partnership with parents and the community 46

The management and efficiency of the school

- Leadership and management 51
- Staffing, accommodation and learning resources 57
- The efficiency of the school 64

PART B: CURRICULUM AREAS AND SUBJECTS

Areas of learning for children under five 68

English, mathematics and science 80

Other subjects or courses 114

PART C: INSPECTION DATA

Summary of inspection evidence 156

Data and indicators 157

MAIN FINDINGS

What the school does well

- . Teaching is good in mathematics across the school and in reading and physical education in Key Stage 1.
- . Children under-five make good progress in their language and literacy, mathematical knowledge and physical and personal and social development.
- . A caring and secure environment is successfully created for pupils.
- . There is good teamwork amongst teachers which benefits the quality of education of pupils.
- .The school provides a resource for community education.

Where the school has weaknesses

- I. Standards in information technology and design and technology are below national expectations.
- II. Pupils do not make enough progress in writing in Key Stage 2 and in developing their investigational skills across the school
- III. Curriculum planning in Key Stages 1 and 2 does not offer enough guidance about which skills to teach to each year group.
- IV. There is no policy or scheme of work for children under five.
- V. The role of curriculum co-ordinators in evaluating the quality of teaching and learning in each class is unclear.
- VI. There is no coherent school policy for Drugs Education.

The weaknesses are outweighed by what the school does well but they will form the basis of the governors' action plan which will be sent to all parents or guardians of pupils at the school.

How the school has improved since the last inspection

Satisfactory improvements have been made since the last inspection but due to staffing disruptions and changes, some issues are still being addressed. Standards have improved in science and mathematics and now match the national average. The school now effectively caters for the needs of pupils with special educational needs and higher attaining pupils are usually given sufficient challenge. Progress and achievement in information technology have declined and are unsatisfactory. Satisfactory progress now occurs in music, history and geography. The way the curriculum is planned has improved by using Department for Education and Employment schemes of work, but planning for the development of pupils' skills is weak. Procedures for assessing and recording pupils' progress have improved and are now satisfactory. The role of the curriculum co-ordinator remains unclear which reduces the capacity of the school to evaluate its own performance. A personal and social education policy is in the process of being implemented.

The recent changes in staffing, improved resources for information technology and the introduction of a more rigorous way of curriculum planning in English and mathematics means that the school has a satisfactory capacity for improvements in the future.

Standards in subjects

The table shows the standards achieved by 11 year olds in 1998 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools
English	E	D
Mathematics	C	B
Science	D	C

well above average A

above

B

average

C

below

D

well below average E

The 1998 National Curriculum assessment results showed that at the end of Key Stage 2, the performance of pupils in English was well below national average, in science it was below average but in mathematics it was close to the national average.

The results for 1999, show that at the end of Key Stage 2, standards in mathematics and science are broadly in line with the national average. This represents an improvement in attainment in science since 1998. Results in English in 1999 at the end of Key Stage 2 were below national average, but the inspection findings are far more positive. The majority of pupils are working at the level expected of pupils just commencing their final year in primary education. The differences between inspection findings and the test results can be explained. The school has reorganised its provision to enable pupils to be taught in single aged classes and changed its staffing arrangements particularly at the top end of key stage 2. These changes coupled with a detailed analysis of assessment data and the setting of targets have combined to make an important contribution to these higher levels. The impact of the literacy hour has improved the teaching of many aspects of English, although it has reduced the available time for extended writing. In science, greater attention has been given to supporting pupils prior to the National Curriculum assessment tests so that pupils are better able to cope with the tests.

At the end of Key Stage 1, the 1999 National Curriculum assessment results indicate that current standards are above the national average in reading and close to the national average in writing. The inspection findings are that standards in reading and writing are close to the national average. In mathematics, attainment is at least in line with the national average whilst in science pupils' achievement is close to the national average.

Standards in information technology at the end of both Key Stage 1 and Key Stage 2 are well below national expectations and the progress of all pupils, including those with special educational needs is unsatisfactory. In religious education pupils' attainment at the end of both Key Stage 1 and 2 matches the expectations of locally agreed syllabus.

Children begin school at the age of four with attainment which is below average especially

in language and literacy and knowledge and understanding of the world. Children make good progress in mathematics, language and literacy and personal and social and physical development.

Quality of teaching

Teaching in:	Under 5	5 - 7 years	7 - 11 years
English	Good	Good	Satisfactory
Mathematics	Good	Good	Good
Science		Satisfactory	Satisfactory
Information technology		Unsatisfactory	Unsatisfactory
Religious education		Satisfactory	Satisfactory
Other subjects	Satisfactory	Satisfactory	Satisfactory

Inspectors make judgements about teaching in the range: excellent; very good; good; satisfactory; unsatisfactory; poor; very poor. 'Satisfactory' means that strengths outweigh any weaknesses.

The quality of teaching is satisfactory overall with strengths in the teaching of under-fives, mathematics across the school and English in Key Stage 1. During the inspection teaching was satisfactory or better in 97% of lessons, good in 57% and very good in 6% of lessons with 3% being unsatisfactory.

Other aspects of the school

Aspect	Comment
Behaviour	Behaviour is satisfactory overall and often good. Some pupils can be restless when the pace of lessons is slow.
Attendance	Attendance is satisfactory. It is broadly in line with national average although too many pupils are taken on holiday during term time.
Ethos*	The school has a satisfactory ethos which successfully promotes good relationships. Most pupils enjoy learning and the school is striving to raise achievement.
Leadership and management	Satisfactory overall. The headteacher and senior management team provide a clear direction for the school's development. There is a weakness in curriculum management. The role of co-ordinators is not clear which reduces the ability of the school to evaluate its own performance and identify ways of making it better. The governing body is effectively supporting the school.
Curriculum	Satisfactory overall. Although children under-five have a satisfactory curriculum the school does not have a policy or scheme of work for this age group. Due emphasis is given to English and mathematics but not enough time is given to information technology. Planning to guide the teaching of skills in each year group is weak
Pupils with special educational needs	Satisfactory. Appropriate support is provided and all procedures meet the Code of Practice recommendations.
Spiritual, moral, social & cultural development	Satisfactory provision overall but there is a weakness in developing in pupils an understanding of cultures other than their own.
Staffing, resources and accommodation	Satisfactory overall. There are enough appropriately qualified teachers but there are too few support staff in Key Stage 1. Resources are satisfactory except for equipment for under-fives to play outside.
Value for money	Satisfactory.

* *Ethos is the climate for learning: attitudes to work, relationships and the commitment to high standards.*

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VII. The caring attitude of staff and the way they can be approached VIII. The levels of communication with them. IX. The support and guidance given to pupils X. The way in which children are encouraged to get involved in more than their daily lessons XI. The popularity of school amongst their children.	XII. Some reservations were expressed laints

The findings of the inspection support the positive views of parents. Inspection findings are that the school does all it can to listen to the complaints that parents may have.

KEY ISSUES FOR ACTION

In order to improve the quality of education and the standards attained by all pupils the governing body, headteacher and staff should:

raise standards in writing in Key Stage 2 by:

XIII. devising and implementing a policy which identifies how standards of writing can be improved not just in English, but also as part of other subjects.

XIV. setting annual targets for improvement for each year group.

(paras 10, 86, 87)

raise standards in information technology by:

XV. using the NGFL funds to improve the knowledge and confidence of teachers by the training so that computers are used regularly to support teaching and learning across the curriculum

XVI. ensuring that the plans in the school's information technology development plan are implemented and their impact measured and recorded to inform further development.

(paras 11, 12, 15, 18, 20, 24, 25, 27, 31, 57, 86, 111, 114-118, 142)

provide more opportunities for pupils at both Key Stages to develop their investigational skills in science. *(paras 10, 107, 108)*

further improve the quality of curriculum planning in Key Stages 1 and 2 by:

extending current schemes of work so that it is possible to plan for the development of pupils' skills in each year group. *(paras 27, 33, 92, 102)*

clearly identify the role of curriculum co-ordinators in evaluating the quality of teaching and learning by:

XVII. providing clear job specifications which outline the role of each co-ordinator in monitoring the quality of teaching and learning

XVIII. creating annual subject management plans with targets for developing each subject

XIX. finding ways of providing some non-contact time for co-ordinators, particularly when their subject is a focus on the school development plan.

(paras 45, 53, 58, 92, 102, 112, 118, 124, 133, 137, 150)

devise and implement a school policy for Drugs Education. *(paras 29, 51)*

write and implement a policy for children under five. *(paras 19, 26, 69)*

In addition to the key issues above the following less important weaknesses should be considered for inclusion in the action plan

- XX. Consider ways of developing in pupils an awareness and understanding of the richness and diversity of cultures that are not their own. (*paras 23, 37, 149*)
- XXI. Improve pupils' progress in design and technology at key Stage 1 and 2 and art at Key Stage 2 (*Paras 11, 12, 19, 20, 24, 25, 57, 134-137, 126, 128, 129, 130, 133*)
- XXII. Improve long term strategic planning by extending the time scale of the school development plan to at least three years. (*paras 55, 64*)
- XXIII. improve facilities for outdoor play for under-fives. (*paras 19, 26, 69*)
- XXIV. Encourage greater involvement of the Governing Body in formulating the long term plans for the school and in evaluating the impact of spending decisions on standards (*paras 55, 64*)

INTRODUCTION

Characteristics of the school

1. The school is situated on Barrow Island in Barrow-in-Furness, South West Cumbria. It serves a community with very high social and educational disadvantage. Drug abuse is a major problem in the immediate area. Levels of unemployment are high reflecting the decline in the local shipbuilding industry. The vast majority of accommodation is rented and includes tenement flats. Most of the school's population lives in the immediate area around the school.
2. Since the last inspection in April 1996, the number of pupils on roll has declined to 218 as a result of a reduction in local employment. There are 29 pupils in the current reception class all of whom are admitted in the September of the educational year in which they are five. The average class size in Key Stage 1 and 2 of 31.14 is above what is normally found. Each class caters for a single age group. All pupils are white and none require support for English as an additional language. Over 63 pupils (29%) are eligible for free school meals which is above national average. The proportion of pupils with special educational needs is broadly average with 33 pupils (15%) including 3 pupils with statements of special educational need. One pupil is supported on a 0.6 part time basis at a pupil referral unit. The majority of children experience pre-school education but their level of attainment is below average when they begin school. Major changes have occurred in staff recently with three of the seven class teachers having taken up post in September 1999.
3. The school is part of the Community Regeneration and Development through Information Technology Services Programme (CREDITS). Over the last twelve months the school has been actively involved in a Local Education action Zone bid with expected commencement in April 2000.
4. The school's statement of ethos and values is that it wishes to, "promote a warm, friendly, caring, family like atmosphere where expectations are high and every child is valued and encouraged to exploit their individual potential to the full regardless of gender or ability. The governors and staff of the school have a common purpose in providing a wide, balanced and carefully planned curriculum which promotes the academic, social, moral, physical, spiritual, cultural and aesthetic development of the children."

5. Key Indicators

1999 Results (1998 figures are in brackets)

Attainment at Key Stage 1

Number of registered pupils in final year of Key Stage 1 for 1998/99.

Year	Boys	Girls	Total
1999 (98)	13(20)	21(16)	34(36)

National Curriculum Test/Task		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	12 (14)	11 (17)	11 (17)
	Girls	19 (14)	20 (14)	19 (13)
	Total	31 (28)	31 (31)	30 (30)
Percentage at Level 2 or above	School	91 (77)	81 (87)	88 (84)
	National	77 (75)	81 (81)	84 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	12 (16)	12 (19)	12 (18)
	Girls	19 (14)	19 (14)	18 (14)
	Total	31 (30)	31 (33)	30 (32)
Percentage at Level 2 or above	School	91 (84)	92 (92)	88 (89)
	National	81 (80)	85(83)	86 (85)

Attainment at Key Stage 2

Number of registered pupils in final year of Key Stage 2 for 1998/99

Year	Boys	Girls	Total
1999 (98)	16(16)	19(19)	35(35)

National Curriculum Test/Task		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9 (5)	15 (10)	13 (12)
	Girls	9 (12)	10 (10)	14 (11)
	Total	18 (17)	25 (20)	27 (23)
Percentage at Level 4 or above	School	51 (49)	70 (57)	75 (66)
	National	65 (65)	59 (59)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	9 (9)	10 (16)	11 (16)
	Girls	12 (15)	15 (9)	15 (8)
	Total	21 (24)	25 (25)	26 (24)
Percentage at Level 4 or above	School	60 (69)	71 (71)	74 (69)
	National	65 (65)	65 (65)	71 (71)

Attendance

Percentage of half days
(sessions)
missed through absence for
the
latest complete reporting
year

		%
Authorised Absence	School	8.8
	National comparative data	5.7
Unauthorised Absence	School	0.1
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory
school age) during the previous year:

	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	6
Satisfactory or better	97
Less than satisfactory	3

PART A: ASPECTS OF THE SCHOOL

EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

Attainment and progress

1. The 1998 National Curriculum assessment results showed that at the end of Key Stage 2, the performance of pupils in English was well below national average, in science it was below average but in mathematics it was close to the national average. In comparison with similar schools, pupils' attainment is average in science, above average in mathematics, but below average in English. Test results between 1996 and 1998, indicate that standards have been well below the national average in English, below the national average in science but close to the national average in mathematics.
1. The results of the National Curriculum assessments for 1999, show that at the end of Key Stage 2, standards in mathematics and science are broadly in line with national average. This represents an improvement in attainment in science since 1998. These figures are supported by the inspection findings. Pupils' attainment in English in the 1999 National Curriculum assessments at the end of Key Stage 2 was below national average. The inspection findings for English are far more positive and indicate that the majority of pupils are working at the level expected of pupils just commencing their final year in primary education. The differences between the inspection findings and the test results can be explained. The school has reorganised its provision to enable pupils to be taught in single aged classes and changed its staffing arrangements particularly at the top end of Key Stage 2. These changes combined with a detailed analysis of assessment data and the setting of targets have made an important contribution to these higher levels. The impact of the literacy hour has improved the teaching of many aspects of English, although it has reduced the available time for extended writing. In science, greater attention has been given to supporting pupils prior to the National Curriculum assessment tests so that pupils are able to cope with the tests better.
2. In the 1998 end of Key Stage 1 National Curriculum assessments, the proportion of pupils attaining level 2 or above was below the national average in reading and above the national average in writing. Girls did better than boys in both reading and writing. In mathematics pupils' attainment was below the national average. However, girls, performed as well as the national average but boys achieved standards well below the national average. The proportion of all pupils at the end of Key Stage 1 achieving above the standard expected of seven year olds of level 3 in reading and mathematics was below what is normally found. In science, pupils' attainment was in line with the national average. Results between 1996 and 1998 indicate that pupils' performance in reading and writing was close to the national average but below the national average in mathematics. The 1999 results indicate that current standards achieved at the end of Key Stage 1 are above the national average in reading and close to the national average in writing. The inspection findings are that standards in reading and writing are close to the national average. In mathematics, the 1999 results show that attainment is at least in line with the national average whilst in science pupils' achievement is close to the national average. Inspection findings support the 1999 results in mathematics and science.
3. Children begin school at the age of four with attainment which is below average especially in language and literacy and knowledge and understanding of the world. Teaching is mostly good and this promotes good progress in mathematics, the use of

literacy as a way of communicating with others and in physical development. Pupils settle in well to school and make good progress in their personal and social development.

4. In English, pupils read well across the school and make good progress but in writing progress is slower, especially in Key Stage 2. Improvements brought about by the National Literacy Strategy and changes in staffing are beginning to improve progress in writing. The school is now giving more attention to using extended writing for both expressive and narrative work in subjects, such as geography and history. Opportunities to encourage pupils to write reports as part of science, however, are not always taken. In mathematics, pupils respond to good teaching of how to develop an understanding of number and ways of applying it. Progress in their ability to apply basic numeracy to practical mathematics investigations is not as good as it could be. This is because staff are determined to raise and maintain standards in number work. Recent initiatives such as the National Numeracy Strategy are beginning to improve standards in mental arithmetic. In science, satisfactory progress occurs across the school in developing pupils' knowledge, but progress in applying this to independent investigational skills could be better and is unsatisfactory overall.
5. In religious education, pupils attainment at the end of both key stages matches the expectations of the locally agreed syllabus and pupils make satisfactory progress overall. Unsatisfactory progress, however, occurs in information technology across Key Stage 1 and 2 and standards achieved by pupils are below what is expected at the age of seven and eleven. The main reason for the low standards is weak teaching due to teachers' lack of confidence and, until recently, poor resources. In other subjects, pupils are doing as well as expected in geography, history and music and in art in Key Stage 1. In physical education pupils make good progress in Key Stage 1 and satisfactory progress in Key Stage 2. Progress in design and technology across the school and art in Key Stage 2 is unsatisfactory. Staff are unsure how to develop these subjects. The lack of comprehensive schemes of work in these subjects does not help less confident staff.
6. Since the last inspection, standards in Key Stage 1 in English, mathematics have been maintained although in science they have declined from being good to satisfactory. In other subjects, there has been an improvement in progress in music but in information technology progress has declined. In Key Stage 2, attainment in English, mathematics and science has been maintained but a decline has occurred in information technology and design and technology. Target setting procedures are now in place and beginning to affect the way the school monitors its performance. They are realistic and reflect an improving picture in terms of attainment. The progress of pupils with special educational has been maintained and is satisfactory overall.

Attitudes, behaviour and personal development

7. The attitudes of the majority of pupils are satisfactory overall. Although many pupils listen attentively during lessons and keep good levels of concentration when they are working, a small, but significant number of pupils lose concentration easily and tend to chatter. Pupils in Key Stage 1, generally listen well during class introductions in literacy lessons and thrive on rapid mental recall tests. They show a curiosity in practical activities when the opportunity is given. In Key Stage 2, pupils lose interest in lessons which have an overlong introduction and the start of activities are delayed. Where lessons have a clear purpose and aims, shared with pupils, levels of concentration can be high. Older pupils in Year 5 and 6, respond well to high expectations. During a numeracy lesson, an element of competition during tables

work prompted high levels of enthusiasm and motivation. Pupils with special educational needs try hard and respond well to the support they are given. Although higher attainers are usually given the challenge they need, when they are not, some become disaffected and lose their concentration. Pupils who are under-five have settled into school well and at this early stage of the year, they are showing satisfactory levels of concentration. During activities in which foods from around the world were explored, close adult supervision ensured that each child listened, joined in and made progress. In other lessons, where less structure was provided, many children were inclined to be noisy and lose concentration.

8. Pupils' behaviour is satisfactory across the school, both in lessons and outdoors in the playground. In many lessons, pupils listen well and join in sensibly, but at times, teachers can talk for too long and this unsettles those pupils with lower levels of concentration. In each class, there are a small but significant number of pupils who can be disruptive although rarely aggressive or rude. When they are disruptive, they reduce the progress they make in the lesson and that made by others. They nearly always respond to the class teacher with respect.
9. The school provides satisfactory opportunities for pupils to develop their own personal skills. Daily classroom routines encourage pupils to take some responsibility and many learning activities demand that decisions are made, but opportunities for working independently in mathematics and science and also in information technology are limited, so some pupils do not develop their independent learning skills sufficiently. There are some opportunities for pupils to be involved in setting targets for their own development, but they are not sufficiently developed or exploited by teachers to involve pupils in evaluating their own progress. The school successfully engenders in pupils an understanding of the needs of others through community linked events such as Harvest Festival. Children under five, are settling into school well and developing good independent skills.
10. The overall standards of behaviour, attitudes and capacity for personal development have been maintained since the last inspection.

Attendance

11. Attendance at the school has improved since 1998 and is now broadly in line with the national average. However the level of attendance has declined since the last inspection mostly due to a significant increase in term-time holidays. The rate of unauthorised absence at the school is above the national average despite conscientious efforts from the school to reduce it. The majority of pupils arrive at school on time and lessons begin on time. The vast majority of parents support the need for their children to attend school regularly.

QUALITY OF EDUCATION PROVIDED

Teaching

12. During the inspection, teaching was satisfactory or better in 97% of lessons and good or very good in almost 60% of lessons. The overall quality of teaching, based upon the inspection findings is satisfactory. The strongly satisfactory teaching ensures that all pupils, including those with special educational needs make at least satisfactory progress in most subjects. The exception is in information technology and design and

technology where a lack of confidence amongst most teachers results in pupils making unsatisfactory progress. Teaching is slightly better in Key Stage 1 and in upper Key Stage 2. During the inspection, one class was taught by supply teachers due to staff illness. Three of the seven class teachers had just taken up post and been in the school for only six weeks.

13. The overall teaching of children under-five is good which promotes good progress in most aspects of their learning. Good teaching occurs in the areas of language and literacy, mathematics and in the pupils' physical development. The teacher is new to this age group and is in the process of developing her knowledge of the curriculum for under-fives, and the desirable learning outcomes. The quality of planning is satisfactory, although it tends to reflect the Key Stage 1 curriculum in its format. Careful attention is given to the teaching of skills linked to early reading and writing. Good use is made of opportunities for children to develop their confidence to express themselves on paper. Activities are given for children to learn basic ideas about numbers, their values and their use in life. Creative activities are planned for and play is used effectively to support learning but the lack of outdoor facilities means that outdoor play does not occur. Children are assessed when they begin school, and the results are being used to help to plan for the needs of the individuals.
14. In Key Stage 1 and 2, teaching is satisfactory overall. The introduction of the National Numeracy Strategy coupled with changes in staffing are resulting in good teaching in mathematics across the school. Teaching is also good in English and physical education at Key Stage 1. The National Literacy Strategy is now in its second year and teachers have worked hard to implement it effectively. At times, the structure is sensibly adapted to meet the needs of some pupils, but the overall strategy is applied. There are weaknesses in the teaching of information technology and design and technology across the school and in art in Key Stage 2. These weaknesses are due to teachers having an insecure knowledge and understanding of these subjects. Not enough attention is given to information technology in planning and very little use is made of information technology to support learning across the curriculum. There is uncertainty about how to teach design and technology and it is often confused with design in art.
15. In most lessons, teachers have appropriate expectations for their pupils which promote satisfactory progress. In Key Stage 1, both lower attainers and higher attainers are given appropriate work but in Key Stage 2, there are times when all pupils are unnecessarily given the same work. Lessons begin on time and proceed with satisfactory pace. Lesson planning is adequate and includes clear statements about what pupils will do and what it is intended they will learn. Lessons are usually well organised and a full range of methods is successfully used including whole class teaching, group and individual work. There is, however, a tendency for some staff to talk too much which reduces opportunities for pupils to get down to work. Teachers show care and concern for the well being of their pupils and the good relationships which exist means that behaviour is satisfactory overall and often good. Teachers know pupils well and they understand their needs. During lessons, teachers provide good levels of support for individuals by moving around the room and helping where required. Although higher attainers are usually challenged appropriately, there are occasions when progress could be even better by more effectively utilising ability groups. There is a homework policy for the school, but teachers do not yet all follow its guidance. Marking is performed promptly but expectations for corrections to be made are often not followed up which reduces the impact of teachers' comments.
16. The level of classroom support is low especially in Key Stage 1, but the available

support staff are used well to improve the quality of pupils' education. In Year 6, the Additional Literacy Support person is making a positive contribution by helping out in a large class. Effective additional support is given to pupils with special educational needs during lessons so that their progress is maintained. Pupils with special educational needs have individual education plans with targets for learning. Teachers are aware of these and use them to plan work to match the pupils' needs. Support staff work effectively to help those with statements of special educational needs. A very good partnership exists between the teacher of the under-fives and the Nursery Nurse and they work well as a team to promote good progress during the children's first year in school.

17. Although teachers care about their pupils, too little attention is given in Key Stage 1 and 2 to systematically encouraging pupils to share their views, feelings and emotions through a clear policy for personal and social education. Teaching does satisfactorily promote pupils' social and moral development but very little time is given to encouraging an awareness of the culture and lives of people outside the local community.
18. The overall quality of teaching is satisfactory with strengths in the teaching of mathematics and literacy but weaknesses in information technology and design and technology. The quality of teaching is, however, steadily improving as the new staff settle into the school which is contributing to raising standards for all pupils. Good attention is given to pupils with special educational needs, and teachers are exploring ways of further improving the challenge given to higher attainers. The quality of teaching promotes satisfactory progress for most pupils by the age of eleven and ensures that pupils attain standards in English, mathematics and science which match the national average.

The curriculum and assessment

19. All subjects of the National Curriculum are taught to pupils in Key Stage 1 and 2 but the amount of time spent on information technology and design and technology is below what is normally found. Religious education is taught in accordance with the locally agreed syllabus and meets statutory requirements. All pupils are given the same curriculum although those with special educational needs are given additional support. Each pupil on the special educational needs register has a satisfactory individual education plan which includes targets for improving their weaknesses.
20. Despite the lack of a formal scheme and policy which matches the desirable learning outcomes, children under-five are given a curriculum which provides for their needs. The restrictions of the accommodation and a lack of resources means that there is a lack of suitable outdoor learning experiences. Adequate opportunities are given for the children to learn through structured play, and the curriculum reinforces and promotes a knowledge and understanding of basic literacy and numeracy. Although the planned curriculum includes opportunities for children to learn about the world around them and to develop outdoor physical skills, there is too little attention given to these areas. This is partly because suitable resources, especially for outdoor activities are not available.
21. The curriculum for pupils in Key Stage 1 and 2 has been adapted successfully since the last inspection to accommodate the demands of the National Literacy and the National Numeracy Strategies. This is having a positive impact upon pupils' progress in learning key skills of numeracy and literacy because clear targets for each lesson are giving focus to teaching. Not enough time is given, however to information

technology and this contributes to unsatisfactory progress overall in using the computer. There has been an improvement since the last inspection in the time spent upon music and progress is improving. Although there are policies for each subject, the school is over-reliant upon external schemes such as those produced by the Department for Education and Employment. Until recently, planning has emphasised the use of a topic and has not given enough attention to planning the teaching of specific subject skills throughout the school. Many subjects, such as information technology, art, geography, history and design and technology do not provide enough guidance for planning the next steps of learning for each age group in terms of development of skills, which makes it difficult for planning to build upon and extend pupils' skills progressively as they move through the school. The procedures for monitoring teaching and learning across the school are not rigorous enough to ensure that weaknesses in some elements of the curriculum and their impact upon standards are easily identified.

22. The school makes satisfactory provision for pupils with special educational needs. The newly appointed co-ordinator is currently reviewing provision to find ways of improving it further. All pupils on the special educational needs register are provided with individual education plans with satisfactory targets for improvement. Pupils with statements of special educational needs are given support which matches the details on their assessments. The pupils' progress towards the targets in their individual education plans is regularly assessed and the information is used to set new targets.
23. The school is currently developing a policy and scheme for personal and social education although it not yet implemented. The governors state that sex education is taught alongside other subjects such as life-cycles in science. Despite the prevalence of drug abuse in the community, the school has no policy or scheme for drugs education. Health Education is covered through its inclusion in the science scheme. There is a homework policy which complies with recommendations and the curriculum is regularly extended through tasks provided for pupils to do at home but the policy is not consistently applied across the school.
24. The school provides a satisfactory range of activities for pupils after school. Pupils can attend sporting activities such as gymnastics and football, and clubs exist for music and chess. The activities are popular with pupils and promote pupils' own personal and social development. Only limited use is made of visitors to the school to enrich the curriculum. Opportunities to employ people such as visiting poets, authors or musicians are restricted by lack of funds but staff recognise the need to offer as broad a range of activities as is possible.
25. Procedures for assessing, recording and reporting pupils' progress and attainment are satisfactory and meet statutory requirements. All procedures for administering the end of key stage National Curriculum assessment tests are effectively implemented. Children are assessed when they begin school using the Local Education Authority approved baseline assessment and the information is used to measure the progress made by pupils in reception. In Key Stage 1 and 2, standardised reading and numeracy tests are used to gauge the progress and attainment of individuals. The information gathered is used to identify pupils with special educational needs as well as to support the progress the school is making toward the school targets. Although teachers know pupils well, there is no systematic way of assessing pupils' skills and knowledge in science, in some attainment targets in mathematics and in information technology. This lack of information makes it difficult for the school to monitor and measure its own progress and track improvement. In other, non-core subjects, assessment relies upon the knowledge of teachers rather than using a systematic way

of assessing pupils.

26. There is brief but adequate guidance for assessment in the school and staff record pupils' progress and attainment in the same way. Pupils develop their own portfolios of work which helps them to value what they do. The quality of annual reports is good and they include detailed analyses of pupils' strengths and weaknesses. There are opportunities for pupils to use the reports to evaluate what they do well and where they would like to improve, but no other opportunities exist for pupils to regularly set their own targets or evaluate them.
27. Since the last inspection, procedures for assessing pupils have improved, particularly in English and mathematics. A more consistent approach to assessment now exists across the school and the National Curriculum assessment results are analysed to help to improve planning, but more work remains to develop effective systems of assessing other subjects.

Pupils' spiritual, moral, social and cultural development

28. The school's provision for the spiritual development of the pupils is satisfactory and has been maintained since the last inspection. Collective worship takes place each day and the requirements for a daily act of worship are fully met. Pupils contribute well to the respectful readings and prayers during whole school and class assemblies. Satisfactory opportunities are provided for pupils to consider their own and other peoples' experiences and feelings.
29. Provision for pupils' moral development is satisfactory and has been maintained since the last inspection. There is an agreed whole school behaviour policy which promotes an awareness among pupils of how to treat each other. There is a clear moral code expecting respect and care of others which is clearly understood and practised and the pupils make good progress in their understanding of the difference between right and wrong. In accordance with Department for Education and Employment requirements, a home-school agreement is soon to be introduced. There are satisfactory systems in operation to reward good attainment, good behaviour and a caring disposition.
30. The school's provision for pupils' social development is satisfactory and has been maintained since the last inspection. There is no written policy for social development. Pupils are encouraged to work well together in group situations and to show respect for other pupils and for adults who work in the school. Pupils respond in a sensible manner when given the responsibility to do jobs in the school but there are insufficient opportunities for pupils to take responsibility for their own learning. The experiences which the older pupils have the opportunity to participate in, for example their contribution to the dock museum display and the planned visits to Brockhole in the Lake District National Park, provide satisfactory experiences for pupils to participate in activities outside the school environment. The satisfactory range of extra curricular activities including the football, drama and recorder club further effectively support social development.
31. Provision for pupils' cultural development is unsatisfactory and has declined since the last inspection. There is no policy for this aspect of school life. Little use is made of educational visits to museums and art galleries and there are insufficient opportunities for pupils to work with artists, authors and performers, or to value the music and dance of different cultures and appreciate the natural world through art and literature.

Although there are tentative links to awareness of other cultures through religious education, geography and history, these are not sufficient to enrich pupils' knowledge and experience of other cultures, nor to prepare pupils for life in a multi-cultural society.

Support, guidance and pupils' welfare

32. The provision for pupils' support, guidance and welfare has been maintained since the last inspection and is satisfactory overall. The governing body, headteacher and staff are successful in providing all pupils with a caring, friendly and secure environment in school which enables them to learn and make progress. Good relationships exist between pupils and staff which positively affect all aspects of school life.
33. Good support is given to children and their parents before they begin school. Staff visit homes to get to know the children and talk about beginning school. These visits are supplemented by opportunities for the children to visit the school so that they are familiar with its environment. This good level of support helps the under-fives to make good progress in the early days of their school life. The school also tries hard to help pupils when they make the move to high school at the age of 11. Pupils visit the school of their choice and teachers from Barrow Island liaise with high school staff to ensure that individual pupils' records are understood.
34. The school has worked hard to devise and implement a behaviour policy. It underpins the satisfactory management of pupils' behaviour in all aspects of school life. The policy, however, is interpreted differently by individual teachers and there is no whole school approach to rewarding pupils or using sanctions should the need arise. In most classes, pupils are involved in creating their own class rules, and they talk knowingly about what is acceptable and unacceptable behaviour. The school deals appropriately with any incidents of bullying, but discussions with both parents and pupils confirm that this is not a problem in the school. If pupils misbehave regularly, the parents are contacted so that their support can be sought.
35. The school has satisfactory arrangements for monitoring attendance. It is aware of the increasing number of pupils being taken on holiday during school time, and every effort is taken to discourage this. The progress of pupils taking such holidays is adversely affected. Recent absence is quickly followed up and, where a concern develops, the Education Welfare Officer effectively intervenes to support the pupil.
36. Pupils with special educational needs are given satisfactory levels of support. The provision for these pupils is in the process of being reviewed and improved under the capable guidance of the newly appointed special educational needs co-ordinator. Although most pupils with special educational needs are identified, evidence from the inspection indicates that, in comparison to other similar schools, the proportion of pupils identified with special educational needs is lower than it might be. The school is aware of this and is pursuing ways of extending its screening of pupils. Pupils with special educational needs are given satisfactory levels of support overall and this ensures that they make satisfactory progress. In Key Stage 1 the quality of classroom support is good but the amount of time available is low. This puts extra strain on the classteachers and reduces the overall progress of pupils with special educational needs. Additional support is given to pupils in the large Year 6 class which is having a good impact upon the progress of pupils in literacy. Limited opportunities are given to pupils to get involved in reviewing their progress. They do this by discussing their own strengths and weaknesses as part of their annual report to parents.

37. Procedures for child protection are satisfactory. There is a named member of staff who monitors all issues of child protection and all members of staff know and understand the procedures to follow in the event of any concerns. There are established links with local external agencies which are effectively consulted whenever it is necessary.
38. Clear procedures have been developed for dealing with emergencies. The governing body and staff regularly check the state of the school buildings and grounds for health and safety risks. Fire drills are regularly carried out with procedures being implemented which are understood by all staff and pupils. Adequate procedures are in place to deal with pupil illness, and appropriately qualified first-aiders are in post. All aspects of first-aid are managed effectively. A fully documented health and safety policy is in place and staff and governors are diligent in observing potential risks in and around the school. No threats were observed to pupils' health or well being.
39. The school has satisfactory procedures in place for monitoring the progress made by pupils. They meet the statutory requirements and focus upon the progress made in English, mathematics and science. The headteacher, staff and governors use the National Curriculum assessment results as an important way of gauging standards, although other, informal procedures involving co-ordinators monitoring standards in each subject are under-developed. Teachers know pupils well and use this knowledge to support and guide them in all aspects of their education, academic and personal.

Partnership with parents and the community

40. The school has maintained a satisfactory partnership with parents and the community since the time of the last inspection which is one factor in the satisfactory progress made by most pupils. Parents express good levels of support for the school. In the pre-inspection meetings and the questionnaire, parents were particularly pleased with the way in which they are encouraged to get involved in school life and the open, friendly manner in which parents are welcomed into the school. They felt that they are given a clear understanding of school life and the progress and attainment of their children. A high percentage of parents stated that their children enjoyed school and believed that this is vital if their child is to learn. There are no significant areas of concern amongst parents.
41. Communication with parents is good. The school provides a wealth of information in the form of a well written prospectus, a detailed annual governors' report and frequent newsletters. There are planned meetings for parents to find about how well their children are doing. Every effort is made to involve parents with pupils with special educational needs by sharing the details of pupils' individual education plans and meeting to discuss progress and concerns.
42. The school encourages parents to get involved in the education of their children but despite these efforts, many children do not get the level of support they need at home which reduces the progress that they could make. A small, active but extremely dedicated group of parents works hard to support the school by raising funds which supplement the income of the school and benefit pupils through providing additional resources. A skilled and committed number of parents support pupils by willingly helping in school activities such as hearing readers and helping with practical activities such as baking.

43. Links with the community are satisfactory. The school makes considerable efforts to establish close and happy relationships with the local community, including local churches. Pupils are encouraged to visit the local library and this contributes considerably to their appreciation of literature and books. Pupils are encouraged to care for others in the community during events such as the gathering and distribution of harvest gifts. Support is also given to range of charities. The establishment of a community resource for the continuing education of adults in the local community, through being involved in the CREDITS programme offers a marvellous opportunity for the school to become a centre of learning for the whole community. Despite repeated efforts by the school, only limited links exist with local employers. Smaller employers in the area are few in number but have supported the school through attendance at school events and donations of goods and services.

44. Effective links exist with the nearby nursery school which eases the transition of pupils at the time of admission. Good links with high schools help pupils to adjust to secondary school life at the age of 11.

THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

Leadership and management

45. The headteacher has maintained the calm and caring atmosphere in the school, as reported in the previous inspection, despite many staff changes. Together with the senior management team a clear educational direction has been maintained for the school. A great deal of effort has been placed upon successfully extending the school's role within the community. This is demonstrated by the school's involvement in the CREDITS Programme. The National Literacy Strategy and National Numeracy Strategy have been well managed and are successfully implemented. There is a recognition of the need to improve progress and attainment for some pupils and the headteacher has been effective in taking steps which are beginning to do this. The deputy headteacher works closely with the headteacher and by ensuring that there is effective communication throughout the school so that staff are kept fully informed. The headteacher ensures that the school's clear aims and values are implemented in all aspects of its work. The school does not, however, have a policy for ensuring pupils' awareness of drugs abuse. All statutory policies are in place but they are not always systematically applied in each classroom.
46. There is positive ethos in the school. It promotes satisfactory standards of behaviour and a commitment to supporting pupils with special educational needs. Recent steps to improve the quality of staffing and develop the curriculum indicate a satisfactory commitment to reaching academic standards which are as high as possible. Good relationships exist throughout the school especially between pupils and staff which enable pupils to make satisfactory progress in most subjects. Advantage has been taken to apply for funds from the National Grid for Learning (NGfL) to improve facilities for information technology.
47. A good start has been made in monitoring and analysing the results of statutory tests in order to identify trends in attainment and areas of strength and weakness. There are, however, some important issues identified in the previous report which have still not been addressed. Although all members of staff have a job description relating to their role as a subject co-ordinator, they are very general and do not include specific targets or expectations for developing subjects. There is insufficient time allocated to co-ordinators to do their job effectively even when their subjects are priority areas on the school development plan. The weaknesses in the role of subject co-ordinator is adversely affecting the capacity of the school to evaluate what it does well or where it could be doing better.
48. The governing body is very supportive of the headteacher and the work of the school. It values the contribution the school makes within the local community. The governing body is effectively managed. There are appropriate committees with clear terms of reference. Governors are well informed and the regular visits of some governors to the school to find out what goes on is improving the knowledge of the governing body about the day-to-day running of the school. The governing body is well guided by the headteacher who provides detailed accounts of finances and developments within school.
49. The school development plan, although only recently devised, is an effective working document. The targets and priorities are relevant for twelve months but its contribution to longer term strategic developments is very limited. The process of creating the school development plan is in its early stages and is currently over-reliant upon the views of the senior management team. Currently staff and governors are not involved

- enough in contributing to the creation of the targets in the school development plan.
50. The school's provision for pupils with special educational needs is satisfactory. The co-ordinator is recently appointed and has identified areas for review and development. There is a clear policy for special educational needs which follows Local Education Authority guidance and the Code of Practice recommendations. Informal meetings held with special educational needs staff ensure that all work is well co-ordinated but there is no formal method for monitoring standards within classrooms.

Staffing, accommodation and learning resources

51. The level of teaching staff in the school is appropriate. There are sufficient qualified and experienced teaching staff to match the needs of the curriculum and primary aged pupils. Satisfactory use is made of the initial qualifications and experience of the teachers in relation to their current responsibilities. All the teaching staff have job descriptions and have the responsibility of teaching all subjects to their classes. The induction policy is to be reviewed to include details of mentoring and to enable new members of staff to quickly gain confidence and make a positive contribution to the teaching team. Teacher appraisal arrangements are in place. Arrangements for the professional development of staff are satisfactory. Appropriate expertise in Literacy and numeracy has recently been developed through attendance at courses which have been helpful to staff. Staff expertise is less secure in aspects of information technology, design and technology and art.
52. There are curriculum co-ordinators for all areas of the curriculum. Several have only been in post for only four weeks. Their job descriptions are not subject specific. Not all co-ordinators studied the area they are leading in their initial training, however during their careers they have attended various relevant courses. The school is aware of those areas where staff still require further development.
53. The nursery nurse and three other support staff make a valuable contribution to supporting teaching and learning. The number of support staff paid for by the school is below the level usually found. There is no classroom support at Key Stage 1 other than for one pupil on the special needs register. At Key Stage 2, although there are three support assistants, only a proportion of their hours is funded by the school, the remainder being funded from external sources, for example their work with special needs pupils and the additional literacy support in Year 3. One assistant gives generously of her time on a voluntary basis. All support staff have attended relevant courses to upgrade their skills and two staff are qualified in first-aid.
54. The administrative support is efficient. Visitors and parents are given a friendly welcome to the school. The site manager and staff work hard to ensure that the building and the school grounds are kept clean and tidy. The lunchtime supervisors make an important contribution to the smooth running of the school during the lunch-break.
55. The school accommodation is more than adequate in size for the number of pupils on role. There is a surplus classroom space. There are two halls. The one that is used for physical education activities is a thoroughfare to other teaching areas and this means that at times lessons are interrupted. The state of decoration is satisfactory. The fabric of the building is in generally good condition. The headteacher and the site manager work hard to maintain and improve the building in order to provide a pleasant learning environment. The building is old and needs continuous maintenance. Several areas of the building have been redesigned to enhance the schools facilities. The displays are

satisfactory and celebrate the work of the school. The school library is a pleasant area but is not yet used effectively to extend pupils' reading skills and the height of the shelving makes it difficult for pupils to access information.

56. There are separate infant and junior playgrounds. There is no suitable enclosed area for the under five year old children. The 'Parents and Friends' of the school have ensured improvement of the facilities through provision of seating and large external play equipment. There is also safe flooring beneath the climbing frame. The school uses a grassed area a short walk from the school. This is not suitable for pupils to participate in football matches or field sports and the school sensibly uses the local park for events such as sports day. The governors regularly review the school security and their efforts have been successful in deterring vandalism.
57. Overall the resources in the school are satisfactory. They are used effectively to support teaching and learning, but resources in many subject areas will require enhancement as the policies and schemes of work for each area are reviewed or developed. Each class has a basic stock of resources which are of satisfactory quality. The equipment for physical education is satisfactory. The library which is in the process of being reorganised has insufficient good quality reference books to reflect the areas of the curriculum and the cultural diversity of society. The resources for information technology are now good but are not yet being used sufficiently to play a significant part in the development of the investigative and research skills of the pupils. There is a satisfactory range of resources to support the teaching of pupils with special educational needs and also appropriate ramps to enable ease of access to the school. There are sufficient artefacts in the school to support the teaching of subjects and particularly religious education and history. The amount the school spends on resources is enhanced by the generous donations and fund raising. The range of educational visits and use of visitors to the school have yet to be extended to sufficiently enrich the learning experiences of pupils.

The efficiency of the school

58. The school is efficiently run on a day-to-day basis but its strategic financial planning is limited to one year. The current school development plan is a useful working document and is used effectively to manage and control the budget. It closely links spending to priorities and targets in the school development plan. If necessary, changes to the school development plan are made if circumstances change. Attention to forward planning, beyond twelve months, is weak which is particularly important when fluctuating and falling school rolls are predicted. In the current year, half of the accrued surplus has been used up and no strategic plans exist for dealing with the situation if current trends continue next year. The governing body has a finance committee which monitors spending and supports the headteacher in setting the budget but it does not fully evaluate the impact of spending upon standards.
59. Grants received for professional training are used effectively and training benefits the progress and attainment of pupils. Funding for pupils with special educational needs is efficiently spent to target support for pupils on the special educational needs register. Funds for boosting pupils' performance in the National Curriculum assessments are used well and have contributed to improving results in mathematics and science especially. All aspects of the day-to-day management of finances are carried out efficiently by the secretary. The most recent audit of the school's financial arrangements raised some minor issues which are being addressed.

60. Teachers are hard working, enthusiastic and committed to their work. Efficient use is made of staff in terms of class teaching but their skills in managing their curriculum subjects are not valued. Support staff are deployed effectively although the number of classroom assistants is low and support for pupils in Key Stage 1 is less than normally found. The accommodation is spacious and mostly well used, but the fall in numbers has left some unused space. The two halls give pupils better than usual opportunities for indoor physical education. All aspects of the management of the buildings and the school grounds are effective.

61. The cost of educating pupils at the school is comparatively high when compared to national averages but not when compared to schools in similar contexts. Pupils make satisfactory progress overall and the overall quality of teaching is satisfactory with a good proportion being good. The attainment of pupils broadly matches the national average at the age of seven and eleven and the school has made satisfactory progress since the last inspection. Relationships are good and pupils' behaviour and attitudes to school are satisfactory. The school has retained the strengths which were identified in the last report, but has not fully addressed all issues raised at the time. When all these factors are considered, the school gives satisfactory value for money.

PART B: CURRICULUM AREAS AND SUBJECTS

AREAS OF LEARNING FOR CHILDREN UNDER FIVE

62. The reception class provides education for 29 pupils under the age of five. A welcoming and secure environment is provided and there is access to a satisfactory range of activities. The majority of children start school with a low level of attainment. At the time of the inspection, they had only been in school for three weeks.
63. The class teacher has only been in post in this class for one month. She and the nursery nurse form an effective team. With the exception of providing children with suitable outdoor play experiences, activities match the objectives of the desirable learning outcomes for under-fives. There is, however no formal policy or detailed scheme outlining the curriculum for pupils under five years of age. The staff are presently involved in assessing how much children know and can do. The location of the classroom means that there is no external exit to an area where children can experience suitable outdoor activities. The staff make the best use of the resources they have to work with but these are inadequate for teaching recommended activities to develop pupils' outdoor physical skills.

Personal and social development

64. Personal and social development is given high priority and pupils make good progress in settling into school life. When working in their small groups they respond well to the staff's encouragement to be patient and take turns. Children show care and consideration for each other. Most are becoming independent in their dressing skills. They are encouraged to tidy up after themselves. When given the opportunity to take the register to the office they confidently find their way. Relationships between children and adults are good. There are clear expectations of good behaviour and the children are making good progress in their understanding of the difference between right and wrong.

Language and literacy

65. Children make good progress in language and literacy skills and are on track to attain the desirable outcomes of learning by the age of five. Children have good opportunities to speak and listen to the teacher. Their work in role play in the home corner and with the construction toys, is effective in promoting their language development. The majority of the children converse confidently with each other and visitors. Children are making good progress in developing early reading skills. They enjoy looking at books and having stories read to them. The majority recognise their own names, some familiar words and alphabet letters. During the inspection there were too few opportunities for children to use writing in imaginative play but when writing about themselves the majority who confidently write over and under the teacher's script are beginning to form their letters correctly and can almost write their name unaided. A small minority are able to copy a simple sentence.
66. The quality of teaching is good. Lesson planning reflects the desirable outcomes of learning and activities are planned to meet the needs of individual children. Resources are well prepared to support activities. Good questioning strategies are used to check children's understanding and also to extend their knowledge of vocabulary.
67. Good guidance is given on how to form letters and every opportunity is taken to raise

awareness of letter sounds and recognition of simple words. Children recognise their own names and read simple captions around the school for example on the reward charts. The teacher and nursery nurse use stories well to engender in children an understanding and love of books and stories. Well planned direct teaching linked to their individual learning needs ensures that children with special educational needs make good progress.

Mathematics

68. When children enter school their attainment in mathematics is below average. The curriculum promotes good progress so that by the age of five they attain the standard expected for that age and a small minority should attain level 1 of the National Curriculum. The activities provided ensure that they are developing a satisfactory mathematical vocabulary through taking part in discussion. Most children can count to five and some beyond. They can recognise several numbers and with assistance write numbers up to ten. They are familiar with number rhymes and are beginning to sort and put objects in order. Some can name shapes and are beginning to use mathematical language such as more, less, longer and shorter. The quality of teaching is good. There are carefully planned opportunities for children to develop their mathematical language and understanding of number. Enthusiastic, energetic teaching motivates children to become actively involved in counting activities.

Knowledge and understanding of the world.

69. From a low level of attainment when children begin school, pupils make satisfactory progress overall. By the age of five many children do not reach the expected level of understanding of the world around them. Children are beginning to develop an awareness of time and can explain what they did first and what they are to do next. The majority are beginning to understand what people and animals need in order to survive. Children are also learning about changes over time. They examine their own and other's photographs of when they were babies and discuss changes that have taken place. Most children make satisfactory progress towards the desirable outcomes of learning.
70. Teaching is satisfactory. Children are encouraged to talk about the seasons and the weather. Satisfactory use of visual aids such as a television programme and plants and bulbs are used well to encourage children to think and to enable them to learn about what living things need for survival. Children are beginning to learn basic skills of information technology using the computer.

Physical development

71. By the age of five, pupils' physical development is good. Good progress is made by the majority of children. They enjoy running, jumping and climbing on the apparatus in the hall and are developing good physical competence. During physical education lessons children jump, roll, balance and dance with increasing control. Good emphasis is also given to developing the children's skills in handling materials especially in model making and painting. Many children are beginning to keep in the lines when colouring shapes. They are beginning to use scissors well when cutting out shapes such as body parts. The school does not have an enclosed area which is specifically designed for the under-fives and this, coupled with a shortage of large and wheeled toy equipment, means that the range of activities for the development of children's physical skills are restricted. Teaching is good. There is appropriate attention given to safety and clear instructions and questioning extends well the

children's understanding of what is required.

Creative development

72. By the age of five, pupils' creative development matches expectations for children of this age and they make satisfactory progress in most elements of the curriculum. They make satisfactory progress in their drawing skills. They use glue, scissors and play dough with increasing control. Displays in the library show that children are gaining satisfactory control in their painting skills. During assemblies, and in class, children sing well together. Many can remember the words and tunes to simple rhymes.
73. Teaching is satisfactory. Children are given well planned opportunities to explore colour and shape and to use their imagination through art, music, stories and imaginative play.

ENGLISH, MATHEMATICS AND SCIENCE

English

74. The results of the 1998 National Curriculum tests in English for eleven year old pupils show that the number of pupils reaching the expected level was well below the National average. These low results have been consistent for each year since 1996. The performance of boys was well below average and the performance of girls was below average. In comparison with similar schools the results were below average. The results for 1999 are below the national average but the inspection findings are far more positive. The majority of pupils are now working at the level expected of pupils just commencing their final year in primary education. The differences between inspection findings and the test results can be explained. The school has reorganised the provision to enable pupils to be taught in single aged classes and changes in staffing arrangements particularly at the top end of key stage 2 are improving progress and attainment. The school is also making good use of a detailed analysis of assessment data. The setting of targets has focused the school's thoughts upon raising standards and made an important contribution to recent improving progress.
75. The results of the 1998 National Curriculum tests and assessments for seven year olds show that the percentage of pupils attaining level 2 in reading and writing was broadly in line with the national average and those attaining the higher level below the national average. The figures for 1998 show that the performance of the pupils in reading was below the national average and in writing was above the national average. Taking the years 1996 to 1998 together, the figures show that the performance of pupils in both reading and writing was close to the national average. There was a difference between the results of boys and girls. The performance of girls was above average in reading and well above the national average in writing and the performance of boys was close to the national average in reading and above average in writing. In comparison to schools with pupils from similar background pupils' performance in the reading tests was close to the average and in the writing tests was well above average. At the time of the inspection there were no comparative figures available for the 1999 results, however the initial figures for the school indicate that standards are above the national average in reading and in line with the national average in writing. Inspection findings are that standards in both reading and writing are close to the national average.
76. When the judgements of the previous inspection are considered, standards at the end

of Key Stage 1 have improved from below national average to being in line with national average. By the end of Key Stage 2, the findings of the latest inspection show that standards are broadly in line with the national average and standards are similar to those at the time of the last inspection.

77. At the age of eleven, standards in listening for the majority of pupils are in line with the national average. Most pupils listen carefully to their teachers and to other pupils' contributions. There are however a significant minority of pupils in both key stages who find it difficult to listen for sustained periods of time. By the end of both key stages standards in speaking are satisfactory. Good opportunities are provided for pupils to express themselves through whole class and group discussion, but there are a minority of pupils in both key stages whose vocabulary is restricted when they try to explain their ideas and feelings.
78. By the end of Key Stage 1 the majority of pupils achieve standards in reading that match the national average. A small minority of pupils exceed this. In the younger classes pupils demonstrate a growing knowledge of the alphabet and use their knowledge of letter sounds and the picture cues to establish meaning. They demonstrate satisfactory knowledge of strategies to assist them in reading words that they are unsure of. By the end of Key Stage 2 the majority of pupils are reading independently. They are able to discuss their favourite authors and many demonstrate enthusiasm in reading for pleasure. A minority of pupils are not yet able to read expressively or to show a good level of understanding. They still require the assistance of an adult in interpretation of the text.
79. Attainment in writing at the end of Key Stage 1 is satisfactory overall and good for a small minority of pupils. Well planned early writing tasks help the pupils to form their letters correctly. Younger pupils overwrite and copy the teachers' script. Scrutiny of work from the previous Year 2 class, shows that by the end of Key Stage 1 many pupils write their news and stories independently using complete sentences which are usually punctuated by capital letters and full stops. The work of the majority of pupils successfully conveys meaning to the reader. The quantity of their work is satisfactory and their handwriting is developing well. Letters are accurately formed and a few pupils are beginning to write in a joined-up style, while most are beginning to take care with spelling and work is usually carefully presented.
80. By the end of Key Stage 2 writing standards are generally satisfactory and progress is satisfactory across the key stage. A significant minority of pupils have not yet attained the levels usually expected for pupils of their age. Scrutiny of work from the previous year and this term, demonstrates that in terms of quantity and quality of work, the standards attained in Key Stage 1 are not always sufficiently extended. Pupils' handwriting styles are inconsistent with many still using pencil. The work of the present cohort of pupils in upper Key Stage 2 shows a definite improvement compared with the sample of work presented for pupils in the previous years. By the end of the key stage most pupils are now writing in a satisfactory joined writing style and are using dictionaries appropriately to aid them in their spelling. Pupils plan, draft and confidently discuss the poems they have written. They write for a generally satisfactory range of purposes, but, throughout the key stage there not enough planned opportunities for pupils to use their writing skills in other areas of the curriculum. At times an overuse of worksheets restricts their written contributions. Information technology is not used effectively to extend opportunities for writing.
81. At Key Stage 1 pupils make good progress overall. When in the reception class pupils make good progress in their speaking, listening, reading and writing skills. This work is

successfully consolidated and built upon in the Key Stage 1 classes where the consistently good teaching challenges and enables pupils to continue to make good progress. In the lower Key Stage 2 classes this progress is less obvious. Pupils work is often not completed, presentation of work is poor and handwriting and spelling are careless. In the upper Key Stage 2 classes where there is good challenge and firm pupil management, there is a marked increase in the rate of pupils' progress. In the majority of lessons effective questioning enables pupils with special educational needs to make satisfactory progress in their knowledge and understanding and at Key Stage 2 the good quality non-teaching assistance enables pupils to make satisfactory progress in their reading skills.

82. At Key Stage 2 the timing of playtime is poor. This comes during the literacy hour and interrupts the learning process and does not enable the best progress to be made. The introduction of the National Literacy Strategy has improved the quality of planning across the school. It is successfully adding rigour and high expectations to teaching which is benefiting pupils by improving their progress and attainment.
83. The majority of pupils have good attitudes to learning. They work hard, are attentive listeners, are confident in their responses and persevere with their work. Many work well independently and collaboratively. A significant minority of pupils have a short concentration span and find it difficult to follow the teaching points of the lesson. A small percentage do not use their own initiative and rely on adult support. Occasionally, pupils in Key Stage 2 become distracted when they are not sufficiently challenged and a minority chat too much and therefore do not complete the tasks set. This behaviour has a detrimental effect on the standards of teaching and learning.
84. The quality of teaching at Key Stage 1 is consistently good. At Key Stage 2, it is satisfactory overall although it is often good in Year 6. In the best lessons teaching is energetic, and persistent questioning is cleverly targeted to the learning needs of individual pupils. Challenging, interesting and exciting teaching methods engage the pupils' interest and motivate them to think, work hard, and to make good gains in understanding, knowledge and skills. At times good links with other areas of the curriculum are used to enhance pupils' speaking skills, for example, the dramatisation of potential winners in a gladiator contest. Less effective teaching does not provide enough challenge and teachers are not firm enough with those pupils who misbehave. There is some good non-teaching support for pupils with special educational needs.
85. The teachers recognise the difficulties that pupils throughout the school encounter. In addition to the introduction of the National Literacy Strategy the school has identified the need to have a higher focus on the teaching of personal study skills. Teachers are currently reviewing the quality and quantity of books, the use of the school library and the access and use of information technology. Some teachers in both key stages ensure that additional reading time is made available in order to consolidate and extend reading skills. Where this happens this is clearly assisting in raising standards in reading. Throughout the school reading records are well maintained by the teachers and classroom assistants. There is good support from those parents who consolidate the work in school by regularly hearing their child read at home
86. The co-ordinator who has only been in post for a month has a clear vision of the initiatives required to tackle the raising of standards in English. There is careful analysis of National Curriculum assessment results. These assessments are used well in the identification of weaknesses but are not yet used sufficiently well in the planning of work to ensure that all pupils make good progress as they move from class to class. A satisfactory start has been made in monitoring the teachers' planning but the

co-ordinator's role is in the early stages of development There is not yet a sufficiently regular time for her to monitor the quality of teaching and learning within classes across the school.

87. School concerts and participation in such events as the drama club and a local youth festival successfully enhance the learning opportunities of the pupils. The school recognises the need to increase the range of visitors to the school in order to raise the focus on literacy. There is a satisfactory range of resources for English, but many books are worn and the quantity of fact and fiction needs supplementing to give pupils access to a wider range of texts for research to extend their knowledge in other curriculum areas, including cultural diversity, and also to be able to take home to read for pleasure. Where displays in classrooms are well presented, this helps to raise the focus in English and also celebrates well the pupils' achievements.

Mathematics

88. Attainment at the end of Key Stage 2 has improved since the last inspection and inspection findings indicate that pupils' achievement is in line with the national average. In 1999, standards were above the national average in terms of those reaching the expected standards of level 4. When compared to similar schools, standards in 1998 were above average. Between 1996 and 1998, attainment has steadily improved and was close to the national average.
89. The results of the most recently published National Curriculum assessment results in 1999 at the end of Key Stage 1, indicate that the percentage of pupils who attained the expected standard of level 2 or above was close to the national average. Between 1996 and 1998, however, attainment has been below average but it has improved and is now as good as it was at the time of the last inspection. The performance of pupils at the end of Key Stage 1 in mathematics is as good as that found in similar schools.
90. Inspection findings show that by the end of both Key Stage 1 and 2, the attainment of the majority of pupils is in line with the national average. However only a small proportion of pupils are likely to attain above the expected levels, of level 3 at the age of seven, and level 5 at the age of eleven.
91. At the end of Key Stage 1, the majority of pupils attain standards in number which are average for their age with a small number achieving above this. The majority have secure knowledge and understanding of the value of a digit in numbers up to 50 and can perform mental addition activities up to this number. They recognise sequences of numbers and know and understand terms such as largest, smallest and smaller than. When working with money, they can add prices in multiples and confidently identify the coins needed to make a particular sum. Their calculations are usually correct but sometimes done very slowly. Written work is usually accurate and pupils recognise and correct their own mistakes. Pupils are involved in a range of suitable activities associated with the National Numeracy Strategy.
92. By the end of Key Stage 2, the majority of pupils are working at the level expected of their age, but very few are working at levels above it. Pupils' mental agility at solving mathematical problems is under-developed because they have too few opportunities to identify and solve problems for themselves. Pupils in Year 6, know about denominators and how to change fractions into decimals as well as being able to add or subtract them. They use appropriate mathematical vocabulary accurately. They know about improper fractions and that there are alternative ways of expressing them. They have also been working on percentages and can apply this work to contexts

such as geography where pupils could calculate populations of countries. A scrutiny of work shows that pupils receive an appropriate range of experiences and have tackled a satisfactory amount of work.

93. The quality of teaching has improved recently and is now good. The progress pupils have made over the time they have been in the school has been satisfactory. In half of the lessons observed, progress was good in terms of confirming previously learnt work and also new learning. Pupils in Year 1 made good progress in understanding shapes and in their use of numbers and creation of number sentences using mathematical symbols. Through Key Stage 2, progress is satisfactory overall but good progress is made by the pupils in years 5 and 6 where more rigour is applied to their activities. A scrutiny of last year's work showed that progress in each class varied from just satisfactory to good and depended upon the quality of teaching.
94. Pupils usually enjoy mathematics and have accepted the Numeracy lesson very well. The only times when pupils lack interest are when teaching lacks urgency and sets low expectations. In the main, pupils listen well to their teacher and get involved in lessons willingly. They listen well to each other and to instructions and guidance. At times, pupils work well in groups, pairs and also on their own but in each class there is small number capable of being mildly disruptive. When this occurs the quality of learning is hampered which reduces the pace of lessons. A significant improvement has been made in the quality of pupils' response since the last inspection when it was noted as being unsatisfactory and, at times, poor.
95. The quality of teaching in mathematics has improved recently and is good overall. This is improving progress although the overall progress over the last few years has only been satisfactory. The planning of lessons is in line with the National Numeracy Strategy and teachers make good provision for the range of pupils' needs. They know their pupils well and work is well matched to individual needs. There are good relationships, and teachers display a sensitive approach to pupils who need support. Teachers are secure in their knowledge of mathematics and are becoming familiar with the requirements of the National Numeracy Strategy. Pupils are usually given challenging tasks but not enough attention is given to teaching investigative skills. Most lessons move at a brisk pace and good use is made of mathematical vocabulary. In some classes there is a sense of urgency engendered which promotes good progress. Good use is made of questions to promote discussion and develop pupils' ideas. The standard of marking varies from class to class and is often limited to a tick. Very limited use is made of target setting to motivate pupils to do better, and at times, unnecessary use is made of commercial worksheets. Often, teachers own-produced worksheets are better suited to the needs of pupils and better linked to the mathematics theme.
96. The successful introduction of the National Numeracy Strategy is already improving the progress pupils make in mathematics particularly with regard to mental mathematics. The co-ordinator does not have a clearly defined role nor is there sufficient allocation of time to perform her role. The school currently does not have a suitable way of monitoring the quality of teaching and learning across the school or of evaluating standards achieved in each class. The strategy for assessment is in its early days but offers the opportunity to use gathered information to inform planning.
97. The subject complies with statutory requirements.

98. By the end of Key Stage 2, the most recently published results for 1999 show that the percentage of pupils reaching the expected standard of level 4, is close to the national average. This is an improvement upon the results for 1998 which were below the national average because the percentage of pupils attaining the expected standard of level 4 or above was close to the national average, but the percentage attaining level 5 was below national average. When the school's results for 1998 were compared with pupils from similar types of school, attainment was broadly average. Since 1996, attainment has improved each year but has been below the national average for their age group. Standards have been maintained since the last inspection.
99. Pupils' attainment by the end of Key Stage 1 has improved since the last inspection. The most recent results show that attainment is slightly above the national average although inspection findings are that it is close to the national average. In 1998, standards were close to the national average in terms of the percentage achieving level 2, but the percentage attaining level 3 was below national average. When pupils' performances in 1998 were compared with that of pupils in similar schools, attainment was better than average overall.
100. Inspection findings are that the overall attainment of pupils at the end of both Key Stage 1 and 2 are in line with the national average in terms of those attaining the expected standard of level 2 or above by the age of 7 and level 4 or above by the age of 11. The percentage reaching the above expected standards of level 3 and level 5, however, is below average. Indeed at the end of Key Stage 2, a significant number may well attain below the expected standard of level 2. This is because an above average number have special educational needs for literacy.
101. In Key Stage 1, pupils make satisfactory progress in increasing their scientific knowledge of science. However, although pupils carry out practical science activities, their progress towards performing science investigations is slower and not enough emphasis is placed upon this aspect in planning. Pupils in Year 1, have a satisfactory knowledge of living things. They are able to name the parts of a plant and the main parts of the body. They identify and name common materials such as paper, iron and plastic. They are capable of observing and drawing everyday objects with reasonable accuracy. In Year 2, pupils increase their understanding of their body. They describe the way that the heart pumps blood around the body and the fact that the stomach "collects the food". Ideas about the way some materials can change from a solid into a liquid when they are heated is explained and the way some changes can be turned back again is understood. Pupils know that an electric circuit must be complete for it to work and pupils learn that some metals are magnetic. At a simple level, pupils increase their understanding of forces and the way they move and stop things. Pupils improve their knowledge of the way light is made and how it travels. Although pupils follow instructions associated with science, their skills of recording are weak with too little opportunity for recording activities with some independence.
102. In Key Stage 2, pupils continue to improve their knowledge of science and progress is satisfactory, but the improvement in performing investigations with reasonable independence is too slow. As pupils move through the school, they increase their knowledge of their body and the way it works. They are able to explain with reasonable detail the different organs of the body and their functions. Pupils are well aware of how to keep healthy through diet and exercise. Although they have a secure understanding of the main characteristics of animals and living things, their ideas related to energy chains and animal habitats are less well developed. Pupils in Year 3, know about the way water can change as part of the rain cycle and by Year 6, most

pupils can use terms such as solid, liquid and gas to describe the different states of matter. Pupils in Year 5, have a good knowledge of the way the heart works and the way it increases its pulse to accommodate exercise. As part of activities involving looking at light older pupils showed an understanding of terms such as reflection and ably explained the way light is generated. Progress in terms of pupils' ability to perform independent activities lags behind the acquisition of knowledge about the subject. In Year 3, pupils were exposed to a systematic way of planning and performing an investigation into the way impact that different conditions can have upon the germination and growth of seeds. In this lesson, good progress was made by pupils but they were unsure of how to act independently.

103. The progress of pupils with special educational needs is satisfactory. Higher attaining pupils' make slow progress overall although it improves rapidly in upper Key Stage 2, where more challenge is provided. Their progress, however is reduced by the lack of planned opportunity to apply investigative skills independently.
104. Pupils enjoy science. The majority willingly absorb information and listen attentively to the teacher. They are well behaved in lessons and offer opinions and ideas confidently and politely. In Key Stage 2, especially, the small number of higher attaining pupils are at times not sufficiently challenged and they become restless at times, but rarely disruptive. Opportunities for developing independent skills are limited so personal development is slow.
105. The quality of teaching is satisfactory overall with some strengths in upper Key Stage 2. Teachers have adequate knowledge of the science curriculum to ensure that lessons provide a suitable knowledge base for pupils, but some staff lack the confidence to provide suitable investigative activities for pupils. Teachers give good emphasis to promoting pupils' ability to use scientific language appropriately although planning is yet to target key words for each topic. Lessons are usually well prepared and have a clear purpose. In one lesson where pupils were learning how to plan an investigation, the teacher shared the lessons objectives with the pupils. This approach usefully gave purpose to pupils, set standards expected and motivated them. In most lessons, the pace is satisfactory, although at times higher attaining pupils could have made better progress if they had been given independent work. A weakness in teaching is the tendency to talk for too long at the beginning of lessons. Good use is made of revision stops during lessons and a plenary at the end. Although teachers know pupils well, there is an inconsistent approach to assessing pupils by teachers. During lessons, good levels of support enable pupils to make adequate progress, but procedures for assessing attainment are weak. Information technology is not used effectively enough to support pupils' learning. Although some writing occurs in science, planned opportunities for promoting literacy skills are not planned. Numeracy is applied as part of investigations involving the measurement and recording of data.
106. The co-ordinator is very recently appointed and is in the process of auditing what goes on in the school. He has already identified the need to improve the way independent investigative skills are taught and is considering ways of making assessment more effective. There is no clear job description specifically tailored to science and the co-ordinator does not have any dedicated time for performing his role. The lack of effective procedures for monitoring the standards achieved by pupils or the quality of teaching and learning across the school makes it difficult for the school to evaluate the impact of teaching upon learning. Curriculum planning is based upon Department for Education and Employment published schemes and is yet to be adapted for the specific needs of the school.

107. The subject complies with statutory requirements.

OTHER SUBJECTS OR COURSES

Information Technology

108. Standards in information technology at the end of both Key Stage 1 and Key Stage 2 are well below national expectations and the progress of all pupils, including those with special educational needs is unsatisfactory. The school has not progressed since the last inspection and standards have declined.
109. In Key Stage 1, progress is very slow and unsatisfactory and pupils have a very limited knowledge of information technology. They can use the computer to write simple sentences and words on screen, but their ability to play adventure games, produce a graph or control equipment such as a programmable toy is not at the level expected for seven year olds. In Key Stage 2, progress improves slightly and pupils extend their skills of writing on screen and can use the CD ROM materials such as encyclopaedias to find information. Older pupils begin to use word processing packages to write on screen and are capable of editing text, changing the font, style and colour. Using the computer skills tool box, some pupils learn to merge text with pictures from other programmes. Pupils can create designs using Paint programmes but not to the standard normally found in Key Stage 2. Pupils make virtually no progress in using the computer to develop skills related to control or inputting and interpreting data. There are no experiences for using the computers to gather information using sensory equipment.
110. The low expectations for using information technology in most classes result in pupils having low levels of interest in the subject. A minority of pupils really enjoy using the computer, but they tend to have home experiences which give them the confidence to use one. Overall, attitudes to using information technology as a tool for learning are poor.
111. The quality of teaching is unsatisfactory, although some staff are confident and willing to use information technology. A major factor in the weakness in information technology is the lack of knowledge and experiences of many staff which was, until recently, made worse by the poor resources. This is about to change as the school takes charge of its grant from the National Grid for Learning. At the moment, not enough use is made of information technology to support pupils' learning in all subjects. Although there is a detailed information technology action plan to accompany the National Grid for Learning bid, the school does not have a clear structure to guide teachers about what should be taught in each year group. There is no systematic way of assessing and recording pupils' attainment and progress.
112. The role of the co-ordinator in managing information technology is unclear. There is no information technology job specification to direct his actions and enable the impact of the role upon standards to be evaluated. The school has now a good range of resources from the National Grid for Learning grant and, in addition, pupils will soon have access to the computer suite established for the CREDITS project. The co-ordinator recognises that standards need to be raised and extensive staff training is planned to support the implementation of a whole school scheme of work for information technology.

Religious education

113. Pupils attain standards at the end of both Key Stage 1 and 2 which match the

expectations of locally agreed syllabus.

114. By the end of Key Stage 1, pupils have an appropriate knowledge of Christianity, the festivals of Christmas and Easter. They know the significance of the Christingle, of symbols such as the cross and candles. They have visited the church and celebrated Harvest Festival there. Some of the stories of Jesus are understood and pupils recount major events and the learning arising from them. Pupils regularly hear and discuss stories which have a clear moral and social teaching such as the "Bad Tempered Ladybird". Pupils understand basic ideas and beliefs of the Hindu faith and have a satisfactory awareness of the special foods and festivals which are associated with that religion. By the end of Key Stage 2, pupils have widened their understanding of faiths but some pupils are confused about which festivals belong to which religion. Pupils in Year 6, are considering special places and special people and are currently looking at the lives of the saints and religious people. They are beginning to understand the notion of pilgrimage and that a pilgrim would engage on a journey of this type in an attempt to achieve better relationships with God. They know that pilgrimages take worshippers to places of particular significance for them such as Bethlehem for Christians and the Ganges for Hindus.
115. All pupils, including those with special educational needs, make satisfactory progress throughout both key stages. During the inspection, pupils in Year 1 were already considering the respect for the feelings of others. They discuss the effects of good and bad behaviour and give examples of curiosity and embarrassment. In Year 5, pupils are exploring the differences and similarities between Christianity and Islam, comparing commandments with the pillars of faith and they know that Gabriel was a messenger common to both faiths.
116. Pupils display an appropriate response to religious education. They happily discuss similarities and differences between faiths and explore feelings with sensitivity. They listen well to the input by teachers and make their responses confidently and sensibly and listen well to each other. This has a positive impact upon the spiritual, moral and social development of pupils.
117. The quality of teaching is satisfactory. Lessons are planned using the guidance of the locally agreed syllabus. Lessons have a clear purpose which includes ways of deepening pupils' thinking and understanding of religious education. Stories and resources are used effectively to add stimulus to their lessons but not enough emphasis is given to cultural aspects of the subject. Although plenty of emphasis is placed upon beliefs, faiths and religious traditions, not enough time is spent developing ideas about the everyday of lives of people in other religions. Opportunities for using outside speakers are not taken and as yet not enough opportunities have been taken to visit other places of worship. There are also missed opportunities for extended writing related to religious education or in encouraging in pupils the ability to carry out their own research.
118. In the previous report achievement in religious education was satisfactory and good progress was made by pupils in developing a sense of right and wrong. These aspects of the subject have been maintained. Although there is an enthusiastic and committed co-ordinator, the role is unclear how to evaluate the quality of teaching and learning and to measure the standards achieved in religious education across the school. Resources are appropriate for the needs of the curriculum.
119. The subject complies with statutory requirements.

Art

120. In Key Stage 1 pupils are making satisfactory progress overall but in Key Stage 2, progress is unsatisfactory and the quality of work is not as good as is normally found. Progress in Key Stage 1 has been maintained since the last inspection but in Key Stage 2 it has declined.
121. At Key Stage 1 pupils are working at a level normally found for pupils of their age. Work in their art folders shows that pupils paint from imagination when completing pictures of their houses and also boats on the sea. They experiment with a range of materials, successfully mix primary colours and carefully apply paint, pencil and pastel to paper to represent in visual form what they observe, for example, a vase of flowers. During the inspection, the younger pupils experimented with wax relief to create a similar textured picture. The older pupils drew round a template of a dinosaur which they successfully decorated with their own interpretations of pattern using pencil and crayon. Most pupils demonstrate satisfactory pencil control but some still have difficulty colouring between lines and in cutting out shapes. Pupils refer to and discuss with each other the pictorial representation in the library books they are using to assist them in their work.
122. At Key Stage 2, work displayed shows that younger pupils have experimented with tone using various coloured tissue paper. In the older classes a minority of pupils draw and shade portraits with good attention to detail, but others have not yet developed the skills to enable them to record the finer detail. During discussion and review of their work pupils are beginning to use appropriate vocabulary. There is little work in their sketchbooks and many pupils have not yet sufficiently developed practical skills to accurately record the different qualities of line and tone in their work. During the inspection there was limited evidence of two and three dimensional work.
123. At Key Stage 1 most pupils are making satisfactory progress in the acquisition of skills. The careful planning and effective choice of teaching methods ensured that pupils were fully aware of techniques used in the picture they were discussing and promoted good progress in their ability to distinguish features on picture by Edouard Vuillard. Pupils show good control when rubbing crayon on paper to make a wax relief. Progress in Key Stage 2 is unsatisfactory but in upper Key Stage 2, good explanations and demonstrations by the teacher enabled pupils to gain knowledge of the work of other artists. They begin to understand the relevance of observing closely the objects they draw and to make good progress in their ability to describe in detail the work of famous artists. In both key stages pupils with special educational needs make satisfactory progress alongside others.
124. Scrutiny of the samples of art work over a period of several years demonstrates that skills acquired in Key Stage 1 have not been built on sufficiently within Key Stage 2. The opportunities for pupils to develop their skills have been limited and there was very little work between 1996 and 1998 in collections which represent previous work of the present year 6 pupils.
125. Pupils' attitudes to their learning are satisfactory overall. At Key Stage 1 they show interest in what they are doing and work with care. The majority work well collaboratively and demonstrate enthusiasm, enjoyment, appreciation of others' work and pride in their own achievements. At Key Stage 2 a significant minority of pupils talk when they should be listening to their teachers' and other pupils' contributions. Many do not take sufficient care with their work, are lacking in skills and confidence

and fail to complete the task set.

126. Teaching is satisfactory in Key Stage 1 but in Key Stage 2 it is unsatisfactory. Where teaching is best, discussion with pupils and skilful questioning encourage them to review and improve their work. Where it is unsatisfactory, there are insufficient opportunities for pupils to experiment with a good range of tools, media and techniques, there is over direction of work and insufficient challenge. At times pupils are seated inappropriately to be able to observe properly what they have been asked to draw. Some teachers are lacking in confidence in teaching the skills required to raise the pupils' attainment.
127. The co-ordinator, has identified the need to review the school's policy and scheme of work for the subject, in order to assist teachers in their planning and the successful implementation of the teaching programme. The capitation budget shows a generous allocation of money for 1998 and 1999. This was not reflected in the quality and range of resources being used during the inspection which were limited and did little to assist teaching and learning. Assessment is informal. The co-ordinator has not yet started to formally monitor the quality of teaching and learning within classrooms. There have been satisfactory instances where pupils have successfully participated in art exhibitions, however the range of visits and visitors to the school in order to promote the subject is narrow and does not sufficiently promote the pupils' cultural development.

Design and technology

128. The progress made in design and technology by all pupils, including those with special educational needs, is unsatisfactory and the quality of the work observed is below what is normally found. This represents a decline since the last inspection.
129. During the inspection, very little design and technology activities occurred. From the evidence of looking at pupils' work, talking with pupils and scrutinising teachers' planning, it is evident that, although design and technology occurs intermittently, the range of activities is very narrow. In Key Stage 1, pupils experience technology activities such as cooking biscuits and occasionally designing posters, but the pupils' ability to use drawings of what they do and describe ways of using common tools in designing and making is underdeveloped. Pupils are unsure of how to use materials such as card, wood or plastic to design and make things. Their experience of food technology and the properties of textiles is equally limited. In Key Stage 2, progress remains unsatisfactory. Some three dimensional designs of Viking jewellery have been created using plasticine, but the process of designing and evaluating their work was not carried out. In Year 6, pupils are beginning to look at the design of a baseball cap, disassemble it and design and make their own version. Good use is being made of simple graphic drawing here and the process of evaluation. The progress is set to improve here in time. Pupils make very little progress in using resistant materials such as wood to build vehicles or bridges and their progress in learning about structures and mechanisms is weak.
130. Because pupils are rarely exposed to the full design and technology process, pupils in both key stages are confused about what design and technology is. They mix it up with art and during discussions, they demonstrate little enthusiasm for it. Their lack of experiences has contributed to low self esteem and confidence in designing and making.

131. Most teachers are insecure about design and technology and lack confidence. A lack of suitable training in the past and no definitive role for the co-ordinators has meant that the subject has not progressed enough. The school recognises the weakness in design and technology and has recently appointed a new co-ordinator who is beginning to consider ways of improving standards. There is commitment to create a distinct image amongst pupils for design and technology. The school does not have a good quality scheme of work which identifies skills and knowledge appropriate for each year group. It is planned to adopt one and use it to create a consistent approach to the subject across the school. There is no means for pupils to record their designs or evaluations and no way of assessing pupils' progress.

History and geography

132. In Key Stage 1 and 2, the progress made by all pupils, including those with special educational needs, in each subject is satisfactory and has been maintained since the last inspection.
133. Pupils in Key Stage 1 talk confidently about their geography work and in so doing show that they can use maps well to locate countries which make up the United Kingdom. They can find Barrow and London, and, when using larger scale maps, they are capable of finding local places of interest. They know that England is small when compared to some other countries. They have some knowledge of Greenland and Iceland but generally their awareness of other countries is weak. In recent learning they have looked at weather systems and know about phenomena such as twisters and cyclones. Some Year 2 pupils understand about the points of a compass. They quickly realise that there is a compass marked out in the playground and soon understand through an appropriate game that people can be given directions to lead them to a particular place. They followed instructions accurately on a letter grid and found the hidden word. The more able pupils can devise their own grid and instructions for others to follow. Pupils in Key Stage 1 know that history is concerned with the past. They have learned about prehistoric creatures and the current Year 2 pupils have a display in their room of make-believe monsters with original names. Pupils in the current Year 3 could talk with obvious understanding about Vikings and their raids ashore in long-ships.
134. In Key Stage 2, pupils have increased their knowledge in geography but there is limited understanding of different countries. Pupils in the current Year 6 have a secure understanding of weather, of the water cycle and of the seasons. They have an appropriate knowledge of their locality and its immediate environment but are less informed about the Lake District and are unsure of the names of any famous rivers except the Thames. Recently pupils in Year 6 have been undertaking some research into demographic changes using information which had been down-loaded from the Internet. In history, pupils have a satisfactory understanding of the Victorian era and enthusiastically explain many of the discoveries and inventions which took place at the time and the impact they have had upon life then and now. Pupils know about some of the effects that World War 2 had upon life in Barrow-in-Furness. Pupils in Year 5 are looking at Roman times and exploring the sorts of games and pastimes they enjoyed, including their exciting dramatic representation of fights between gladiators.
135. Pupils' response to lessons in both history and geography is satisfactory and sometimes good. They show particular interest in their work when they are challenged to think for themselves. Pupils are usually well behaved and work together well to

carry out simple research activities.

136. The quality of teaching is satisfactory and sometimes good. In Year 5 and 6, especially, teaching is very good and stimulating activities are given and information is presented in an exciting way. When this occurs, it seizes the attention and interest of pupils and encourages the development of skills. Planning has improved recently. The previous model enabled pupils to choose their own topics and this did not ensure that they developed all of the skills and knowledge required. Planning now focuses upon systematically teaching knowledge but too little attention is given across the school to planning to teach the skills of history and geography. The range of work recorded by pupils is comparatively small reflecting an emphasis upon talking. There are only incidental cases in which teachers plan to use history and geography as a means of improving extended writing or applying information technology skills. The range and quantity of recorded work is very narrow and does not reflect the range of the planned curriculum.
137. Both subjects are co-ordinated by the same teacher. She has recently assumed this responsibility and is enthusiastically tackling her job. She is not helped, however, by a lack of a clearly defined job specification to guide her activities and enable her to monitor her own performance. There is no clear way of monitoring the impact of teaching and learning upon the progress and standards achieved by pupils. Resources for teaching both history and geography are adequate. They are readily accessible and are used appropriately by both staff and pupils.

Music

138. Pupils make satisfactory progress in music and this has improved since the last inspection. The standard of singing is satisfactory throughout the school. When singing hymns the majority of pupils are able to remember the words to the verses and those that cannot, read the words in their hymn books. During assemblies the pupils listen attentively to music that is playing as they enter the hall.
139. At Key Stage 1, pupils are beginning to gain a good understanding of the difference between fast and slow. They successfully copy the teacher's clapping pattern and most are able to maintain a steady beat. At Key Stage 2, the younger pupils sing with vigour to the taped music. There is insufficient attention to different levels of volume, correct pitch or clear diction. Older pupils explore the features of a satisfactory range of instruments to compose sequences of sound to represent moods of sun wind and sea. When performing they play with sensitivity. They are beginning to satisfactorily record their work using a graphical score. During assemblies pupils sing satisfactorily in ostinato.
140. A small number of pupils receive additional instrumental tuition. At times violin lessons take place during National Curriculum time and pupils miss their work in other subject areas. Two groups of pupils, are learning to play the recorder. The teacher gives generously of her time to teach them the technical skills required to control the sounds made. This is clearly improving the musical knowledge of the pupils and enables them to gain good experience in performance accompanying pupils' singing during assemblies. Auditions are soon to take place for a school choir.
141. Careful planning and suitable lesson content helps pupils to understand the meaning of tempo. Where teaching enables pupils to experiment with a range of instruments, pupils are gaining good understanding of the range of qualities of percussion

instruments. Opportunities are missed during assemblies to extend the pupils' knowledge of the composers and style of the music that is played, for example, Beethoven's fifth symphony.

142. At Key Stage 1 the pupils' attitudes to learning are good. They are eager to participate, listen well to instructions and show pleasure and pride when playing instruments. At Key Stage 2 attitudes overall are satisfactory. When composing, pupils work well collaboratively. When singing the majority try hard to follow instructions. A small minority do not attempt to follow the music and others who are not sufficiently challenged, become restless and disinterested and misbehave.
143. Teaching is usually satisfactory, with an example during the inspection of a Key Stage 2 lesson being very good where the teacher enabled pupils to experiment with a good range of instruments. Some class teachers are lacking in confidence and have to rely heavily on recorded lessons which restrict the opportunities for improvisation. Opportunities are missed to use music to extend pupils' knowledge of their own culture and the diversity of others. The school is aware of the need to extend the opportunities for visiting musicians and musical visits.
144. The school is using a published scheme as the basis for the teaching of music. The new co-ordinator who has only held this role for four weeks has already identified areas for development, in order to improve standards at both key stages. These include the writing of a draft policy, carrying out an audit, setting up of a resource file and writing short, medium and long development plans. Already there has been some satisfactory monitoring of the teachers' planning. The co-ordinator's role is in the early stages of development and as yet does not include consistent monitoring of teaching and pupils' learning in music within classes. There is no whole school system for the planning of lessons in music. There is some informal assessment, but formal assessment and recording of pupils' progress is not yet sufficiently developed. Resources are adequate and of satisfactory quality for the delivery of the curriculum.

Physical Education

145. Pupils make good progress in physical education in Key Stage 1 and satisfactory progress in Key Stage 2. This reflects the findings of the previous report.
146. In Key Stage 1, pupils learn to balance and move using large apparatus such as a vaulting horse, bench and climbing frame. Pupils move with confidence and purpose and are not frightened to try out new ideas. Most pupils are very confident to climb and are capable of jumping and landing with good levels of co-ordination. In Year 2, pupils improve their skills of gymnastics and work well in pairs and as a member of a small team. In Key Stage 2, progress is satisfactory. Pupils become more involved in team games and begin to express themselves as part of dance activities. The majority learn to swim the required minimum distance of 25metres and many swim much further.
147. In Key Stage 1, pupils are very well behaved in lessons. They work diligently to improve their own performance and co-operate with each other at all times. Pupils take great pride in what they do and support and applaud others who do well. In Key Stage 2, some pupils are very talkative throughout physical education lessons and lack real interest. The majority of pupils act safely and with due care and attention to the needs of others.

148. The quality of teaching in Key Stage 1 is good and in Key Stage 2 it is satisfactory. Good teaching is epitomised by very high expectations set for pupils, good attention to warming up and warming down activities and good use of example. Pupils are managed very well so that unnecessary noise is removed. Planning across the school is satisfactory and use is made of scheme of work which provides an opportunity for skills to be systematically built upon as pupils move through the school. Opportunities are usually given for pupils to reflect upon their own standards and the quality of what they do so that some thought can be given to ways of improving how they do things.
149. The curriculum is co-ordinated capably. Pupils are provided with a wide range of extra-curricular activities in sport which contributes to the experiences of pupils, Sports teams take part in inter-school events whenever possible and are given opportunities to take part in competitive team games. Resources for gymnastics and dance are satisfactory but a lack of easy access to a suitable soft green area restricts the provision of some aspects of outdoor sports.

150. PART C: INSPECTION DATA

SUMMARY OF INSPECTION EVIDENCE

- A team of three inspectors were in the school for a total of 14 days and spent 42 hours observing 47 lessons, sampling pupils' work and talking to pupils.
- Teachers with specific areas of responsibility were interviewed.
- Brief discussions were held with Non -teaching support staff.
- A sample of registration periods was observed in both key stages. Discussions were held with the secretary about procedures for monitoring attendance and finance.
- Meetings were held with governors both prior to and during the inspection.
- Pre-inspection meetings were held with the staff and parents.
- Discussions were held with the headteacher.
- The Education Welfare Officer was interviewed
- Samples of pupils' work were scrutinised across all classes.
- Teachers' planning was reviewed.
- Pupils from each year group were heard reading aloud and discussions about reading were held.
- Frequent discussions took place with pupils of all ages about aspects of their learning and views on aspects of codes of behaviour.
- Inspectors observed behaviour at lunchtime and playtimes
- Playtimes were observed and some informal discussion with pupils took place.
- Additional documentation was scrutinised including long term, medium and short term planning.
- Inspectors attended assemblies.
- A selection of finance documents was scrutinised.
- A detailed tour of the site was carried out to inspect the accommodation.

157 DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	218	3	27	63

Teachers and classes

Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	8
Number of pupils per qualified teacher	27.25

Education support staff (YR - Y7)

Total number of education support staff	4
Total aggregate hours worked each week	59

Financial data

Financial year:	1998-99
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	£
Total Income	364900
Total Expenditure	372499
Expenditure per pupil	1708
Balance brought forward from previous year	15147
Balance carried forward to next year	7548

PARENTAL SURVEY

Number of questionnaires sent out:

218

Number of questionnaires returned:

17

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	30	65	5	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	30	65	5	0	0
The school handles complaints from parents well	5	48	42	5	0
The school gives me a clear understanding of what is taught	17	78	0	5	0
The school keeps me well informed about my child(ren)'s progress	23	72	0	5	0
The school enables my child(ren) to achieve a good standard of work	17	78	0	5	0
The school encourages children to get involved in more than just their daily lessons	30	60	5	5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	10	85	0	5	0
The school's values and attitudes have a positive effect on my child(ren)	10	75	5	10	0
The school achieves high standards of good behaviour	5	54	24	12	0
My child(ren) like(s) school	70	25	5	0	0

Other issues raised by parents

Some parents expressed some concern about the way they believed the school did not respond to complaints.