

INSPECTION REPORT

**CROSSCANONBY STJOHN'S C. of E. (V.C.)
SCHOOL**

Maryport

LEA area: Cumbria

Unique reference number: 112273

Headteacher: Mr. J. D. Farnell

Reporting inspector: Dr. B. J. Blundell
23868

Dates of inspection: 13-16 March 2000

Inspection number: 189768

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior School

School category: Voluntary Controlled

Age range of pupils: 4-11

Gender of pupils: Mixed

School address: Garborough Close
Crosby
Maryport
Cumbria

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Telephone number: 01900 812326

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Appropriate authority: The Governing Body

Name of chair of governors: Mr. M. Bacon

Date of previous inspection: 14th October 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Dr. B. Blundell	Registered inspector	Mathematics Information technology Design and technology Equal opportunities	What sort of school is it? The school's results and pupils' achievements How well are pupils taught? How well is the school led and managed?
Mr. D. Heath	Lay inspector		Pupils' attitudes, values and personal development How well does the school care for its pupils? How good does the school work in partnership with parents?
Mr. G. Longton	Team Inspector	English Music Physical education Religious education	How good are the curricular and other opportunities offered to pupils?
Mrs. S. Mawer	Team inspector	Science Art Geography History Special educational needs English as an additional language Under fives	

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REPORT CONTENTS

	Page
PART A: SUMMARY OF THE REPORT	7
Information about the school	
How good the school is	
What the school does well	
What could be improved	
How the school has improved since its last inspection	
Standards	
Pupils' attitudes and values	
Teaching and learning	
Other aspects of the school	
How well the school is led and managed	
Parents' and carers' views of the school	
PART B: COMMENTARY	
HOW HIGH ARE STANDARDS?	11
The school's results and achievements	
Pupils' attitudes, values and personal development	
HOW WELL ARE PUPILS TAUGHT?	13
HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?	14
HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?	17
HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS	18
HOW WELL IS THE SCHOOL LED AND MANAGED?	19
WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?	20
PART C: SCHOOL DATA AND INDICATORS	21
PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES	25

PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Crosscanonby St John's C of E Primary is a voluntary controlled infant and junior school for boys and girls situated in Maryport, Cumbria. There are currently 101 pupils on roll. None of the school's pupils belong to an ethnic minority group. The proportion of pupils identified as having special educational needs is below the national average but the percentage of pupils with statements of special educational needs is above national figures. No pupils have English as an additional language. The attainment of pupils on entry is generally average. The proportion of pupils known to be eligible for free school meals is below the national average. Over the last four years, one third of the pupils leaving the school at the end of Year 6 each year, did not start their primary education at this school.

HOW GOOD THE SCHOOL IS

The overall effectiveness of the school is satisfactory. Standards in all subjects are satisfactory except in information and communications technology which is unsatisfactory at both key stages, geography which is unsatisfactory at both key stages and science which is unsatisfactory at Key Stage 2. Standards in music are good at Key Stage 2. Leadership and management of the school are satisfactory as is the overall standard of teaching. The school provides satisfactory value for money.

What the school does well

- The attitudes and behaviour of pupils are very good; relationships between pupils and with adults are very good.
- The school's overall provision for pupils' spiritual, moral, social and cultural development is very good.
- Pupils are given good equal opportunities.
- Attendance is good.
- The school cares well for its pupils.
- The school has established good links with parents.

What could be improved

- The school lacks curriculum co-ordinators to monitor and organise subjects throughout the school.
- Pupils' attainment in information and communications technology is unsatisfactory in both key stages.
- Pupils' attainment in science in Key Stage 2 is unsatisfactory.
- Teachers' expectations, particularly for the higher attainers, could be higher.
- Assessment is unsatisfactory throughout the school and the results of assessment are not used to help plan the curriculum sufficiently.

The areas for improvement will form the basis of the governors' action plan.

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in October 1996. The key issues raised in the last inspection have largely been addressed, with the exception of the requirements to improve pupils' attainment in information and communications technology and to sharpen assessment through the school. The key issue to improve standards in design and technology has been met. The requirement to improve provision for physical education for the under fives has been addressed. The key issue to monitor and evaluate the standards of attainment and progress across the school, to ensure greater consistency in teaching has largely been met, due to monitoring by the headteacher. The standard of teaching has improved; at the time of the last inspection a quarter of the teaching was unsatisfactory.

STANDARDS

The table shows the standards achieved by 11 year olds based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	E	B	#	#
mathematics	C	A	#	#
science	D	C	#	#

Key

well above average A
 above average B
 average C
 below average D
 well below average E

#Note: in 1999, there were only 9 pupils in the cohort and therefore the comparisons for this year are based on a very small number of pupils. The school's results for the small number of pupils in the end of Key Stage 2 tests in 1999 were broadly in line with the national averages in English, mathematics and science, with seven out of the nine pupils attaining level four, although none attained a higher level. The school does not perform as well as similar schools in the core subjects of English, mathematics and science. Overall results, averaged out over the last four years in these tests, are rising at a similar rate to the national average. The school's targets for 2000 and 2001 show standards broadly rising. In the work seen in the inspection, attainment by the end of Key Stage 2 is judged to be satisfactory overall. It is in line with national averages in English and mathematics, below national averages in science, in line with the requirements of the Local Agreed Syllabus in religious education and below national expectations in information and communications technology. Pupils make satisfactory progress overall throughout the school. Standards in Key Stage 1 are satisfactory overall and in line with national averages in English, mathematics and science. They are in line with the requirements of the Local Agreed Syllabus in religious education and below national expectations in information and communications technology. Pupils' learning is satisfactory overall. It is good in music in Key Stage 2, unsatisfactory in science at Key Stage 2 and unsatisfactory in geography in both key stages. Children join Reception with levels of attainment that are broadly average and by the time that they are five, the majority attain the Desirable Learning Outcomes. (The Desirable Learning Outcomes are the nationally expected standards.) Overall, standards could be higher in science at Key Stage 2 and in information and communications technology throughout the school.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good Pupils enjoy lessons and are keen to come to school.
Behaviour, in and out of classrooms	Very good. The conduct in the dining room is particularly good.
Personal development and relationships	Personal development is good; relationships are very good.
Attendance	Good

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Satisfactory	Satisfactory	Satisfactory

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

The quality of teaching in English and mathematics is generally good. Strengths in teaching across the school include teachers' management of the pupils which is very good and the use of support staff which is good. Weaknesses include a lack of sufficiently high expectations of what pupils are really capable of achieving in some classes; this applies particularly to the higher attaining pupils. The skills of literacy and numeracy are generally well taught. The school meets the needs of all its pupils satisfactorily. The percentage of satisfactory or better teaching was 100 percent; very good or better teaching was 9 percent. No unsatisfactory teaching was seen. Pupils' learning is satisfactory overall. Pupils' interest, concentration and independence are good throughout the school and have a big impact on learning.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory overall. Information and communications technology is not taught as a discrete subject. Equality of opportunity is good.
Provision for pupils with special educational needs	Satisfactory overall.
Provision for pupils with English as an additional language	There are no pupils with English as an additional language.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good overall. Provision for pupils' moral and social development is very good; provision for their spiritual and cultural development is good.
How well the school cares for its pupils	The school takes good cares for its pupils

The school keeps parents well informed. Partnership with parents is good. Numeracy and literacy strategies have been well implemented. Procedures for child protection are good. Pupils are appropriately organised into family groups at lunchtime.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The leadership and management by the headteacher are satisfactory. There are no other key staff with management responsibilities. There are no co-ordinators for curriculum areas and this is unsatisfactory.
How well the governors fulfil their responsibilities	Governors fulfil their statutory responsibilities satisfactorily. Their understanding of the strengths and weaknesses of the school is satisfactory.
The school's evaluation of its performance	Satisfactory overall
The strategic use of resources	Satisfactory overall

The pastoral aspects of the school are managed well with the headteacher providing a good role model. Staffing, accommodation and learning resources overall are satisfactory and the school satisfactorily applies the principles of best value. The main weakness in leadership and management is the lack of nominated staff to oversee individual subjects across the whole school. The school has no formal procedures to identify gifted and talented pupils.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The children like school.• Parents feel comfortable approaching the school with a problem.• Behaviour in the school is good.	

The team substantiates parents' views on all of the above.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 The children's attainment on entry to Reception is average overall. By the time children leave the Reception class, they have made satisfactory progress and their attainment is broadly average. The majority of children attain the Desirable Learning Outcomes, the nationally accepted standard.
- 2 Results in the National Curriculum tests in 1999 at the end of Key Stage 1 in reading and writing, in terms of average National Curriculum points scores, were in line with the national average. Results in mathematics, in terms of points scores, were below the national average. Nonetheless, nine out of the ten pupils attained level two, the expected level. In the National Curriculum tests for a very small cohort at the end of Key Stage 2 in 1999, results in English, mathematics and science were broadly in line, with seven out of the nine pupils attaining level four. Inspection findings are that attainment at the end of Key Stage 1 is in line with national standards in English, mathematics and science; attainment at the end of Key Stage 2 is in line with national standards in English and mathematics but below national standards in science. Differences between inspection findings and 1999 test results are due to cohort differences.
- 3 At Key Stage 1, over the four years from 1996 to 1999, pupils' average attainment in reading was close to the national average, in writing it was above the national average by approximately one and a half terms and in mathematics it was below the national average by about half a term.
- 4 At Key Stage 2, again over the same four years from 1996 to 1999, pupils' average attainment in English and mathematics was about half a term ahead of the national average and in science it was just below the national average. Small cohorts make accurate comparisons difficult to make.
- 5 A comparison of the performance of Crossscanonby St John's pupils with that of pupils from schools where there is a similar proportion of pupils entitled to free school meals, shows a less good picture. Standards in reading, writing and mathematics at the end of Key Stage 1 are all well below the average for these similar schools. At the end of Key Stage 2, levels of attainment for the very small cohort are again well below the average for these schools in English, mathematics and science.
- 6 At Key Stage 1, the performance of girls was better than boys in reading, writing and mathematics in the four years from 1996 to 1999. The performance of girls was approximately the same as boys in the end of Key Stage 2 tests in English; in mathematics and science girls are approximately a term ahead of boys.
- 7 Trends in results at the end of Key Stage 1 over the last four years are inconclusive due to the small numbers in each year group. At Key Stage 2, the trend for the core subjects combined is broadly in line with the national trend.

- 8 The school's targets for the next two years show that the school expects attainment to rise and meet national standards in 2000. Inspection findings corroborate this except in science at Key Stage 2.
- 9 Overall, pupils' progress is satisfactory throughout the school. Progress of pupils with special educational needs is satisfactory. The progress of gifted and talented pupils could not be assessed due to lack of evidence.
- 10 The implementation of the strategies for literacy and numeracy is having a positive effect on pupils' attainment.
- 11 Pupils' progress at Key Stage 1 in English, mathematics, science, religious education, history, music, art and design and technology is satisfactory. It is unsatisfactory in information and communications technology and in geography. Progress at Key Stage 2 is satisfactory in English, mathematics, religious education, history and design and technology. It is good in music, art and physical education. Pupils' progress at Key Stage 2 is unsatisfactory in science, information and communications technology and geography.
- 12 The school's analysis of added value for those seven pupils who sat the national tests in 1995 at the end of Key Stage 1 and who remained at the school to take the national tests at the end of Key Stage 2 in 1999, shows this to be broadly unsatisfactory. The value added was greater in English than in mathematics. However, again, the small sample makes these analyses unreliable.
- 13 Since the last inspection, levels of attainment have remained broadly the same in English and mathematics but have declined a little in science at Key Stage 2. The key issue to raise standards in design and technology has been met. The key issue to raise attainment in information and communications technology has not yet been met. The key issue to provide more opportunities for pupils to extend their speaking skills has been met, a new policy having been drawn up and implemented. A key issue to increase the level of physical education for under fives has been met.
- 14 The pupils with special educational needs generally make satisfactory progress in their learning and meeting their targets in language acquisition, mathematical skills and enhanced social and personal development.

Pupils' attitudes, values and personal development

- 15 Pupils have a very good attitude to school and this makes a major contribution to their learning. They act with responsibility and are very keen to give a good impression of the school.
- 16 There is only one pupil on the register for moderate learning and behavioural problems. All pupils with special educational needs are well supported and integrated within the school. They have good relationships with their peers and adults.
- 17 Behaviour in lessons, in the dining room and in the playground is very good. Pupils are polite to each other and to adults. In lessons they listen carefully, concentrating well and do their best to please their teachers. The older children set a good example. There have been no exclusions at the school and during the inspection there were no incidents of bullying or name-calling.

- 18 The pupils respond well when they are given the opportunity to take responsibility. They enjoy taking turns at being monitors, helping with the daily routines of the school. Pupils share resources well and they listen to the views of others and respect their opinions. Good relationships are evident; pupils work and play together well and older pupils support the younger children.
- 19 Pupils enjoy coming to school; the levels of attendance are above the national average and there was no unauthorised absence in the year 98/99.

HOW WELL ARE PUPILS TAUGHT?

- 20 The overall standard of teaching is at least satisfactory throughout the school. Overall, teaching was satisfactory or better in all lessons seen. In 40 percent it was good or better. No unsatisfactory lessons were observed.
- 21 Whilst standards of teaching seen were always at least satisfactory, they were not uniform through the school. The greatest concentration of good teaching was in the Year 3/4 class, although good teaching was seen in every class in the school.
- 22 The best feature of teaching that had the greatest positive impact on pupils' learning was the teaching of basic skills which was good in both key stages. Teachers' management of the pupils was very good throughout the school. The use of time, support staff and resources which were good.
- 23 The weaknesses lay in teachers' expectations, which whilst satisfactory overall, need to be set higher, particularly for the higher attainers. Pupils' books showed that, over a period of time, pupils in some classes spend excessive time "colouring in" their work. Whilst little of this activity was seen in lessons during the inspection, it was nevertheless observed in a minority of lessons including a literacy and a numeracy lesson. "Colouring in" in such lessons, particularly for pupils in Key Stage 1 and Key Stage 2 is an unsatisfactory waste of learning time.
- 24 Lessons that start with clear learning objectives, (rather than teaching objectives) and a keen teacher firing questions at pupils according to their prior attainment are off to a flying start. Such lessons were seen in both literacy and numeracy, the teaching of which was good overall in the school.
- 25 Teachers' knowledge and understanding were at least satisfactory in all those subjects where direct teaching was seen. No direct teaching was seen in information and communications technology or geography throughout the school or in music and physical education at Key Stage 1 due to timetable constraints.
- 26 Teachers' planning is good and is reasonably detailed for literacy and numeracy. In other subjects, on occasions, it is barely satisfactory.
- 27 Teachers' expectations, whilst satisfactory overall, are not sufficiently high, particularly for the higher attainers. For example, in a literacy lesson, pupils were observed carrying out low-level tasks rather than being given some extension work to do. Put another way, the task given to pupils was too undemanding and they completed it with time to spare. Another example was in a numeracy lesson where pupils were given "toy money" They had to use the money to make given totals. The hardest "sum" on the sheet added up to 30p. Pupils finished this task quite early and

were then told to make up their own sums. The inspector found some pupils not using time well, because they were pleased that they had completed all that was expected of them. When the inspector gave them sums such as a total of 99p, they rose to the challenge.

- 28 Management of pupils is very good throughout the school. Teachers have an encouraging style and this has a positive effect on pupils' attainment and progress. Lessons have good routines and pupils know what is expected of them.
- 29 Teachers' use of time, support staff and resources is good overall. In most of the lessons seen, teachers keep their pupils working, even in the "independent learning" parts of some lessons. Support staff work well with teachers and this has a positive effect on pupils' learning.
- 30 The quality of day-to-day marking is satisfactory overall. Books are generally well marked but there is often a lack of comments to extend pupils' learning. The use of homework is satisfactory throughout the school.
- 31 The teaching of pupils with special educational needs is satisfactory overall. It is best when pupils are specifically supported during the literacy and numeracy lessons and the work relates closely to the targets set in the individual education plans. The work set by the class teachers in subjects other than maths and English is not always matched correctly to the attainment levels of these pupils and so their productivity and learning is not as effective as it could be at times. There is close teamwork between the class teachers and the two support assistants and planning is generally done together. The support assistant for the Stage 3 and Stage 5 pupils is also involved in the review of pupils' progress and has full access to the individual educational plans.
- 32 The overall standard of teaching has improved considerably since the last inspection, when just over a quarter of the lessons seen were unsatisfactory.

HOW GOOD ARE THE CURRICULAR AND OTHER OPPORTUNITIES OFFERED TO PUPILS?

- 33 The quality of the curriculum is satisfactory overall. It promotes pupils' intellectual, physical, social and personal development and prepares them for the next stage of their education.
- 34 The previous inspection identified several curriculum areas for improvement in the key issues. While certain of the issues raised have been satisfactorily addressed, other areas still need attention. Satisfactory progress has been made in developing pupils' speaking skills. The school has adopted the Qualifications and Curriculum Association (QCA) planning document for design technology and this is having a positive impact on standards. The provision for information technology has improved with the purchase of new machines and staff training. Further development is required; information and communications technology is not taught as a separate subject on the timetable. All other subjects of the curriculum now receive an appropriate amount of time each week. Some limited progress has been made in improving planning, assessment and monitoring in all subjects of the curriculum but these are areas that require more development. All subjects of the curriculum lack a co-ordinator responsible for developing, planning and monitoring achievement and progress in learning across the school. Some work in these areas is carried out by

individual class teachers, including the headteacher.

- 35 The curriculum at both Key Stage 1 and Key Stage 2 is broad and balanced and complies with the requirements of the National Curriculum. In accordance with the governors' policy, sex education is not taught formally. Religious education meets the requirements of the Local Authority's Agreed Syllabus.
- 36 The school makes satisfactory provision for pupils with special educational needs. More detail is, however, needed to help staff understand the specific nature of the special needs process at the school and how pupils are identified and supported. Pupils have equal access to the curriculum by means of individual education plans for Stage 3 and Stage 5. Although targets are set for these pupils, in recent reviews they are not specific enough to be easily measured or achieved. For the Stage 1 pupils there are brief notes. There are no specific strategies outlined to address the concerns for being placed on the register. The progress of these pupils is not reviewed sufficiently regularly. Pupils receive an appropriate balance of additional support by the support assistants both within the classroom and through withdrawal. Care is taken to ensure that wherever possible pupils are receiving support in the same curriculum area as the rest of the class.
- 37 All teachers take good account of the guidelines of the National Literacy Strategy in planning the literacy curriculum and the daily literacy hour. This is having a positive effect on standards. Nonetheless, more opportunities should be given for pupils to develop their literacy skills across the curriculum.
- 38 The National Numeracy Strategy was introduced at the beginning of the academic year. This is now well established in both key stages and is supported by detailed planning for each section of the lessons.
- 39 All subjects have a policy and schemes of work have been written for most subjects. Account is taken of the National Curriculum programmes of study and in some subjects the school also integrates the most recent national guidelines. Planning takes account of the needs of mixed age classes.
- 40 A range of extra-curricular sporting activities is provided. During the inspection, cross-country practice and matches in football and netball were arranged as well as practice in modern dance. Other sports are well represented according to the season of the year. Guitar playing is also available as an extra activity.
- 41 The school makes good provision for all pupils to make progress and to have equal access to all aspects of school life. Both boys and girls join in the range of extra-curricular activities provided.
- 42 The school has good links with the community through a range of activities and close links with local churches. Local firms help with resources and friends help with Christmas productions and school fairs. Elderly people are invited to attend the Christmas festivities. The school takes part in charitable activities, such as sending parcels abroad to help disadvantaged people.

- 43 The overall provision for the spiritual, moral, social and cultural development of pupils is very good. The clear values which underpin the work of the school contribute to an atmosphere of care and consideration for others.
- 44 The provision for pupils' spiritual development is good. There are appropriate opportunities for pupils to develop spiritual awareness within the curriculum and through collective worship. Whole school and class assemblies are held daily on a variety of themes planned throughout the year. During the inspection week the assemblies focused on the season of Lent and had a strong Christian content. Pupils visit local churches and clergy come into school to take assemblies. Pupils celebrate the Christian festivals of Harvest, Christmas and Easter and are also made aware of celebrations in other faiths, for example Diwali. Good use is made of music to add spirituality to assemblies and pupils listen well to music as they enter the hall. Pupils sing hymns sweetly and with enthusiasm. During the period of the inspection the school was decorated with many bowls of daffodils and hyacinths for the pupils to admire, providing pupils with opportunities for awe and wonder. Religious education makes a significant contribution to the pupils' spiritual development, providing pupils with knowledge of Christian beliefs and those of other major faiths.
- 45 The provision for the pupils' moral development is very good and staff foster this well. Pupils are helped to understand the difference between right and wrong and to see the consequences of their actions for others and themselves. There is a strong emphasis on good behaviour throughout the school. Staff aim to create an orderly environment and to help pupils become responsible members of the community. All adults in the school set a good example to pupils and encourage good relationships. Collective worship makes a valuable contribution to pupils' development. For example, at one whole school assembly during the inspection the vicar told the Bible story of The Prodigal Son. The pupils enjoyed adding actions to the story and understood the message behind it too. Lunch time supervisors promote good moral values and attitudes.
- 46 The provision for pupils' social development is very good. Social skills are developed successfully during lessons, break and especially at lunch times. The staff have worked hard to build up the school as a community where each member is valued and works for the common good. Pupils are expected to care for their surroundings and to take responsibility for classroom equipment. Pupils in all age groups are encouraged to work in pairs and small groups and to undertake responsibilities. They carry out a number of duties in and around the school very efficiently, such as giving out registers, preparing the hall for assembly and keeping the school library tidy. Older pupils help to look after the youngest pupils at lunch times, which are times when pupils sit with their friends in a happy family situation. A residential visit is arranged annually, when the school joins with another school for an extended visit to Llandudno and this has a positive effect on the pupils' social development.
- 47 The provision for the pupils' cultural development is good. All pupils are encouraged to appreciate and celebrate their own culture through the work of a variety of artists and by listening to and appreciating music. The school provides a range of cultural experiences through visits to places of interest including places of worship, museums, heritage centres and visits to the theatre. During the inspection pupils were preparing to visit a synagogue in Newcastle as part of their religious education programme. The Literacy Hour is successfully introducing pupils to a range of authors. Through history lessons and visits pupils appreciate how life has changed. The school is working hard to promote the pupils' awareness of other cultures and this is an improvement since

the last inspection. Classrooms and other areas provide stimulating displays of famous artists' work as well as celebrating pupils' own efforts. .

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 48 The school has good procedures in place for the support, welfare and guidance of its pupils and all pupils are well cared for. All staff know their pupils well, meeting their individual needs and this makes an important contribution to the educational standards achieved. Class teachers and support staff provide strong informal support during daily routines such as registration, meal and playtimes. The school's ethos of care and understanding successfully creates an environment which contributes to the personal development of pupils of all abilities, by teaching them to respect other people's feelings and to care for each other.
- 49 Procedures for assessing pupils' attainment and progress are unsatisfactory overall. They are satisfactory in English and mathematics, but unsatisfactory in other subjects. Assessments in English and mathematics take place regularly, ensuring that all pupils' National Curriculum levels are tracked across the school. Standardised assessments are not developed on a whole-school basis in other subjects. The lack of subject co-ordinators to oversee curriculum areas is hindering the development of assessment. The use of assessment to help to further plan the curriculum, is unsatisfactory overall in all subject areas.
- 50 The limited assessment and recording processes that are part of the assessment strategies for all pupils are also used in assessing the progress of pupils with special educational needs. Baseline assessment results are not yet being used to identify and support those pupils with low levels of attainment at an early age. Specialised staff from the local authority carry out appropriate diagnostic tests for the pupils on the higher stages of the special educational needs register. Pupils with special educational needs receive appropriate support in their daily learning and sensitive guidance on aspects of behaviour and relationships. If needed they have access to a wide range of specialist services, with whom the school has good relationships. Outside agencies contribute appropriately to review meetings.
- 51 Procedures for promoting and monitoring attendance are good. The school is effective in making the lessons interesting and consequently the pupils enjoy coming to school and attendance levels are above average. The attendance registers are well kept and up-to-date, the majority of pupils arrive at the school early and lessons start on time.
- 52 The school's strategies to promote good behaviour are very successful and the behaviour of pupils throughout the school day is a strength of the school. In exceptional cases of poor behaviour the school sets up special monitoring arrangements. Reports of bullying or harassment are taken very seriously and the school quickly takes effective and appropriate action in order to prevent re-occurrence.

- 53 The school nurse makes regular visits to the school, giving pupils medical examinations and assisting with the personal education of the older pupils. The governing body acts as a critical friend in ensuring that the school provides a safe environment and all equipment is checked on a regular basis. The headteacher is the named teacher with responsibility for Child Protection, the school follows the local authority guidelines and any concerns are passed to the local authority.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 54 The school has established good links with the parents; this is confirmed by strong support at the pre-inspection meeting and by substantial majority agreement to the statements listed in the Parental Survey.
- 55 Parents are well informed by the School Prospectus, the Annual Governors' Report and regular newsletters. The Annual Pupil Reports give details of progress in every subject but no targets are shown for the following term. Parents are invited into school twice a year to discuss their child's progress with the class teacher. The school provides copies of the school policies and a Home/School agreement was recently set up by the school.
- 56 The parents of the pupils with special educational needs at Stages 3 and 5 are closely involved in all stages of provision and are kept fully informed about progress through review meetings.
- 57 The school recently published a homework policy for the whole school that is a useful guide for parents and helps them to be involved in their child's learning. Pupils receive a suitable amount of homework and parents are able to help especially in reading practice. The school encourages parents to help in school and there is a good number of regular helpers in school and on visits. The partnership with parents works well in the elimination of bullying, parents communicate any concerns to the school and the matter is dealt with quickly and effectively.
- 58 The school has an active Parents Teacher Association that organises a range of fund-raising and social events as well as providing an extra line of communication.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 59 The leadership and management of the school by the headteacher is satisfactory. There are no other key staff with management responsibilities. There is no deputy headteacher and all teachers are expected to be "experts" in all subjects, as there are no curriculum co-ordinators. The latter leads to a lack of continuity and progression through the school and is having a negative impact on pupils' learning.
- 60 The school has a satisfactory educational direction and the school's aims are reflected appropriately in pupils' work. The headteacher is a good role model and he has had a positive impact on the pastoral side of the school. He also has a large teaching commitment of around 80 percent of the week.

- 61 Owing to the lack of anyone with management responsibilities other than the headteacher, the delegation to and the contribution of other key staff is unsatisfactory. No one other than the headteacher is responsible for overseeing each subject throughout the school.
- 62 The effectiveness of the governing body in fulfilling its responsibilities overall is satisfactory. The chair of governors is a regular visitor to the school and discussions with the governing body show that they take their roles seriously. The governors' role in shaping the direction of the school is satisfactory overall. Governors' understanding of the strengths and weaknesses of the school is satisfactory overall. The governing body's awareness until recently has been greater on the pastoral side than on the academic, but this has now been addressed. .
- 63 The monitoring, evaluation and development of teaching is satisfactory. Teaching has improved considerably since the last inspection. However, as there are no curriculum co-ordinators, the teaching of individual subjects is monitored only by the headteacher in his very limited "non contact" time. The current situation at Crosscanonby St John's means that individual teachers are left very much to their own devices and pupils passing through the school are not given a consistent approach.
- 64 The management and organisation of the provision for pupils with special educational needs is generally satisfactory, although some reviews are not up to date. The governor's annual report and prospectus provides brief information on special needs. Accommodation is adequate for pupils with special educational needs although there are few quiet areas to withdraw pupils if required, with the staffroom often doubling as a special needs withdrawal room. There is a limited range of resources for special educational needs but adequate for the small number of pupils on the register. The funds available to the school for special needs are used effectively to promote the school's priorities for special needs. The two additional staff are employed as support assistants and the special educational needs co-ordinator manages the resources budget efficiently.
- 65 The school's strategic use of resources, including specific grants is satisfactory overall. The school development plan appropriately identifies priorities for further development and is suitably costed. A major problem for the school is the number of pupils on roll. These have recently increased, enabling the school to recruit a fourth full time teacher. The school is taking appropriate action to meet its own targets with the use of effective booster classes. The governing body has started to apply the principles of best value appropriately. Within the school, there is a satisfactorily shared commitment to improvement and a capacity to succeed. The school has four capable full time teachers and the part time teachers are also able and keen for the school to move forward.
- 66 The effectiveness of the school's use of new technology, in the school's office, for example, is good. The school's secretary is experienced in the use of information and communications technology and supports the teaching staff in maintaining hardware.

- 67 There is a satisfactory match of teachers and support staff to meet the demands of the curriculum. The accommodation is adequate overall, although it lacks changing room facilities for physical education. It is well maintained by the cleaner in charge and an assistant. The school benefits from extensive grassed play areas although the hard play area is relatively small. The overall level of resources is satisfactory. However, it is unsatisfactory for the under fives, for geography and for art.
- 68 Since the last inspection, the requirement to monitor and evaluate the standards of attainment and progress across the school to ensure greater consistency in the teaching has been largely met. The standard of teaching has improved considerably but the same cohorts of children who were affected by unsatisfactory teaching at the time of the last inspection, have recently arrived at the top of the school. The governors were keen to rectify the situation in lower Key Stage 2 at the time of the last inspection, but the effects have yet to make their way through to the top of Key Stage 2.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- 69 In order to improve further, the headteacher and governing body should
- (1) improve the management of the school by giving responsibility for the planning and development of subject areas to individual teachers. (para 61,63)
 - (2) improve attainment in information and communications technology in both key stages and science at Key Stage 2 (para 131)
 - (3) improve teachers' expectations of what pupils are really capable of achieving, particularly the higher attainers (para 27)
 - (4) ensure that assessment is used consistently across the school in all curriculum areas and that the results of the assessments are used to help to plan the curriculum. (para 49)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	34
Number of discussions with staff, governors, other adults and pupils	25

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	9%	31%	60%	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	0	101
Number of full-time pupils eligible for free school meals	0	9

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	0	1
Number of pupils on the school's special educational needs register	0	13

English as an additional language	No of pupils
Number of pupils with English as an additional language	0

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	2
Pupils who left the school other than at the usual time of leaving	3

Attendance

Authorised absence

	%
School data	4.8
National comparative data	5.9

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

Both tables give the percentage of half days (sessions) missed through absence for the latest complete reporting year.

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	6	4	10

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	5	5	6
	Girls	3	3	3
	Total	8	8	9
Percentage of pupils at NC level 2 or above	School	80	80	90
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	5	5	5
	Girls	3	3	3
	Total	8	8	8
Percentage of pupils at NC level 2 or above	School	80	80	80
	National	82	86	87

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	4	5	9

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	4	3
	Girls	4	3	4
	Total	7	7	7
Percentage of pupils at NC level 4 or above	School	78	78	78
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	3	3	4
	Girls	4	4	4
	Total	7	7	8
Percentage of pupils at NC level 4 or above	School	78	78	89
	National	68	69	75

NOTE: Because the cohort is small, the comparison of these results with national averages is statistically unreliable.

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	0
Pakistani	0
Bangladeshi	0
Chinese	0
White	101
Any other minority ethnic group	0

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	0
Other minority ethnic groups	0	0

This table gives the number of exclusions of pupils of compulsory school age, which may be different from the number of pupils excluded.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	4.3
Number of pupils per qualified teacher	24.0
Average class size	20.8

Education support staff: Y R – Y 6

Total number of education support staff	3
Total aggregate hours worked per week	33

Qualified teachers and support staff: nursery

Total number of qualified teachers (FTE)	0
Number of pupils per qualified teacher	0

Total number of education support staff	0
Total aggregate hours worked per week	0

Number of pupils per FTE adult	0
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FTE means full-time equivalent.

Financial information

Financial year	1998-99
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	£
Total income	166865
Total expenditure	167179
Expenditure per pupil	1900
Balance brought forward from previous year	24362
Balance carried forward to next year	24048

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	103
Number of questionnaires returned	75

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	72	28	0	0	0
My child is making good progress in school.	67	33	0	0	0
Behaviour in the school is good.	62	38	0	0	0
My child gets the right amount of work to do at home.	46	47	7	0	0
The teaching is good.	80	20	0	0	0
I am kept well informed about how my child is getting on.	57	42	1	0	0
I would feel comfortable about approaching the school with questions or a problem.	72	26	1	0	0
The school expects my child to work hard and achieve his or her best.	66	33	1	0	0
The school works closely with parents.	50	42	5	0	3
The school is well led and managed.	67	26	3	0	4
The school is helping my child become mature and responsible.	61	34	1	0	4
The school provides an interesting range of activities outside lessons.	46	38	7	0	9

PART D: THE STANDARDS AND QUALITY OF TEACHING IN AREAS OF THE CURRICULUM, SUBJECTS AND COURSES

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 70 Children are admitted to the reception class in the September of the year of their fifth birthday and attend full-time. At the time of the inspection there were eighteen children under five in this class. Most of these children have benefited from a range of pre-school experiences. Good care is taken to ensure that children make a smooth transition to reception.
- 71 The attainment of children on entry to school this year is broadly average in all the areas of learning. This is generally confirmed by the baseline assessment results, although English and mathematics scores this year are just below average. All of the children are offered an early years curriculum based on the desirable outcomes for children's learning and the early stages of the National Curriculum. Provision is satisfactory. This represents some improvement from the last inspection in physical development and speaking and listening, but with information technology and practical role play as continued areas of weakness. Children's attainment and progress in their personal, social and emotional development is good while in all the other areas of learning their attainment is average and progress is satisfactory. By the time they are five, at least 75% of the children will have reached the expected standards in all the six areas of learning. A few children are already working on the very early stages of the National Curriculum in English and mathematics.
- 72 The two staff in the reception plan closely together for the different areas of learning. Planning is generally satisfactory, although there is no formal policy for the early years. The English and mathematics planning is adapted from the literacy strategy and the numeracy project. Although there are some systems in place to measure the progress the children are making, they are not assessed against the desirable learning goals or the outcomes of the local authority's baseline profile. Assessments are not being used yet to guide planning and record achievements.

Personal social and emotional development

- 73 By the time they are five, most children have reached the expected standards in their personal and social development and progress is good. At the beginning of the year there is a high emphasis by the staff on helping the few less confident children to adapt to their new environment. They are now happy in school and settle quickly to their work. They display good levels of concentration and interest and work hard to complete an activity and stay on task. This was very well demonstrated by a group of children working independently to make models of rockets and robots from cardboard boxes. Although they seek help when needed, many children display good levels of independence and initiative. Attitudes to learning are very positive. The children are considerate towards each other in activities, sharing equipment and tidying up afterwards. There is an accepted code of conduct which most happily accept and practise and which staff carefully reinforce. Behaviour is often very good. Children's spiritual and cultural development is developed well through assemblies and celebrating festivals. Occasionally the children show their work in assemblies and say special prayers. Teaching in this area of learning is good.

Language and literacy

- 74 The children make sound progress in language and literacy with about three-quarters of them reaching the expected standards and a small minority exceeding national expectations. Most of the children are fluent and articulate speakers and use a wide vocabulary in their conversations with adults and other children. They talk confidently about what they are doing at home and at school. Children in discussions listen attentively and wait for their turn to speak, responding appropriately to what they have heard. The introduction of the literacy strategy has contributed significantly to the improvements in speaking and listening since the last inspection. However, there is a small minority of lower attaining children who do not speak clearly and their vocabulary is more limited. The lack of resources and stimulus in the practical role-play area limits the opportunities for them particularly to express themselves in imaginative play. Only the higher attaining children are beginning to use recognisable letters in their handwriting but most are not formed correctly yet. These children already have some understanding of the elements of a sentence and write a few phrases about their news from home. Average attaining children are developing emergent writing skills with some recognisable words while lower attainers are copying from a script. They all enjoy sharing books and handle them carefully. Most children are progressing well on the reading scheme. The literacy hour is helping them to read simple stories with fluency and there is a high focus in teaching on learning words from the literacy strategy. Although children are well supported in literacy activities, these group tasks are not usually graded according to the ability levels of the children and the higher attainers are not sufficiently challenged at times. Teaching is satisfactory.

Mathematics

- 75 Sound progress is made in mathematics with attainment for about 75% of the children at the expected levels at the end of reception and a few above this level. Children can write and add numbers together to ten and count objects into sets. Numbers are not yet well formed from most of the children. They are aware of missing numbers when they count together to twenty. All children have some opportunities for practical work experiencing a reasonable range of sorting and matching activities as well as developing skills through number rhymes and games. The shared and independent work in the numeracy lesson does not provide enough challenge for the higher attaining children. Most children are confident in their knowledge of two dimensional shapes. Nearly all identify squares, rectangle, circle and triangle. They recognise the months of the year and when their birthdays occur. There are good opportunities in the teaching for children to learn the correct mathematical language but fewer occasions for well planned structured water play. Teaching is satisfactory.

Knowledge & Understanding of the World

- 76 Children are interested in their world and progress is sound with the majority reaching the expected standards. They develop a sense of the passing of time by examining old and new toys and look at different kinds of houses. The children are becoming aware of the changes that are happening in the countryside in spring and the stages in the growth of a plant from a seed. Although interests are heightened by good displays and stories, there are few opportunities for the children to extend their experiences through visits or visitors to the classroom. The role play area is furnished as a hospital but it doesn't provide a rich environment in which to learn, with restricted play opportunities and resources. Suitable resources are provided for the children to

use cutting and joining skills to make Easter chicks. Although the mouse is used with the computer there are limited programs for the children to use and no access to a printer. Teaching is satisfactory.

Physical development

- 77 Satisfactory progress is made in physical development and most children reach the expected standards of agility and co-ordination. They manipulate pencils, scissors, brushes and other tools with a growing competence and skill. Inside the classroom there is a limited range of construction toys for problem solving activities. There is a lack of opportunity for outdoor play because of the absence of a suitable area for large equipment and moving vehicles. However, the weakness in physical development at the last inspection has been partly addressed by providing three lessons in the hall each week. These are well taught with good opportunities for the children to exercise vigorously and use space sensibly. Children show sound levels of co-ordination in moving safely around the hall and bouncing and catching balls. Teaching is good.

Creative Development

- 78 Children have some worthwhile opportunities to express themselves creatively and are making satisfactory progress with most reaching expected standards. Emphasis is placed on them choosing and mixing their own paints and materials in a variety of independent and guided experiences. They show sound observational skills in the daffodils drawn with pastels and good colour and design awareness in their patterns in the style of Mondrian. Most children can express themselves creatively through music making. They add actions to their songs and try to keep to the beat with a variety of percussion instruments. Creative play is under-developed because of a lack of resources and limited space. Teaching is satisfactory.
- 79 Good home-school links have been established. Parents are welcome to come into school at the beginning and end of sessions and a positive and friendly atmosphere has been established. The support parents give to their children at home with reading is having a beneficial effect on raising standards for many children.

ENGLISH

- 80 On the basis of 1999 average National Curriculum points achieved, attainment at the end of Key Stage 1 was in line with national averages in reading and writing. On the same basis, attainment at the end of Key Stage 2, by a small cohort of nine pupils, was also in line with national averages, with seven of the nine pupils attaining level four.
- 81 The proportion of pupils at the end of Key Stage 1, in 1999 attaining Level 2 (the national average), was broadly average in reading and writing, with eight out of the ten pupils reaching this level. The percentage of pupils obtaining the higher Level 3 at the end of Key Stage 1 was below the national average in writing.
- 82 The percentage of pupils at the end of Key Stage 2 obtaining Level 4 was close to the national average. The proportion of pupils obtaining the higher Level 5 at the end of Key Stage 2 was below the average.

- 83 At the end of Key Stage 2, over the four year period, the trend in the school's average National Curriculum points in English was broadly in line with the national trend. There was very little difference between the performance of boys and girls.
- 84 Inspection findings indicate that pupils in both key stages attain levels in line with national expectations in reading and writing..
- 85 In speaking and listening, pupils' attainment is in line with national expectations by the end of both key stages. By the end of Key Stage 1, pupils answer questions accurately and articulately. They listen carefully and speak clearly, varying the tone of their voices in conversation. Year 3/4 pupils make satisfactory progress in their speaking. They practice choral verse in small groups and give very good performances with actions to the other class members. By the end of Key Stage 2, pupils attain a satisfactory standard in their speech. High attaining pupils are particularly fluent and have developed a mature vocabulary. During the inspection this was ably demonstrated in discussion with inspectors and conversation around the table at lunch time. Average and low attaining pupils speak clearly in conversation. Pupils talk aloud confidently in class discussions and several pupils converse in a way that easily holds the listeners' attention.
- 86 Attainment in reading is at least satisfactory at the end of both key stages and all pupils make satisfactory progress. Higher attaining pupils in Year 1 read fluently and correct any mistakes themselves. Average and below average pupils are generally accurate but not yet fluent readers. By the end of Key Stage 1, many pupils are fluent and accurate readers. They use expression well and many self correct their mistakes, checking to make sense of what they read.
- 87 Pupils continue to make steady progress in Key Stage 2. The range and challenge of texts increases appropriately so that by the end of the key stage, pupils' knowledge and understanding of books is good. They read with expression and meaning in a variety of situations. Pupils are articulate when discussing the different aspects of books they have read. Reference skills are well developed. Pupils use the school library confidently to search for information.
- 88 Pupils' attainment in writing by the end of both key stages is in line with that expected for their ages. Pupils make satisfactory progress throughout the school. Most pupils in Year 1 write sentences independently. They show some understanding of full stops, capital letters and question marks. They use their knowledge of sounds when attempting to spell unfamiliar words. By the end of Year 2, pupils write for a range of purposes. They write diaries and stories; they write about themselves and tell stories such as the story of Christmas in their own words. Handwriting is mostly clear and legible.
- 89 In Key Stage 2 writing becomes more organised. Pupils begin to choose words for interest and effect as in Year 3/4 when writing to improve sentences using adjectives. Pupils investigate the use of adjectives in the poems they study to decide if they make a significant difference to the poems. Pupils in year 5/6 write for a range of purposes, for example book reviews, reports of scientific experiments, research and stories, though more opportunities should be given for pupils to carry out extended writing on a regular basis.

- 90 Pupils with special educational needs make satisfactory progress in reading and writing to reach the individual targets set for them.
- 91 The development of the National Literacy strategy throughout the school is satisfactory. Pupils work hard during the Literacy Hour to improve their vocabulary and knowledge of grammar. Writing skills are used effectively in some subjects but need to be more widely used across all the subjects of the curriculum. For example Year 1/2 pupils write about the life cycle of the frog while in their religious education lesson Year 3/4 pupils write about what makes a good friend. Year 5/6 pupils work at home on a project on Recycling, producing work of a good standard.
- 92 Pupils' behaviour and their attitudes to work are very good in all English lessons. Pupils are always ready to begin lessons on time and are very enthusiastic. They enjoy the challenge of new language and work hard to apply their learning to written tasks. They easily recall what they have learned earlier. When writing they generally concentrate well and sustain this until the end of the session. Pupils' enthusiasm and their very good behaviour are significant factors in promoting their progress. There is a very pleasant, caring attitude in all classes. In the Year 3/4 class pupils clapped spontaneously when a group performed their choral speaking well.
- 93 Throughout the school the quality of teaching in lessons observed during the inspection was always at least satisfactory and in half the lessons observed it was good. The good teaching makes an important contribution to the pupils' learning. Teachers have a deep knowledge and understanding of English. They have embraced the structure of The Literacy Hour very well in their planning. Learning aims are clear and shared with pupils; as a result, pupils are aware of what is expected of them. In the Year 3/4 class the teacher's enthusiasm drew a very good response from the pupils during the poetry lesson. Lessons are well paced with very good use made of all available time. This is particularly true of plenary sessions at the end of lessons, during which all teachers use questioning skills effectively to consolidate and to assess pupils' learning. Teachers' marking is satisfactory; some comments are included to encourage pupils.
- 94 The lack of a co-ordinator for English is a weakness in the management of the subject. Although the National Literacy Strategy has been satisfactorily implemented in the school, attainment for the small number of pupils in 1999 at the end of both key stages was well below those of similar schools. A co-ordinator would have a clear overview of English and with a monitoring role in teaching and learning would assist all teachers to improve standards across the school.
- 95 Resources for English are satisfactory. The budget has been spent sensibly to support literacy, and lessons are organised so that maximum use can be made of them. Staff and pupils use these carefully. The school library contains an appropriate selection of books. Key Stage 2 pupils could use the library well but Key Stage 1 pupils were less confident.

MATHEMATICS

- 96 Pupils' attainment in the 1999 national tests as measured by average national curriculum points scores was below the national average at the end of Key Stage 1 and at the end of Key Stage 2. The small number of pupils involved make comparisons unreliable. The proportion of pupils obtaining level 2, was broadly average, with nine out of the ten pupils reaching this level. However, no pupils obtained the higher level 3.
- 97 Pupils' performance at Crosscanonby St John's in the end of Key Stage 1 tests was well below that of similar schools.
- 98 Over the last 4 years from 1996 to 1999, pupils' performance by the time they leave Key Stage 1 has on average been approximately half a term behind other pupils nationally. At the same key stage, girls have outperformed boys by one term.
- 99 At the end of Key Stage 2, the percentage of pupils in this small cohort obtaining level 4, the nationally expected level was above the national average; the proportion of pupils obtaining the higher level 5 was very low in comparison with the national average. Pupils' average attainment in mathematics compared with similar schools was well below average.
- 100 Over the last four years, pupils' average attainment at the end of Key Stage 2 exceeded national levels by about half a term.
- 101 On the evidence from lesson observations, scrutiny of pupils' work and discussions with pupils, attainment is in line with national standards at the end of Key Stage 1 and at the end of Key Stage 2. Within the work seen during the inspection, the majority of pupils demonstrate satisfactory attainment in number and in shape, space and measure. Many pupils in both key stages do not, however, have sufficient instant recall of their multiplication tables. This has a negative effect on their attainment in other areas of mathematics. There is no coherent whole school build up of mathematical vocabulary through the school and a lack of standardisation of common practice. This means that pupils going from class to class through the school are not taught in a sufficiently systematic way, although the numeracy strategy is starting to address this. Nevertheless the absence of a whole school approach to mathematics is hampering pupils' attainment and is one of the reasons for the pupils not attaining higher levels in national curriculum tests.
- 102 Overall, standards have been generally maintained since the last inspection.
- 103 The overall progress of pupils is satisfactory in Key Stage 1 and in Key Stage 2. Progress of those pupils with special educational needs is also satisfactory. A scrutiny of pupils' exercise books going back over the last 18 months shows generally satisfactory progress. Progress in some of the lessons seen was good. Factors aiding progress include the positive attitudes and behaviour of pupils. Factors hindering greater progress include the absence of a co-ordinator for mathematics, the lack of knowledge of multiplication tables and a lack of coherent build up of mathematical vocabulary from the Reception class onwards. These are all having a detrimental effect on pupils' attainment and progress.

- 104 Pupils' response in lessons seen is very good overall. They are generally keen, eager and interested and show enjoyment for the subject. Pupils particularly like challenging questions and responded very well to questions posed on corridors by the mathematics inspector. Relationships are very good.
- 105 The overall quality of teaching is good in both key stages. In the five lessons observed, the teaching in one lesson was very good, in three lessons it was good and in one lesson it was satisfactory.
- 106 In the best lesson, which was in Year 5/6 the teacher maintained a very brisk pace throughout. He expected pupils to work hard and stay on task even when they were working independently. Appropriate time targets were set, for example, the pupils were told: "You have five minutes to complete exercise ...". This had a positive effect on pupils' attainment and progress. In those lessons that were less good, pupils were sometimes given too much time to complete work, resulting in their rate of learning decreasing, for example, in a Key Stage 1 lesson on money.
- 107 Teachers' management of pupils is very good. Clear classroom routines are established and pupils know how they should behave. Teachers' use of homework is satisfactory through the school.
- 108 Teachers' expectations, whilst satisfactory overall, could be higher. These pupils thrive on hard work but sometimes work set is not sufficiently challenging, particularly for the higher attainers.
- 109 The school has satisfactory resources for mathematics. Since the school has no co-ordinator for mathematics, there is a lack of appropriate monitoring of the teaching of this subject, apart from that carried out by the headteacher. Whilst the numeracy strategy is having a positive impact, there is nobody to oversee the overall delivery of this subject across the school and this is inhibiting pupils' further progress..

SCIENCE

- 110 When teachers assessed the pupils at seven in 1999, attainment was well below the national average and also well below average when compared with similar schools. On the basis of the 1999 National Curriculum points scores for pupils at eleven, attainment for the small group of nine pupils was broadly average. Seven out of the nine pupils attained level four. The percentage of pupils reaching the higher levels at both key stages was well below the national average. Trends over the last three years have been broadly in line with the national average. Boys performed better than girls at Key Stage 2 in the tests. In 1999 the cohort of eleven year olds was only nine pupils and of these only six were admitted to the school at five. Inspection findings are that standards are in line with national averages at the end of Key Stage 1, with satisfactory learning and progress taking place. At the end of Key Stage 2, pupils' attainment is below average and progress is unsatisfactory. This applies to all pupils including those with special educational needs.
- 111 By the age of seven, pupils are beginning, with support, to conduct a simple experiment into magnetism. Most pupils predict sensibly as to what might happen in the experiment and explain and record their finding in a table prepared by the teacher. They sort and test materials for waterproofing and design their own umbrellas. However, the examination of pupils' work over the past two years shows

few opportunities for them to be involved in practical activities and investigative work. Pupils have a basic knowledge and understanding of the growth of humans, their main body parts and how to keep healthy.

- 112 By the age of eleven most pupils know the importance of fair testing in general terms and are beginning to understand the effect of variables on an investigation. They know ways to make solids dissolve and, when talking and writing, use terms such as evaporation, reversible and irreversible change when testing materials and substances. They create a simple electrical circuit using battery, bulbs and wire and then test materials to complete the circuit. After making their own musical instruments they write a description of how the sounds and instruments are made. When working on growth and life processes, pupils explain at a simple level the life cycles of plants and animals. Higher attaining pupils are not given the opportunities to plan their own experiments, select resources, present their own findings, or evaluate in any depth the validity of their conclusions. The examination of work for the past two years shows a limited depth of coverage by all the pupils but particularly by the higher attainers.
- 113 Literacy skills are used soundly to discuss scientific findings in experiments and observations. However, the development of pupils' scientific vocabulary and their range and purpose for writing is restricted by the over use of printed work sheets to complete low level tasks and the copying out of results straight from the board. Nonetheless, a good example was seen in the Key Stage 1 class where pupils in their extended writing were carrying out research into the life cycle of a frog. The use of numeracy skills is also restricted by the over-use of whole class recording, limiting the opportunities to develop these skills further. Although Year 6 pupils each presented a graph to show the pulse rate of pupils in the class they were all in the same format. Limited use is made of information technology to process results in written, graphic or tabular form.
- 114 The quality of teaching is satisfactory overall with good teaching observed in the one lesson seen in Key Stage 1. There were no unsatisfactory lessons. The sound teaching observed in the two lessons at Key Stage 2 does not reflect the evidence from the examination of work over the past two years which shows unsatisfactory progress and learning. To a lesser degree the good teaching in Key Stage 1 is also not reflected in the examination of work for these pupils but overall their progress and learning is sound. However, at both key stages, but particularly at Key Stage 2, the work reflects low challenge and expectations for the higher attaining pupils. Most staff have a secure and confident subject knowledge and provide activities that match the planned objectives. Their questioning skills are usually good. The control and management of the lesson is consistently good and relationships with pupils are a strength of the provision. Consequently, pupils show a good interest in their work and sustain high levels of concentration. The good lesson observed in Key Stage 1 provided sufficient challenge and pace to extend pupils' knowledge and understanding and for them to make good gains in their learning. A negative factor affecting the quality of teaching and the progress and learning of the pupils is the lack of attention the teachers pay to providing suitably matched work to the differing abilities within the class and particularly the higher attaining pupils. The usual weekly planning is very brief and does not provide any details of the methods or organisation for the lesson. This was noted at the last inspection. There is a high proportion of teacher directed activity that takes insufficient account of the provision for pupils to plan and carry out investigations on their own. This was particularly noticeable in the two lessons observed in Key Stage 2 and was a weakness at the last inspection. A

lack of resources is also an inhibiting factor in the opportunities given to pupils to investigate for themselves.

- 115 The school is in the early stages of adopting the national guidelines for science to ensure adequate coverage of the National Curriculum. Planning for aspects of investigative science needs to be developed further. This particularly applies to pupils having the opportunities to carry out their own ideas in a challenging way. Procedures for assessing the progress of pupils is unsatisfactory as it was at the last inspection. Day to day assessment is too informal and does not enable teachers to have a clear picture of individual pupils' progress. There are some good examples of marking but the practice is inconsistent and most pupils do not understand how well they have done and how they can improve. There is no agreement for short term planning so this makes it difficult to provide an assessment system linked successfully to planning. There is no school or individual target setting for science to provide information on how well pupils are learning and particularly what aspects of the curriculum and teaching needs to be strengthened to raise progress and the standards of attainment further. The absence of a co-ordinator has significantly contributed to these weaknesses and the slow progress in addressing improvements since the last inspection.

ART

- 116 Standards in art are similar to those found in most schools and progress is good. By the end of Key Stage 1 pupils demonstrate satisfactory skills in using a good range of media, tools and techniques in their drawings, paintings and printing. They mix their own paints and did particularly well in contrasting primary and secondary colours in their patterns in the style of Mondrian. The resources pupils use are normally chosen by the teacher and this somewhat limits the opportunities they have to select and experiment with different materials themselves. Pupils skilfully use paint and printing blocks to explore a variety of patterns and shapes and show a sound awareness of the artistic elements of line, tone, colour and shape. Good imaginative designs and pictures are created on the computer in the style of Jackson Pollock. By the end of Key Stage 2 pupils show sound observational skills in the control and detail of their work using pencil, charcoal, pastel, paint and brush. Good shading and line are used in the observational drawings of running shoes and waterfall sketches, while the reflected faces inspired by Cezanne show imagination and a good awareness of symmetry. Pupils have fewer opportunities to work with textiles or make models and three dimensional sculptures.
- 117 The teaching of art and learning for all pupils including those with special educational needs is good and this represents an improvement from the last inspection when it was satisfactory. Staff are confident in their teaching. They have a secure subject knowledge and this is demonstrated in the good range of experiences they give to the pupils and the sound quality of work displayed around the school. In most lessons there is an emphasis on pupils' acquiring and extending their learning skills. However, sketch books are not used to help pupils plan and practise their skills and ideas further. Works of celebrated artists are used particularly well by the teachers to demonstrate techniques and to help motivate pupils to develop their skills further. Most pupils take a pride in what they do. They are highly motivated and concentrate well to complete their work to a good standard. Pupils enjoy discussing their work and are especially proud if it is selected for display around the school. The staff support pupils well with ideas and resources and encourage them to improve their

work further. They are helped by the very positive relationships with the staff and their peers. Effective links have been made with other subjects in widening the opportunities pupils have to experience art. In history pupils in Years 1 and 2 work together to produce a large collage picture of the 'Fire of London' with good detail shown in the painted houses and crayoned boats. In Years 3 and 4 pupils skilfully mould clay to make Divali pots to celebrate this religious festival and complete them to a good standard with paint and decorations. As part of a history topic on the Anglo-Saxons pupils in Years 3 and 4 design and make their own jewellery using authentic designs. There is no evidence that pupils assess their own work in any detail, discuss how to improve it further or carry out research into the artists they study.

- 118 Although there is no co-ordinator for art, pupils' work is well displayed reflecting the high profile of art in the school and the care staff take in celebrating the achievements of the children. Art makes a good contribution to the spiritual and cultural development of pupils. The absence of a co-ordinator to monitor provision and the lack of a scheme of work has resulted in less focus and balance in some aspects of art notably model making, three dimensional work and textiles.

DESIGN AND TECHNOLOGY

- 119 Overall progress in this subject is satisfactory. This judgement is based on a scrutiny of pupils' work together with a discussion with some Year 6 pupils and observation of two lessons. Pupils are satisfactorily building up their skills in designing and making as they go through the school.
- 120 In Key Stage 1, pupils use appropriate design sheets, list the materials they wish to use and afterwards evaluate their product and say how it could be improved. For example, when mask making or making shadow puppets.
- 121 By the end of Key Stage 2, pupils produce step-by-step plans to show how they will make, for example, a variety of tuned and untuned musical instruments, which used together will simulate "The War of the Worlds."
- 122 Pupils are very keen and enthusiastic and are eager to talk about their work. Relationships are very good.
- 123 The overall level of teaching is satisfactory. In one of the two lessons seen it was good; an analysis of pupils' work indicates that teaching has been generally satisfactory. Design and technology has not had a high priority at the school and the lack of a co-ordinator for the subject gives the subject less overall coherence through the school than it otherwise might have. Nevertheless, standards have improved since the last inspection, when they were judged to be unsatisfactory.

GEOGRAPHY

- 124 Standards in geography are below those found in most schools and progress is unsatisfactory at both Key Stages. Only one lesson was observed but further evidence is taken from the examination of pupils' past and present work, displays around the school, teachers' planning and discussions with pupils from both key stages. The weaknesses from the last inspection have not been addressed due in part to the focus on literacy and numeracy and the absence of a co-ordinator to manage the subject.
- 125 By the end of Key Stage 1 pupils have a very limited knowledge and understanding of their local area or a contrasting region. They draw their journey from home to school and mark some of the features passed on the way. Pupils know the names of different kinds of houses and can write out their own address. Although they can follow directions they have had very limited opportunities to use maps, globes, photographs or plans in their work to develop geographical skills because of a shortage of resources. They recognise the countries that make up the United Kingdom. By the end of Key Stage 2 pupils' skills in using fieldwork to investigate and communicate their findings are unsatisfactory because of a lack of visits to enhance understanding. Pupils have a very superficial understanding of weather systems, they know the features of a few other countries and have a very basic knowledge of their local area. Mapping skills are underdeveloped but pupils can use four figure co-ordinates to locate some places on large scale maps. No evidence was seen of pupils having the opportunity to draw maps or plans in their work. They have very little understanding of any places outside of their own area such as the countries, rivers or mountain ranges in the world. Their understanding of environmental issues is improving as this is the focus of recent teaching and pupils are aware of the problems of using up natural resources. They are currently using the Internet to research information on re-cycling.
- 126 Progress is unsatisfactory at both key stages because of a weakness in planning for the progression of skills, insufficient coverage and a lack of practical activities and fieldwork. This was noted as a weakness in the last inspection. Progress is affected by the over-use of low level worksheets and the over-emphasis on colouring in work. This kind of activity provides little challenge, especially for the higher attaining pupils and gives them no opportunity to apply any intellectual effort in their work. There is no progression or detail seen in pupils' written work and expectations are low. There is also no focus on extending geographical vocabulary progressively through the school. Few opportunities are provided for pupils to carry out research because of the limited number of suitable books in the school. However, the computer is just beginning to be used to enrich learning opportunities further. Few visits are planned to help pupils acquire more knowledge and understanding in their learning. Literacy and numeracy skills are not developed well with limited opportunities for discussion, measuring or recording information. Meaningful links with other subjects are underdeveloped. Planning for the lessons is usually very brief and does not identify the focus of the learning and how it will be achieved. Without a co-ordinator there has been no monitoring of planning or teaching to address the low attainment and unsatisfactory progress.

HISTORY

- 127 Pupils at both key stages acquire a satisfactory range of skills and knowledge in the key elements of history. Progress for all pupils including those with special educational needs is sound. By the end of Key Stage 1 pupils in their study of homes make comparisons between a Victorian and modern day kitchen and sequence the washing of clothes through the ages on a time line. They are beginning to give some reasons why events such as the Great Fire of London happened. Pupils' knowledge of how and where to find out information is not well developed because of limited books, artefacts and visits. This limits their ability to discover facts about the past.
- 128 By the end of Key Stage 2 pupils have used videos, computer programs and a few books and artefacts to build up a sound knowledge and understanding of life in Victorian times. They are beginning to explain the reasons for the different lifestyles of the rich and poor and make comparisons with school life then and today. However the lack of visits and of challenging source materials limit somewhat the ability of the pupils to become active and effective enquirers and deepen their historical knowledge, understanding and interpretation especially of their own local area.
- 129 The quality of teaching and learning is satisfactory throughout the school. The best lessons are taught in an interesting way, using resources well to support the focus of the lesson. In lower Key Stage 2 a visitor through role play and drama helps the pupils to increase their knowledge of life and conditions during the Second World War. At Key Stage 1 the very good telling of accounts leading up to the Great Fire of London by the class teacher promotes lively discussion for the pupils, extending their knowledge and understanding. Some effective links are made with English in using the book 'Granny's house' in Key Stage 1 for the study of homes through the ages and adding dance drama as a stimulus to help the children understand more about this period of time and extend motivation and interest. Where lessons are less successful in the upper key stages, the pace is slower, tasks are too prescriptive with a lower level of challenge and expectation especially for the higher attaining pupils. Although pupils listen carefully and willingly contribute to discussions they are less motivated at times by the narrow range of resources and the frequent colouring in and completion of insufficiently challenging work sheets that has been seen in the scrutiny of work in all classes over the past two years. On these occasions pupils apply little intellectual effort. There are few visits arranged to museums or historical sites to bring the subject alive for pupils and stimulate interest, purpose and productivity in their learning. Planning is often very brief and rarely takes into account the different ages and abilities in the class.
- 130 There is no co-ordinator for history and the subject is not monitored. At the moment there is a lack of a whole school approach and consistency in the planning, teaching, learning and resourcing of the subject.

INFORMATION AND COMMUNICATIONS TECHNOLOGY

- 131 Attainment at the end of Key Stage 1 and at the end of Key Stage 2 is below national expectations. Whilst pupils' attainment in communicating and handling information is satisfactory throughout the school, their attainment in controlling and modelling at Key Stage 1 and in controlling, modelling and monitoring at Key Stage 2 is unsatisfactory.

- 132 Pupils' overall progress, including those pupils with special educational needs, is unsatisfactory at both key stages. No direct teaching of information and communications technology was seen and the subject is not taught as a discrete subject through the school. There were no timetabled lessons during the inspection period and, therefore, it is not possible to give a judgement on teaching.
- 133 At Key stage 1, groups of pupils were observed carrying out basic word processing appropriately. Most pupils know how to change the font size and can print off their work appropriately. They enter and store information suitably but have little knowledge of control. Pupils do not use IT based models to explore aspects of real and imaginary situations.
- 134 Pupils at Key Stage 2 send and receive emails appropriately to pupils at other schools in Maryport and Whitehaven. They can attach photographs to the emails, taken using a digital camera. By the end of Key Stage 2, pupils work appropriately on the Maglet, a newsletter for a church magazine. They use clip-art to enliven their articles on football, for example, and write appropriate book reviews. Pupils are familiar with a variety of databases, but lack knowledge and understanding of storing sequences of instructions to control events. They do not use IT equipment to monitor external events or explore the effect of changing variables in simulations, for example.
- 135 The lack of a co-ordinator is not helping the development of the subject through the school. Since the last inspection, facilities have improved with a total of eleven networked workstations linked to the Internet. However, this has yet to have an incremental effect in raising pupils' attainment to national levels because of the lack of facilities for monitoring and modelling in particular.

MUSIC

- 136 Owing to the fact that music is taught by a peripatetic teacher during one afternoon each week it was only possible to observe two music lessons during the inspection and both of these were in Key Stage 2. However, by discussing music with pupils, attending a whole school assembly, looking at the policy and scheme of work and viewing a video of the 1999 whole school Christmas concert, it was apparent that the school provides a good standard of music at the end of Key Stage 2. Concerns expressed in the previous report have been satisfactorily addressed.
- 137 By the end of Key Stage 1 pupils reach satisfactory standards. During the whole school assembly, Key Stage 1 pupils sang sweetly and with enthusiasm. They played a full part in the Christmas concert, adding movement to the songs they sang. Year 1 pupils had an excellent display in the school hall which showed their understanding of rhythm and tempo.
- 138 By the end of Key Stage 2 pupils are very confident in their music making and pupils sing well in assembly. In a Year 3/4 music lesson observed, pupils made good gains in their knowledge and understanding of the length of different notes and clapped to the beat of notes in sequence. Pupils in Year 5/6 have a good understanding of musical patterns and compose and perform their own compositions with appropriate expression using a wide variety of percussion instruments. During the lesson observed, four groups performed their own compositions of 'A Storm over Crosby', which they had prepared in earlier lessons. Each group followed their own music

score very successfully. They realised the importance of team work and matched the various instruments well to the sound required. After the four performances they discussed the merits of each group's efforts, showing a good understanding of the essential qualities required to make a good composition. They suggested how work might be improved and spontaneously applauded elements they judged to be good. The opinion of others was valued and discussion about the work in hand enabled groups and individuals to develop their ideas and improve their composition and performance.

- 139 Pupils' attitude to music is positive and their behaviour is very good. They enjoy performing, and this was very noticeable in the video of the Christmas concert. Pupils listen attentively to instructions and concentrate well when given tasks to complete.
- 140 The teaching is good. The part-time music teacher works well with the class teachers, sharing his knowledge and expertise. Lessons move with good pace and pupils are kept busy for the whole lesson. He has confidence in his music making and communicates this to the pupils. The teacher's security in his subject knowledge means that pupils' learning is good.
- 141 There is a policy and scheme of work which covers all the strands of music making effectively and detailed plans are available for all year groups. Resources are satisfactory, well stored and readily available. At present there are no opportunities for pupils to play musical instruments or to sing in a school choir.

PHYSICAL EDUCATION

- 142 It was only possible to observe one lesson in physical education. Nonetheless, an analysis of teachers' planning, curriculum policy documentation and a discussion with the part time teacher responsible for physical education in Year 5/6 as well as a discussion with a group of Year 6 pupils, all indicate that the school provides an appropriate curriculum.
- 143 By the end of Key Stage 2 , pupils change quickly with a minimum of fuss . They make satisfactory progress in their awareness of the effect of exercise upon their bodies. After sensible warm up exercises in the school hall Year 5/6 gradually build up a sequence of movements to create a whole dance. The music is from South America of the Carnival type and pupils endeavour to create a carnival atmosphere. Pupils work in pairs making a very good attempt at mirror movements. To the music of the samba they perform lively hip movements and set dance steps to the beat of the music. Their set dance steps include fast turns and twirls with arm gestures. They work well in unison making very good patterns with their bodies.
- 144 Pupils are very keen to take part. They listen attentively to instructions and make every effort to achieve the required movements. All pupils enjoy the lesson, taking great delight in performing, while half the class watch in turn to assess their performance. Appropriate cool down exercises end the lesson and pupils move sensibly back to their classroom.
- 145 In the one lesson observed the teaching was very good. The lively beginning captured the pupils' attention and interest. The teacher had good rapport with the pupils and controlled them well. Her encouragement and praise made pupils want to learn. Her use of the taped music was good, occasionally stopping the tape to allow

pupils to develop their own ideas and practise new movements to fit in with the beat. The lesson moved with good pace and pupils certainly experienced a high level of physical activity. This is an improvement on the physical education report of the previous inspection when lessons lacked pace and there was insufficient physical activity.

- 146 Dance is also available as an extra curricular activity and was seen to be very popular as well as producing high quality dancing, enjoyed by both boys and girls. Sport is very popular with most pupils. During the inspection both the school football and netball teams had friendly fixtures against a local school. There was great excitement and good natured support from pupils and parents. Both matches were played in a friendly manner, giving enjoyment as well as exercise to those taking part. Nearly thirty pupils took part in the practice for cross country races being held soon after the inspection. Again, pupils were keen to take part and several pupils achieved very good times over the course set by the teacher.
- 147 From the careful records kept of achievements in swimming, all Year 6 pupils can swim by the time they leave the school. The pupils were looking forward to the district swimming gala when they hope to do well in the competitions.
- 148 Resources for physical education are satisfactory. The school is fortunate to have a field for football and a large grassed area for games as well as a small hard surfaced yard for netball and other games. A residential visit is arranged each year when pupils have opportunities to take part in a variety of physical activities under the direction of qualified coaches.

RELIGIOUS EDUCATION

- 149 It was only possible to observe one lesson during the inspection. However, an analysis of pupils' work and displays in classrooms and shared areas indicate that pupils are generally attaining expected standards. The policy and scheme of work have recently been reviewed and the school now follows the new Locally Agreed Syllabus of Religious Education.
- 150 In the lesson observed during the inspection, Year 3/4 pupils considered the questions "What makes a good friend?" and "Why do we need good friends?" The teacher read the story, 'The Boy Who Went Looking For A Friend'. Pupils listened to the story with great interest and in the discussion afterwards showed how well they had listened by the answers they gave to the teacher's questions. They were able to understand the link between the story and the season of Lent which had been the subject of the whole school assembly taken by the vicar the week before.
- 151 From an analysis of pupils' books, by the end of Key Stage 1 pupils learn about Bible stories Jesus told. They write about 'People who help us' and 'Things I can share'. They explore the feelings of happiness, anger, fear and sadness. Year 1/2 class had an excellent display of Jewish artefacts brought into the school by a visiting speaker. In Key Stage 2, Year 3/4 pupils learn of stories from the Old Testament. Pupils study Judaism and write about their visitor, who told them what it meant to be Jewish. They also visit Christian churches in the area. Year 5/6 pupils know the features of a Moslem Mosque. They know that the Ka'bah is a special place for Muslims. Pupils know something of the history of Crosscanonby Church and are able to put the events in the church calendar year into chronological order. During the inspection,

pupils were making preparations for their visit to Newcastle to see a Jewish Synagogue and a Hindu Temple. Pupils have an understanding of the need to take responsibility for their actions and to consider other viewpoints in a mature way.

- 152 In the lesson observed, pupils' attitudes and their responses to the tasks set before them were very good. The pupils listened carefully and worked quietly when carrying out the written tasks. They willingly share ideas with others. The views of pupils with special educational needs were valued and respected by other pupils and all made satisfactory progress.
- 153 The quality of teaching in the one lesson observed was very good. The teacher ensured that she covered the relevant course material. She had high expectations of pupils' behaviour and created a calm working atmosphere where pupils worked well and were not afraid to ask questions.
- 154 From an analysis of pupils' work and discussions with Year 6 pupils, religious education lessons make a good contribution to pupils' spiritual, moral and cultural development. The emphasis which teachers place on the need to show care and concern for others supports the teaching of religious education and contributes to the moral, social and cultural development of the pupils.
- 155 Although there is no co-ordinator for the subject, the curriculum has been reviewed and now fully implements the Locally Agreed Syllabus. The vicar of Crosscanonby Church of England church visits school on a regular basis and conducts assemblies. Several displays of valuable artefacts are left on display without fear of damage.