

## INSPECTION REPORT

**Kirkbampton C of E (Controlled) Primary School**

Carlisle

LEA area: Cumbria

Unique reference number: 112252

Headteacher: Miss J Routledge

Reporting inspector: Neil Tonge  
1157

Dates of inspection: 13 – 15 January 2002

Inspection number: 247204

Full inspection carried out under section 10 of the School Inspections Act 1996

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Voluntary Controlled
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Kirkbampton Carlisle Cumbria
Postcode:	CA5 6HX
Telephone number:	01228 576377
Fax number:	01228 576377
Appropriate authority:	The governing Body
Name of chair of governors:	Mrs N Mowbray
Date of previous inspection:	9 – 12 March 1998

## INFORMATION ABOUT THE INSPECTION TEAM

Team members			Subject responsibilities	Aspect responsibilities
1157	Neil Tonge	Registered inspector	English Geography History Religious Education Education Inclusion	What sort of school is it?  The pupils' results and their achievements.  How well pupils are taught?  How well the school is managed?  What should the school do to improve further?
9214	Janet Garlands	Lay inspector		Pupils' attitudes, values and personal development.  How well does the school care for its pupils?  How well does the school work in partnership with parents?
17877	Christine Ingham	Team inspector	Foundation Stage Mathematics Science Special Educational Needs Art and design Design and technology Information and communication technology Music Physical education	How good are curricular and other opportunities?

The inspection contractor was:

Nord Anglia School Inspection Services

Strathblane House  
Ashfield Road  
Cheadle  
Stockport  
SK8 1BB

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

### **INFORMATION ABOUT THE SCHOOL**

The school is situated in a small village six miles west of Carlisle. It was built in 1965 and has been enlarged a number of times. There is no nursery, but a pre-school playgroup will shortly occupy part of the school premises. A newly-built village hall also offers opportunities for physical education, drama and performance events. The school has 81 pupils. Because of a falling birth rate locally the number on roll has declined from a peak of 116 in 1999. Most parents live in owner-occupied residences. Attainment on entry to the school is slightly above the average for Cumbria. There are two pupils known to be eligible for free school meals and no pupils for whom English is not their mother tongue. Very few pupils join the school or leave it other than at the usual times. Staffing is now stable after a period of significant instability. Five staff teach part time. The headteacher, who took up post in January 2002, is the only full time teacher. Two of the part time teachers provide specialist teaching in science, music and support for pupils with special educational needs. The pupils are organised into three mixed age classes. Eight pupils have special educational needs, which is well below the national average. There are no pupils with statements of special educational needs.

### **HOW GOOD THE SCHOOL IS**

This is a good school, which seeks ways to improve still further. Pupils, enter school with slightly above average capabilities, make good progress and attain high standards in comparison with national averages and with similar schools. Teaching is good overall and frequently very good, and this promotes the high attainment of pupils and the good progress made by pupils with special educational needs. There has been a backlog of policies and schemes of work to update but under the good leadership of the headteacher this is underway. The cost of educating pupils is lower than the average cost in the authority and this fact, taken together with the good standards achieved by pupils, means that the school provides good value for money.

#### **What the school does well**

- Pupils achieve good standards in English, mathematics and science.
- Leadership by the headteacher fosters a team effort.
- Teaching is good and frequently very good. Teachers have a good knowledge of pupils' abilities and they set appropriate levels of work for the full range of abilities and year groups.
- The behaviour of pupils is very good. They are attentive in class and behave responsibly around the school.
- Personal development and relationships are good.
- Teachers have a good knowledge about the academic and the personal development of pupils, which enables them to set work appropriate to the abilities of the pupils.
- The school seeks ways to improve its performance.

#### **What could be improved**

- The quality of marking so that targets for pupil improvement are clearly indicated.
- Providing more opportunities for older pupils to develop responsibilities.
- The Health and Safety policy.
- School Management planning to make clear the longer-term objectives for the school.
- The development of co-ordinators' monitoring and assessment of subjects other than English, mathematics and science.

## HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school was last inspected in March 1998 and six key Issues were identified for improvement. These included: completing schemes of work, including targets for attainment, in the core subjects. This still needs to be done although the school has a rolling programme to complete this. The school was also required to define and develop the work of co-ordinators. The school has faced many difficulties in accomplishing this due to the small number of staff and changes in staffing and therefore this has not been substantially achieved. Marking was found to be unsatisfactory last time and this too remains the case. The school development plan was judged to be in need of simplifying to achieve greater clarity of targets. While the current plan lists the priorities for the school to tackle there is no clear identification of long-term targets. The last two key issues from the previous inspection report, namely, ensuring that child protection procedures were in place and that statutory requirements; including the completing of registers and implementing a staff appraisal system, have been fully implemented.

The school has not addressed a number of the key issues and therefore improvement is unsatisfactory. This must be understood, however, in the context of the headteacher's recent appointment; her full-time teaching commitment; a small number of staff to take on subject responsibilities, and the insistence by the headteacher that appropriate consultation needs to take place before policies are implemented. The headteacher is aware of these issues and has produced an action plan to address these issues and the school is steadily improving in these respects.

The school has however, maintained satisfactory standards in the core subjects despite the 'dip' in results for Year 2 and Year 6. Through careful analysis of test results and the setting of pupil targets, the good quality teaching and a shared commitment to succeed engendered by the headteacher, pupils are making good progress. There are ambitious targets set for 2003 and evidence from the inspection shows that pupils are on course to achieve them.

## STANDARDS

The table shows the standards achieved by pupils at the end of Year 6 based on average point scores in National Curriculum tests.

Performance in:	compared with			
	all schools			similar schools
	2000	2001	2002	2002
English	A	A	B	C
Mathematics	C	A	C	D
Science	B	A	B	C

**Key**

well above average    A

above average        B

average                C

below average        D

well below average   E

*The interpretation of this assessment information needs to be treated with caution as there are very small numbers of pupils doing national tests at the school and any variations in pupil performance can have a disproportionate effect.*

Assessment information shows that pupils enter school with slightly above average standards of attainment. In 2002, the Year 6 results were in line with the national average in mathematics and above the national average in English and science. In comparison with similar schools, pupil performance was average in English and science, but fell below this average in mathematics by a narrow margin. Pupils achieved or slightly exceeded the national average at the higher levels (level 5) in English and science, but fell below the national average in mathematics at this higher level. The lower results compared to previous years were largely due to the high number of teachers they had in the lead up to the tests and the generally lower level of ability of this group of pupils. Nevertheless, pupils achieved the expected targets set for 2002.

By the end of Year 2 in 2002 pupils achieved the national average in reading but below the national averages in writing and mathematics. In science, which is teacher-assessed, pupils achieved above the national average. In comparison with similar schools, results were well below the average in reading, writing and mathematics. The unusually large proportion of pupils with special educational

needs in this group explains the low result. While pupils attained well at the higher levels in comparison with national averages, a higher than average proportion failed to reach the expected level 2. These pupils, now in Year 3, are receiving additional support to improve their standards. Work seen during the inspection shows that standards throughout the school are above average. Speaking and listening are overall very good, and reading and writing are above the national expectations. Spelling and presentation of work require some improvement. Standards in mathematics are above average. Pupils are confident in mental work and use a range of strategies to solve problems. Pupils attain very well in science and are particularly able in investigating and solving problems. Pupils attain above the national expectations in history and geography and make good progress. Their good literacy skills help them to achieve well in these two subjects. Pupils achieve the expected standards in art and design, design and technology, information and communication technology, physical education and religious education. Pupils make satisfactory progress in these subjects. It is not possible to report on music as the music teacher was absent and no music, other than singing which was satisfactory, could be observed. Despite the relatively lower results for 2002, over time the school has achieved above and well above national averages in the national tests and its trend of improvement was broadly in line with the national trend. However, the exceptional results for 2002 have now placed it below the national trend. There is very little difference in performance between boys and girls at the end of Year 2 and Year 6 but this varies from year to year and there is no overall pattern of achievement between them. Targets for 2002 were 85% in English and mathematics for pupils achieving level 4 and these were achieved. Targets for 2003 are 100% of pupils achieving level 4 and above and the school is currently well placed to achieve these. Pupils of different levels of attainment make good progress. Challenging work is set for more able pupils, and pupils with special educational needs are well supported.

## **PUPILS' ATTITUDES AND VALUES**

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Very good. Pupils enjoy coming to school and expect to work hard.
Behaviour, in and out of classrooms	Very good. Pupils have a clear understanding of what is acceptable behaviour and what is not because of the high expectations of teachers.
Personal development and relationships	Good. Pupils have confidence in adults in their school. They have good relationships with one another and are considerate and kind.
Attendance	Very good. Last year's attendance was well above the national average and there were no unauthorised absences. Pupils are on time for lessons.

## **TEACHING AND LEARNING**

<b>Teaching of pupils in:</b>	<b>Reception</b>	<b>Years 1 – 2</b>	<b>Years 3 – 6</b>
Quality of teaching	Good	Good	Good

Teaching is good overall and frequently very good throughout the school. Teachers implement the national strategies for literacy and numeracy very effectively. As a result of this good practice, pupils of all abilities make good progress. Teachers also develop these basic skills well through other subjects, such as history, geography, information and communications technology and science. The school does particularly well in teaching investigative work, whether it be in science, mathematics or history. Teaching of spelling and presentation of work is less effective. The marking of pupils' work is also unsatisfactory. Teachers plan the work effectively. Teachers match work well to pupils of different ages, needs and abilities. Pupils have a clear understanding of the lesson objectives and their behaviour is well managed. As a consequence pupils know what is expected of them and they work hard.

## OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Good. The school provides a good range of learning experiences for its pupils, supplemented by a range of outside visits.
Provision for pupils with special educational needs	Very good. Pupils with special educational needs are identified early, clear targets for improvement are set and they are reviewed regularly.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Very good. Pupils get on well with one another and show care and respect for one another. The school provides good opportunities to develop these aspects of the pupils' education but there are few opportunities to develop responsibilities for older pupils.
How well the school cares for its pupils	Good. Provisions to ensure pupils welfare, health, safety and academic progress are secure.

The school works well with parents who feel that that they can approach the school with issues that they have and feel confident that they are dealt with effectively. They would welcome however, more information on the curriculum, the expected levels of attainment and more consultation evenings.

## HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Good leadership and satisfactory management. The headteacher has been in post for only one year and many co-ordinators have only just assumed subject responsibilities. There is a backlog of policies that need to be updated but there is a rolling programme to address these issues. However, the headteacher has successfully created a team spirit amongst governors and staff to rectify these deficiencies.
How well the governors fulfil their responsibilities	Satisfactory. Governors are now developing a fuller role in the strategic direction of the school. They have correctly identified the areas of monitoring and knowledge of the curriculum as their priorities and are developing procedures to meet these needs. This would be assisted however, with regular bulletins in the headteachers' report to governors.
The school's evaluation of its performance	Good. The school has a number of procedures to monitor standards and to set targets and they accurately identify the areas for improvement.
The strategic use of resources	Satisfactory. There are sufficient staff to meet the requirements of the National Curriculum and religious education. Resources for subjects are adequate. There is a good understanding of what is needed to develop the school and spending is carefully considered and monitored.

There is shared commitment to succeed, which has been cultivated by the openness and responsiveness of the headteacher. The school is aware that there are areas of documentation that need to be brought up to date and an action plan has been established to achieve this. Accommodation and resources meet the requirements of the National Curriculum. The school correctly identifies what its spending priorities are and effectively seeks to ensure that the principles of best value apply but it needs to develop procedures for measuring the effectiveness of spending.

## PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"><li>• The standards and progress of their children.</li><li>• The standard of behaviour.</li><li>• The approachability of the school.</li><li>• The school is well led and managed.</li></ul>	<ul style="list-style-type: none"><li>• The range of out of school activities.</li><li>• The amount of homework.</li><li>• Information about topics and progress of pupils.</li></ul>

The inspection team agrees with parents that the school achieves high standards of behaviour and achievement and is well led and satisfactorily managed. The range of activities outside of school is increasing but there are limits to the number and range that such a small staff can provide. The inspectors agree that the school could provide more information about subjects covered and more opportunities for parents to consult teachers formally on the progress of their children.

## PART B: COMMENTARY

### HOW HIGH ARE STANDARDS?

#### The school's results and pupils' achievements

- **Children enter school with slightly above average abilities and pupils of all abilities make good progress.**
  - **In national tests pupils perform above and often well above the national averages by the end of Years 2 and 6.**
  - **Results in 2002 for pupils at the end of Years 2 and 6 showed a 'dip' in performance but evidence from the inspection shows that pupils in the current Years 2 and 6 are achieving well.**
1. Testing on entry to the school shows that the attainment of children is slightly above average. Currently, there are eight pupils with special educational needs and none with statements of educational need, which is well below the national average. Year groups are small and fluctuations in attainment have a disproportionately high impact on results, for example as happened in 2002 when there were only 16 pupils in Year 6. Over time, Year 6 pupils generally achieve above and well above national average results in English, mathematics and science, although there tends to be more fluctuation in performance in mathematics, where in two years they were in line with national averages rather than above or well above. Results in 2002 for pupils performance at the end of year 2 and 6 showed a drop in performance but the current year 2 and Year 6 pupils show above the national expectations in English and mathematics and well above in science.

#### Standards in the Foundation Stage

2. By the time pupils have finished Reception (at about five years of age) most have achieved the early learning goals and are working toward level 1 in the National Curriculum. They are very confident and articulate speakers and attentive listeners. They are good at predicting what happens next in a story. They have a good range of vocabulary and use words appropriately. In mathematics they can count up to 20 and some beyond, and can recognise number symbols up to 10 and some beyond. All pupils in the current Year 1, for example, are working at or toward level 1. They make good progress due to well-organised and stimulating activities. Their progress is carefully monitored and appropriate action is taken to develop their knowledge and understanding.

#### At the end of Year 2 (at about the age of seven)

3. National Curriculum test results at the end of Year 2 over the past five years show the following trends in pupils' attainment. In reading and writing standards have been generally well above the national averages. In mathematics, standards have been more variable but never less than the national average.
4. When the results of National Curriculum tests at the end of Year 2 are compared to similar schools in reading, writing, mathematics and science over the longer term. the school achieved above the average results.
5. Pupils have made this good progress as a result of the good quality teaching overall and in particular because of the detailed knowledge the teachers' have of the abilities of their pupils and the quality of the activities they set for pupils.

6. However, results at the end of Year 2 in 2002 were lower than previous years compared to all primary schools nationally. In reading, standards were in line with the national average; in writing and mathematics standards were below the national average. In science, which is teacher assessed, results were above the national average.
7. When compared to similar schools in reading, writing and mathematics pupils' attainment was well below the average.
8. The reason for the lower results than previous years was the unusually higher proportion of pupils with special education needs, approximately one-third of the year group. However, the school was aware of the issue. These pupils were given additional support and succeeded in reaching the levels expected of them. These pupils, now in Year 3, are continuing to receive additional literacy and numeracy support.
9. Despite the overall lower results, those pupils who were expected to reach the higher level 3 did so because of the appropriate challenge of the work that was set for them. As a result, attainment at the higher level (level 3) was above the national average in reading, in writing and well above in mathematics. Because of the smaller proportion of pupils reaching level 3 however, the overall comparison with those achieving the higher levels in similar schools was average in reading but below in writing and mathematics.
10. An above average proportion of pupils attained the lower level 1 in reading, writing and in mathematics. This resulted in the overall well below results for the year group in comparison with similar schools.
11. The generally good results are achieved as a result of good and frequently very good teaching, particularly in literacy and numeracy; effective planning, which provides pupils with appropriate activities to make good progress and which is based on the teachers' very good knowledge of the pupils' abilities and needs. This was generally sustained despite the recent staffing turbulence in the school.

At the end of Year 6 (at about the age of eleven)

12. National Curriculum test results at the end of Year 6 over the past five years show the following trends in pupils' attainment when compared with all schools nationally; in English, standards have been generally above the national average; in mathematics, the standards achieved by pupils have been a little more variable, ranging from average to above and well above the national average. In science, standards have been above or well above the national average.
13. The proportion of pupils attaining the higher level 5 in their tests has often been above or well above the average in English, mathematics and science.
14. When compared with schools having a broadly similar intake of pupils, test results at the end of Year 6 for 2002 show a similar picture to that of previous years.
  - In English pupils achieved the average.
  - In mathematics pupils achieved below the average.
  - In science results were above the average.

15. Pupils achieved above the national averages at level 4 (the expected level for pupils of this age) but either in line with or slightly below the national averages at level 5. As a consequence they did less well when compared to pupils from similar schools at the higher levels of attainment.
16. While this year group had achieved relatively well compared to all schools nationally, they did less well compared to similar schools in mathematics but average in English and science. An important contributory factor to this was the succession of teachers they had during Year 6 before a permanent teaching appointment was made. Nevertheless, despite the difficulties the pupils faced they achieved satisfactory progress in mathematics and science and good in English, when their results at the end of Year 2 are compared to their results at the end of Year 6. The consistently good results in science are due to the enthusiastic and specialist science teaching based on a well-organised scheme of work. Staff feel confident in using the National Literacy and Numeracy Strategies and are using the guidance more flexibly.
17. There are 8 pupils with special educational needs, all of whom have moderate learning difficulties. Six of these pupils require school action (school action = in the course of lessons) and 2 require school action plus (extra support within the school's resources). No pupils have statements of special educational needs at this point in time, although one pupil is being currently assessed for a statement (extra support from outside the school). This proportion is below the national average for pupils with special educational needs. Pupils with special educational needs attain well in relation to their abilities and make good progress in relation to their statements of individual learning needs. This is due to the good knowledge teachers have of their requirements; the appropriate work that is set for them, particularly in literacy and numeracy and the effective monitoring of their progress. Very clear descriptions of their needs are shared with parents and the pupils themselves. Pupils in Year 3 with special educational needs in mathematics and literacy have made significant progress as a result of consistent support from the Special Educational Needs Co-ordinator. Over time, these pupils make good progress and achieved the nationally expected levels by the end of Year 6.

## **Targets**

18. The school met its targets in 2002 for pupils' attainment in Year 6 in English and mathematics and exceeded them for science. This was achieved despite the general disruption to the continuity of their learning by being taught by a succession of teachers.
19. Targets set in English, mathematics and science for 2003 are ambitious but realistic. The school anticipates that all pupils in Year 6 will reach or exceed the national expectations of level 4, with a high proportion of these pupils attaining the higher level 5. Evidence from the inspection indicates that they are well placed to achieve this target.

## **Standards in work seen during the inspection**

20. Work seen during the inspection in English indicates that standards in Year 2 and Year 6 are above the national expectations in English and mathematics and well above in science. Pupils of all levels of attainment make good progress in developing their skills in literacy (reading and writing), although further improvement needs to be made in spelling and general presentation of work. The school, in fact, noted spelling as their next priority to improve. Pupils have very good speaking and listening skills

and this has provided a solid basis for the good development in reading and writing. The good achievement of pupils is principally due to the effective knowledge and confident implementation of the National Literacy Strategy. Teachers have a very good knowledge of their pupils, which they use well to set appropriate work for all levels of ability.

21. In mathematics, work seen during the inspection indicates that pupils are achieving above the national expectations in Year 2 and Year 6. Pupils are particularly adept at mental calculations and investigating and solving mathematical problems.
22. In science, standards are well above the national expectations in Years 2 and 6 and pupils make good progress. This is a consequence of the very good planning and effective teaching and subject leadership by a science specialist. Pupils' good skills of scientific inquiry mean that they can conduct scientific investigations confidently and make good predictions.

#### Other subjects

23. In other subjects, pupils throughout the school achieve the national expectations and progress is satisfactory by the end of Year 2 and Year 6 in art and design, design technology, information and communication technology, physical education and religious education (in the locally agreed syllabus). In history and geography pupils achieve above the national expectation, due to their generally good literacy skills and their enthusiasm for the subjects. It is not possible to make a judgement on standards in music as no lessons were seen during the inspection owing to the absence of the music teacher.

#### Pupils with special educational needs

24. The achievement of pupils' with special educational needs is good and they make good progress towards the targets of their individual plans. The school identifies these pupils at an early stage and provides clear and manageable targets, which teachers can easily measure. This good progress is achieved for these reasons and a good blend of in-class support and withdrawal for concentrated work and a focus in planning to meet their needs in all other subjects.

#### Gifted and talented

25. There is no formal process of identifying the needs of gifted and talented pupils, but the school has good knowledge of those pupils who show a particular talent or are very high achievers. High achievers are well catered for in the challenging tasks set by teachers. One exceptionally literate pupil for example, was given specific homework assignments. Pupils with particular talents are recognised and the school in liaison with the home attempts to develop these talents still further.

#### **Pupils' attitudes, values and personal development**

- **Pupils work hard, are polite and behave very well, both in class and round the school. This aspect of the school has improved since the last inspection.**
- **They respond well to opportunities to take responsibility and become involved in school activities but these are rather limited, particularly for older pupils.**

- **Relationships throughout the school are very good.**

### Attitudes and Behaviour

26. Pupils have very good attitudes to their work; they concentrate well on what their teachers are explaining and are enthusiastic about joining in activities from a young age. The youngest pupils show that they can follow instructions carefully when, for example, they enjoyed demonstrating their balancing skills in a physical education lesson, which were then put to good use in the game that followed.
27. Pupils of varying ages play well together at break times and even the youngest pupils feel confident and understand the high standard of behaviour expected of them. This was borne out by what the parents said at the pre-inspection meeting and in the questionnaires. Several said there had been a marked improvement in behaviour in the past year.
28. Older pupils are confident that bullying is not a problem in the school and any teasing or causes of friction are swiftly dealt with by the teachers. They are aware of the need to be kind to each other. In assembly pupils showed great interest in what others had to say about their feelings when faced with a new situation, for example remembering their first day at school. Pupils listened attentively to what other children had to say and responded appropriately.
29. Pupils have little opportunity for interaction with people of other ethnic backgrounds in this country school, but they react well to the stories about different cultures when these are re-told in religious education lessons and assemblies. They also have good opportunities in religious education lessons to learn about other faiths and in geography to understand about other cultures such as those in India.

### Personal Development

30. Pupils show that they are quite prepared to take on independent tasks. They work responsibly in pairs and groups; the younger pupils learn quickly to dress and undress for physical education and several older pupils take messages, light candles for assembly and look after the classrooms. They develop an understanding of others through participating in charities, such as Children in Need and the Blue Peter Stamp Appeal.
31. The pupils themselves initiated some of these charitable activities. However, pupils do not have enough opportunity to develop these skills during their time at school. Few roles of increasing responsibility identified to prepare older pupils for their much bigger secondary schools and no formal opportunity for pupils to voice their opinions, although overall this aspect is satisfactory.
32. Pupils with special educational needs are well integrated into the school and feel equally valued. They confidently participate in all activities; enjoy school and have high self-esteem. Adults improve their skills by encouraging them to try new work and to express their own ideas.

### Relationships

33. Relationships throughout the school are very good, with all staff playing a role in establishing a friendly atmosphere where pupils feel confident and valued. Older pupils show responsibility for younger pupils, for example when they listen to the younger ones read or during playtimes. They show care and concern for others, for example in sending 'get well' cards to members of staff who have been absent.

### Attendance

34. Attendance is well above the national average and there is no unauthorised absence. Pupils arrive punctually to lessons.

### **HOW WELL ARE PUPILS OR STUDENTS TAUGHT?**

- **Teaching is good overall and frequently very good. This is the main reason why pupils of all abilities make good progress, attain highly and have high expectations.**
  - **Teachers have a very good knowledge of their pupils. Teachers provide verbal feedback to pupils on what they need to do to improve but written comments on pupils' work marking remains unsatisfactory.**
  - **Pupils have good attitudes to their learning.**
35. The quality of teaching in lessons was predominantly good and often very good. This was evident both in the lessons observed and also in the written work in books and on display, although improvement is needed in the presentation of work and spelling. Teaching and learning are effective in all subjects, with the exception of information and communication technology, where more systematic development of skills are required, and music when the music teacher is absent. The teaching of investigative skills in mathematics and science is particularly good.

### Improvements since the last inspection

36. Some of the key issues raised by the previous inspection had implications for teaching and the school has responded well to them:
- Good standards have been maintained overall in English, mathematics and science compared to national averages.
  - Pupils of all abilities, including the high attaining pupils and pupils with special educational needs are being challenged well.
  - Written comments to help pupils improve remains unsatisfactory.

### Strengths in the teaching

37. Teachers' planning of lessons is good. Learning objectives for the lesson are clearly stated and work for different years and abilities is well constructed. This ensures that high achieving pupils, pupils with special educational needs, and pupils belonging to different years in the same class, are well catered for.
38. Teachers' relationships with the pupils are very good. Teachers' model good behaviour and they expect the same from their pupils. Teachers find opportunities to raise the esteem of pupils, for example, when a pupil with low reading ability was asked to play a major reading part in the lesson. Teachers use constant and

appropriate praise and as a consequence pupils feel their efforts are valued and they make considerable effort to do well.

39. Teachers are very skilled at teaching literacy and numeracy skills and are interpreting the guidance for the National Literacy and National Numeracy Strategies to the best benefit of their pupils. Pupils develop these basic skills in many subjects of the curriculum, for example in history in a Year 3 and 4 class when pupils described the characteristics of the British Celtic leader, Boudicca or in science when they set out their experiment in writing. This is equally the case in developing numeracy skills, for example when pupils in reception/Year1/2 plotted the number of pupils who came to school on foot, in the car or by bus.
40. Pupils respond well in lessons. They are attentive during explanations by teachers or other members of the class and when set work, they concentrate well. They have a clear understanding of the lesson objectives and good strategies for finding out information without constant recourse to the teacher. They have a relatively clear understanding of what they need to do to improve but this is not reinforced in written comments on pupils' work. Even a minority of pupils who have low self-esteem are willing to take part and show what they can do. This is a consequence of the high expectations that teachers have for their pupils and the praise and encouragement they give them to succeed.

#### Areas for improvement

41. Marking is unsatisfactory. While teachers have a good knowledge of their pupils and provide verbal feedback to pupils, work frequently has little written comment. Where annotation exists, it tends to be a comment of encouragement or an acknowledgement with a tick. There is a high proportion of work, however, that does not have this minimal comment. There is a need to provide written focussed comment for pupils so that they have a record of targets specific to them and relevant to the subject in which they need to improve.
42. The quality of work is above average but teachers need to remind pupils to present their work more neatly by underlining headings with rulers and setting work out more neatly. This applies to underlining headings with a ruler and forming their letters more consistently.
43. Pupils have good strategies for sounding out the words for spelling. However, older pupils' need to improve their recognition of familiar words. The school has recognised this and has planned to improve this aspect of pupils' writing through drawing their attention to it and through regular spelling tests.
44. Teachers need to develop their skills in information and communications technology. There is insufficient systematic teaching and learning in this subject. In addition the over-reliance on a specialist music teacher means that few opportunities for music are provided for the pupils.

#### Teaching in the Foundation Stage

45. The overall quality of teaching is at least good, often very good, and sometimes excellent. This gives children a very good start to their schooling. The two part-time teachers have a very good working relationship and work well together to ensure continuity in the children's learning. Teachers and support assistants form a skilful, hardworking and committed team with a shared aim to provide the best for the children.

### Pupils with special educational needs and high achievers

46. The teaching of pupils with special educational needs is good. Systems for the early identification of pupils with special educational needs are in place. Class teachers draft individual educational plans with Special Education Needs Co-ordinator (SENCO) based on pupil assessments. They are used very effectively by teachers. Classroom support staff have close connections with these pupils and provide good support. High achieving pupils are provided with challenging work and they make good progress. Both these aspects of teaching have improved since the last inspection.

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

- **The school provides its pupils with a good range of learning opportunities**
- **The strengths include provision for pupils with special educational needs, provision in the Foundation Stage and the strategies for teaching literacy and numeracy skills.**

### The Foundation Stage

47. In the Foundation Stage the quality of learning opportunities is good. The curriculum planning is very good and fully promotes the principle of placing a high emphasis on learning through play and practical activities. Planning in literacy and numeracy follows the guidance in the frameworks for the National Literacy and Numeracy Strategies. The staff have skilfully adjusted this guidance to meet the needs of these young children. Planning reflects a clear progression in learning, and extension activities are planned for higher-attaining pupils. A strength of the planning is in the integration of the other areas of learning through topics. These topics provide imaginative activities and genuine links across the areas of learning. The planning is closely linked to the assessments made by the staff in each of the six areas of learning. This ensures children make good progress in their learning.

### The curriculum in Years 1 to 6

- **The statutory curriculum is in place**
48. The curriculum for the pupils is good. An overall curriculum map shows the distribution of subjects and topics studied. The National Literacy and National Numeracy Strategies are well embedded in the school. For other subjects, the school has adopted the nationally recommended schemes of work and these are organised on a two-year rolling programme to avoid any repetition or omission of parts of the National Curriculum.
49. Although some attempts have been made to develop schemes of work, not enough progress has been made. Many policies remain outdated, for example mathematics and art and design. This reflects unsatisfactory progress since the previous inspection. Nevertheless despite this shortcoming, teachers have a confident knowledge about the requirements of teaching National Curriculum and this has little direct impact on the quality of teaching and learning.
50. A strength in individual teachers' planning is the very good attention given to providing for the mixed age classes and different abilities. For example, in every lesson

activities are planned to match each age group including reception children. This represents an improvement since the last inspection, when lessons in Years 3 - 6 were not always well organised. There is a good balance of activities during the school day to sustain the pupils' interest. A weakness in planning is in information and communication technology where it is unclear how far the national guidelines are implemented and how skills will be developed.

### Literacy and numeracy

51. The national strategies for literacy and numeracy are fully in place and teachers have confidence in planning and teaching. In literacy there is consistency in the development of reading and writing. The development of the pupils' skills is systematic and pupils are appropriately challenged. In numeracy a strength of the provision is the opportunities for pupils to make their own decisions about the methods they use. The focus on developing pupils' mental capability has a positive impact on achievement. There are some good examples of pupils using mathematical skills in other subjects, for example when measuring volume in a science investigation or plotting different forms of transport to school on a graph.

### Pupils with special educational needs

52. The provision for pupils with special educational needs is very good. The needs of these pupils are mainly met through additional support in class. In some instances, for example support for pupils sounding out words to assist their spelling and reading skills, the Special Education Needs Co-ordinator (SENCO) provides additional support through a withdrawal system. These pupils have full access to the curriculum, for example, they are given activities particularly suited to their needs by modifying activities or with support to record their findings such as in science. The pupils are well supported through informative individual education plans with clearly defined targets. These make a significant contribution to the pupils' progress. Additional support is provided through 'booster groups' to support literacy and numeracy. Pupils with special educational needs are fully integrated into all aspects of school life.

### Visits, visitors and activities outside lessons

53. The school provides a good range of activities to raise the quality of pupils' learning. For example, pupils benefit from sporting links with other schools. Good use is made of visits to Tullie House Museum and the library in Carlisle. Visiting musicians successfully support the development of instrumental skills. The older pupils participate in a residential visit, when they make good progress in their environmental knowledge and social skills. Within the limitations of a small staff, the range of after school clubs and activities is good. There are opportunities for music and sporting activities and the Friday Club.

### Links with other schools and with the community

54. Good links are in place with the local pre-school who are shortly to move into the school premises. These connections have helped to promote continuity in provision for the children when they enter the reception class. Communications are maintained with local secondary schools that give positive feedback to the school about the successful integration and achievement of their ex-pupils.
55. The pupils benefit from the good links with the church and the shared activities. The vicar provides support in assemblies and is a frequent visitor to the school. The

children make use of the village facilities and many local villagers support the school. A local builder has given invaluable help in the supply of materials and this has enabled a new classroom to be constructed.

56. Pupils' personal development is satisfactory through the school's personal, social and health education programme. However the sex education policy is outdated and does not fully meet requirements. Through discussions and the science curriculum, pupils' awareness of issues related to drugs is raised. Class discussions in 'circle-time' provide valuable opportunities to explore difficult issues in a supportive and secure environment. This is successfully carried through into the very good role models that all adults in the school adopt. The school requires pupils to reflect on the need for rules for personal conduct and each class discusses the reasons for rules.
57. **The school makes very good provision overall for pupils' spiritual, moral, social and cultural development.** The provision is stronger in spiritual and moral development than in social and cultural development, although these areas are good.
58. **The pupils' spiritual development is very well promoted** through acts of worship, the curriculum and the significant success in promoting enthusiasm for learning. Pupils enjoy coming to school and are confident in learning. Pupils' positive response to the education offered to them is one of the strengths of the school. There is much enthusiasm and energy in learning. Because teachers have high expectations, most pupils make significant efforts to succeed. They show pride in achievement and delight in success. A good example was seen when Year 6 pupils successfully completed a science investigation. Year 2 pupils were thrilled when they correctly identified the materials through observation of texture rubbings. Teachers give pupils time for reflection at the end of lessons as they review the learning, and in assemblies there is time for quiet thoughts.
59. **The provision for pupils' moral development is very good.** This is a strength of the school. Pupils respond well to the high expectations, which the school sets. This reflects an improvement since the previous inspection particularly with some older pupils. A strength in this area is self-discipline, which is also evident with the youngest pupils. The staff, including non-teaching staff, provide good examples for the pupils who respond very positively. The staff show much respect for the pupils; as a result in pupils showing respect for each other. The pupils know how to use resources with care and they are willing helpers in keeping classrooms tidy. The youngest pupils quickly learn to distinguish right from wrong because teachers quietly intervene when needed and calmly explain the expected behaviour.
60. **Pupils' social development is good.** Warm and friendly relationships exist in the school. The school functions as a very harmonious community. The school emphasises care for each other and this results in many initiatives by the pupils to show care and concern for others. For example, pupils suggested collecting stamps to help children with leukaemia. Pupils were highly committed to 'Operation Christmas Child' to provide gifts for less fortunate children in Eastern Europe. Pupils' contributions to a display entitled 'Work as a Team' clearly reflects their understanding of what is required. They use words such as 'trust' and 'co-operation' in their explanations. The pupils show they understand the need for rules if the school is to be a harmonious community. There are however, few opportunities for older pupils to develop responsibilities in preparation for the move to the secondary school, particularly in contributing their opinions to improvements in the school.

61. **The overall provision for cultural development is good.** Pupils know there are different festivals in other countries. In the Year3/4 class, the pupils learned some facts about Hinduism, for example the significance of the elephant's head to represent wisdom and strength. There are also some good provision in geography to develop pupils' knowledge of other communities. A visit to an Indian restaurant in Carlisle made a successful contribution to the pupil's progress. Pupils develop an awareness of the many similarities in the food, customs and people in other cultures. Many pupils were very surprised to discover the food was not as hot and spicy as anticipated! The curriculum also ensures events in the pupils' lives are celebrated, together with traditions within their own culture, such as 'Remembrance Sunday'.

#### **HOW WELL DOES THE SCHOL CARE FOR ITS PUPILS**

- **The school creates a happy and secure environment for the pupils, who are pleased to come to school and enjoy their day.**
- **They are well known by their teachers and other staff and thrive in a friendly atmosphere.**

#### Procedures for monitoring behaviour and attendance

62. Pupils' development and well-being are monitored closely. A simple, well-understood code throughout the school results in very good behaviour. Attendance monitoring is also very good. Academic and social progress is well charted by teachers, who get to know their pupils thoroughly in this small school. Pupils with special educational needs are well supported and they make good progress both academically and socially. All adults in the school community have high expectations of behaviour and these are clearly understood by the pupils. Pupils are rewarded appropriately for good behaviour and effective sanctions are imposed when pupils misbehave.
63. Registration is carried out promptly at the beginning of the school day in accordance with the requirements of the local authority. This represents an improvement since the last inspection, when the report identified gaps in the procedures. Absences are followed up quickly and pupils know the procedures that must be followed if they are absent.

#### Child protection, health and safety.

64. There is good liaison with other agencies such as the local health professionals, and child protection is well addressed. Child Protection procedures are secure and fully comply with the requirements of the local authority. A member of staff is trained to support pupils and an identified member of the governing body supervises procedures. All staff have been trained and know the procedures that must be followed. This is an improvement since the last inspection, when arrangements were found to be unsatisfactory.
65. Bullying is discussed in several ways in school, in 'circle time' and in assemblies, and pupils and parents agree that as a result there is not a problem. Any disagreements or incidents are tackled promptly and well, and pupils know where to go if they have any anxieties. Several safety procedures have been recently sharpened up, including the recording of accidents, but the school needs a detailed health and safety policy to follow comprehensive guidelines laid down by the LEA.

### Procedures for monitoring pupils' personal development

66. Pupils become part of the school community very quickly from their reception year. As they grow older they are encouraged to help around school. The personal and social development programme enables pupils to develop the skills they need in becoming informed and responsible adults. The use of 'circle-time' gives pupils the opportunity to discuss their feelings and to express their opinions in a climate of trust and respect. Nevertheless the school misses some opportunities for older pupils to capitalise on their strengths by taking more formal roles of responsibility or by becoming involved in expressing opinions and taking initiatives through a school council.
67. The school is acutely aware of the distressing events of the foot and mouth epidemic, which hit the locality hard. It has sought ways to mitigate these, including a visit to a ceremony at a mass burial site for cattle.

### Provision and support for pupils with special educational needs

68. Pupils with special educational needs are given good support. Effective systems are in place to identify the needs of these pupils at an early point in their school career. The individual educational plans that are drawn up to meet these needs are clear and manageable and therefore easily implemented by their class teachers. Plans are reviewed regularly with the full participation of parents and child. Effective links are established with outside agencies should the occasion arise when additional specialist support is needed.

### Assessment of pupils' progress

69. The procedures for assessing pupils' progress are good and have improved since the previous inspection. There are particular strengths in the knowledge teachers have of all the pupils in their class. The arrangements for assessing the youngest pupils are very good. On entry to the reception year the children's level of attainment is assessed and thereafter it is continuously reviewed. Teachers make good use of assessment outcomes to plan future work for the children. Procedures are equally good for pupils in Years 1 and 2.
70. Teachers regularly check what pupils have learned, particularly in English, mathematics and science. In addition to national tests the teachers use the optional standard assessment tasks and this information is well used to track the pupils' progress. Staff keep thorough records of progress in these subjects. Assessment procedures in other subjects including ICT are in need of further development. Records of progress are not maintained and teachers rely on their own knowledge of the pupils.
71. The quality of teachers' marking continues to be unsatisfactory. A good deal of work is not marked and rarely does marking include encouraging and constructive comments to help pupils make improvements. This is not the case in science work in Years 3 to 6. However, teachers do discuss with pupils what they have done well and indicate where they need to do better.
72. The staff now make better use of assessment information to guide planning and these procedures are now good. This represents good progress since the previous inspection. This is evident in teachers' daily plans. Teachers make good use of plenary sessions in numeracy and literacy lessons to assess pupils' learning and use this information to guide planning for the following lessons.

## HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- **Parents have a very good opinion of the school and feel that many aspects are improving.**
- **They support their children's learning and help them at home when they know what to do.**
- **They would welcome more curricular information and more opportunities to consult teachers formally on the progress of their children.**

### Links with parents

73. There was a good return rate of questionnaires, most of which were very positive in their judgements of the school's work with children and parents. All parents said their children enjoy coming to school and that they make progress and grow confident during their time there. There was much praise of the new head teacher and everyone felt the staff were approachable and friendly.

### Information provided for parents

74. The school communicates information adequately to parents about events and news by means of letters. A new booklet is helping to explain the school's homework policy but there is still some confusion about homework. This would be helped if parents had more information about the curriculum and what topics are to be studied during the term or half term. Similarly, there is little information about National Curriculum levels and what they mean, and there has been little or no explanation to parents about developments in literacy, numeracy and ICT.
75. Parents in general felt happy about information they received about their children's progress, but several said they would welcome more teachers' consultations. At present there is one a year. All parents with children who have special needs are involved regularly with statutory reviews and have opportunities to discuss how they are progressing with their teacher. The school very actively involves parents in supporting pupils with special educational needs. Regular informal contacts are made and all parents attend the termly reviews. Parents are fully informed of the content and targets on the pupils' individual education plans. They willingly give additional support to their children with work taken home.
76. Written reports, although giving informative comments on personal and social development, are less clear about the details of pupils' academic progress: of how they could improve their work, how parents could help at home and whether children are achieving as they should for their age. School publications contain the necessary statutory information, but the results of statutory national tests must be presented according to government advice, so that the school can be compared to similar schools.

## Contribution of parents to children's learning at school and at home

77. Parents support the school enthusiastically and work through the Parents and Friends Association to organise funds and social events, which make a valuable contribution. The school has benefited in particular from the generosity of a parent, which allows them to use the village community centre as a welcome resource. This has a direct effect on standards. A few parents help in classes and this is an area identified for development, to persuade more to lend their skills and broaden the base of involvement.

## Homework

78. Homework is given regularly to pupils and is predominantly set to improve literacy and numeracy skills. Parents were unaware of the school's policy on homework but a good booklet has recently been issued which describes the aims of the school with this regard. A scrutiny of homework during the inspection found that homework was set regularly and satisfactorily.

## **HOW WELL IS THE SCHOOL LED AND MANAGED?**

- **The leadership of the school is good. The headteacher has succeeded in establishing a shared commitment with teachers and governors to improve the performance of the school.**
  - **Management is satisfactory. There is a backlog of policies to update, which preceded the appointment of the present headteacher. The role of governors and curriculum co-ordinators in monitoring the curriculum is developing.**
  - **The headteacher has worked extremely hard to redress some of these management gaps but has done so under constraints; by having to teach full time; has been in post for one year; has few staff to share subject responsibilities and is insistent that all key participants must be properly consulted on the implementation of policies.**
79. **The headteacher provides good leadership for the school.** Staff, governors and parents are of similar opinion that the present headteacher provides good leadership of the school. The headteacher clearly identifies the areas for improvement and effectively shares these with governors. Parents regard her as approachable and are assured that matters are dealt with effectively. She is keen to listen to other views and consider them carefully for implementation. As a consequence, governors feel well informed about standards and initiatives, although this could be further improved with regular features on standards and the curriculum in the headteacher's report to governors.
80. **The school provides satisfactory management.** The School Management Plan accurately lists the priorities for the school, but these need to be co-ordinated under longer-term objectives. There are many subject responsibilities to be shared amongst teachers and this has meant an inevitable time delay in developing their monitoring role as subject co-ordinators. In general they have a clear understanding as to what needs improving, but there is no systematic procedure for co-ordinators to review standards in their subjects through classroom observation or the scrutiny of samples of pupils' work. Furthermore, although practice is good this is not reflected in the policy statements, many of which are out of date. The Health and Safety policy, in

particular needs to be reviewed so that it comes into line with the local education authority's recommendations. There is inadequate time given to the headteacher to direct these improvements in the management of the school.

81. **The governing body is dedicated to the continuing improvement of the school and is supported in its developing strategic overview of the school.** In a recent supported self-review, governors identified their relationships with the community as their area of strength. Discussions with parents and the parent questionnaire support this view. They also identified their knowledge of the curriculum and their monitoring procedures as areas for development. Some governors visit the school regularly and have a good first-hand knowledge of the school. Other governors work full-time and find it difficult to obtain release time during the day. Consequently they rely on information from the school. Nevertheless, they feel they have a good working knowledge of standards as the headteacher keeps them well informed and hence they feel that they satisfactorily assist in shaping the direction of the school. However, reports to governors do not contain regular updates on standards and curriculum information and this would assist them to further increase their knowledge base.
82. Financial planning is accurately focused on appropriate priorities. In addition to the monitoring by the headteacher, two governors who have expertise in accounting keep a precise watch on spending. A number of procedures were identified by local audit officers as requiring attention. Governors produced an action plan to meet these issues and they are now fully resolved. The school carried a small surplus forward, about 2 per cent of the total revenue, from the previous year. The deficit from 2000 was largely due to the late arrival of funding, which came after the end of the financial year. Grants for specific purposes, such as the support of pupils with special educational needs and the implementation of the Early Literacy Strategy are appropriately used. Governors are aware of the principles and practice of best value and take great care that quality resources match educational objectives. This practice, however, does not yet extend to systematically providing criteria to determine whether spending is effective. For example, it does not measure the impact of additional support to improve the literacy skills of some of its pupils.

### Monitoring School Performance

83. The school has a number of effective procedures for monitoring teaching and learning. In the first instance, performance management procedures ensure that the work of each teacher is reviewed and targets are set, including targets for pupil progress. Secondly, in addition to National Curriculum tests, the school measures pupils' ability on entry so that it can effectively deploy resources and provide appropriate activities for pupils. Optional National Curriculum tests are carried out so that teachers can identify the progress pupils have made and where they need to focus additional support and preparation in Years 3, 4, and 5. This provides teachers with very good knowledge of their pupils' attainment and explains why pupils attain highly and make good progress in English, mathematics and science. Monitoring of other subjects in the curriculum does not yet take place although there are plans to do so although in such a small school, much information is passed on informally.

### Special Educational Needs

84. The Special Educational Needs Co-ordinator is a part time teacher with many other responsibilities. Nevertheless she gives much commitment to her role and is effective in it by ensuring that individual educational plans are carefully monitored to ensure staff are fully informed of pupil progress. Future targets include more contact with the

pupils in Reception and Years 1 and 2 to ensure the earliest possible identification of learning difficulties.

#### Staffing, accommodation and resources

85. The school has an adequate number of qualified teachers for the teaching of the National Curriculum and religious education, and they are of high calibre. The high turnover of staff occurred over a relatively brief period and staffing is now stable. Specialist teaching in science and music enhances the quality of learning. However, there is considerable reliance on this expertise and the absence of these teachers can cause the school difficulty in meeting the National Curriculum requirements, for example in music.
86. Two of the three classes are job shared by teachers who previously taught at the school and the school provides liaison time between the teachers to ensure that pupils' continuity of learning and expectations is not affected. This works well because of the teachers' good knowledge of the pupils and shared values. Learning resources are satisfactory, with some relatively minor areas for improvement, as in geography and religious education. Accommodation is overall satisfactory and, with the additional facility of the village hall, good. The school and its grounds are kept clean and tidy and teachers make their classrooms stimulating places in which to learn. The school makes adequate use of the new technologies in its administration and management.

#### Value for money

87. The cost of educating pupils at the school is less than the average cost in other similar schools in the authority. Bearing in mind the above average standards achieved by the school, the good progress made by pupils with special educational needs; the good and often very good teaching and learning; high attendance; very good pupil behaviour and the good leadership of the headteacher; **the school gives good value for money.**

### **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

88. In order to improve the standards and the quality of education, the school should:

#### Key Issues

**(i) Improve the quality of marking, particularly in providing written commentary on pupils' work, by:**

- Reviewing the current marking policy, which is out of date;
- Establishing principles and practices that will be followed by all teachers;
- Implementing and reviewing the effectiveness of the policy.  
(Paragraphs 36,41,71,116,128)

**(ii) Provide greater responsibilities for older pupils by:**

- Reviewing what responsibilities they are currently given;
- Consulting pupils on how they might be provided with a voice in the school;
- Developing appropriate forums for pupils and extending their opportunities for more roles of responsibility.  
(Paragraph 31, 66)

- (ii) \* **The Health and Safety policy needs to be brought in line with the recommended local authority guidance by:**
- Reviewing the local authority Health and Safety Policy as soon as possible;
  - Amending the policy if thought necessary;
  - Adopting and implementing the policy and ensuring that members of the school community are aware of its contents.  
(Paragraph 80)
- (iii) **Review the School Management Plan so that it reflects the long-term objectives of the school by:**
- Consulting key members of the school community on the key objectives for the school;
  - Organising these into appropriate headings, for example curriculum, standards;
  - Ensuring that subsequent school development plans support the achievement of these long-term aims.  
(Paragraph 80)
- (iv) \* **To develop the monitoring role of co-ordinators**
- Developing a monitoring timetable for co-ordinators;
  - Enabling co-ordinators to review the standards of work in their subject responsibilities;
  - Using this information as a basis for subject development plans.  
(Paragraphs 80, 83,155,161)

### **Minor Issues**

- (v) \* **Improve the quality of the presentation and spelling of pupils' work by:**
- Agreeing a policy on presentation and spelling;
  - Ensuring that pupils understand what are the expectations;
  - Reviewing samples of pupils' work to ensure its implementation.  
(Paragraphs 20, 35,42, 116)
- (vi) \* **Review the policy statements and some schemes of work and ensure that they are fully in place by:**
- Identifying all policies and schemes of work that are out of date;
  - Prioritising the important ones that need to be addressed first;
  - Providing a rolling programme for review, consultation and adoption;
  - Ensuring that all policies are dated and include a review date.  
(Paragraphs 49, 56,,70,121,125, 139, 149, 155, 161)
- (vii) **Ensure the headteacher has sufficient management time during the school day to carry out the programme of review by:**
- Reviewing the current timetable and identifying appropriate time for the headteacher to be released from her class;
  - Ensuring there is a budget allocation to allow this to happen on a regular basis and the time is dedicated to management.  
(Paragraph 80)

*\* Identified by the school as priorities for development*

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	21
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
Number	1	9	9	2	0	0	0
Percentage	5	43	43	9	0	0	0

The table gives the number and percentage of lessons observed in each of the seven categories used to make judgements about teaching. [When the total number is substantially less than 100, add] Care should be taken when interpreting these percentages as each lesson represents more than one [two, three, etc] percentage point[s]. [Where the total is close to or greater than 100, use only the first sentence.]

### 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)	No nursery	81
Number of full-time pupils known to be eligible for free school meals		2

FTE means full-time equivalent.

Special Educational Needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/A	0
Number of pupils on the school's special educational needs register	N/A	8

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	3
Pupils who left the school other than at the usual time of leaving	3

### Attendance

#### Authorised absence

	%
School data	2.5
National comparative data	5.4

#### Unauthorised absence

	%
School data	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 (Year 2)

	Year	Boys	Girls	Total

Number of registered pupils in final year of Key Stage 1 for the latest reporting year		2002	10	7	17
<b>National Curriculum Test/Task Results</b>					
		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	
Numbers of pupils at NC level 2 and above	Boys	-	-	-	
	Girls	-	-	-	
	Total	13	12	16	
Percentage of pupils at NC level 2 or above	School	76 (100)	71 (100)	94 (100)	
	National	84 (84)	86 (86)	90 (91)	

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 2 and above	Boys	-	-	-
	Girls	-	-	-
	Total	12	13	16
Percentage of pupils at NC level 2 or above	School	71 (100)	76 (100)	94 (100)
	National	85 (85)	89 (89)	89 (89)

Percentages in brackets refer to the year before the latest reporting year. The figures for girls and boys have been omitted in accordance with Ofsted instructions, as the total number of girls is ten or less. The results of the group as a whole (girls and boys together) have been included.

### Attainment at the end of Key Stage 2 (Year 6)

Number of registered pupils in final year of Key Stage 2 for the latest reporting year		Year	Boys	Girls	Total
		2002	8	8	16
<b>National Curriculum Test/Task Results</b>					
		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>	
Numbers of pupils at NC level 2 and above	Boys	-	-	-	
	Girls	-	-	-	
	Total	14	14	16	
Percentage of pupils at NC level 4 or above	School	88(93)	88 (87)	100 (100)	
	National	75 (75)	73 (71)	86 (87)	

The figures for girls and boys have been omitted in accordance with Ofsted instructions, as the total number of boys and girls is less than 10 respectively. The results of the group as a whole (girls and boys together) have been included.

<b>Teachers' Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Numbers of pupils at NC level 4 and above	Boys	-	-	-
	Girls	-	-	-
	Total	16	14	16
Percentage of pupils at NC level 4 or above	School	100 (n/a)	88 (n/a)	100 (n/a)
	National	72 (72)	74 (74)	82 (82)

Percentages in brackets refer to the year before the latest reporting year.



### **Recruitment of teachers**

Number of teachers who left the school during the last two years	4.7
Number of teachers appointed to the school during the last two years	2.6
<hr/>	
Total number of vacant teaching posts (FTE)	0
Number of vacancies filled by teachers on temporary contract of a term or more (FTE)	0.6
Number of unfilled vacancies or vacancies filled by teachers on temporary contract of less than one term (FTE)	0

*FTE means full-time equivalent.*

## Results of the survey of parents and carers

### Questionnaire return rate

100 per cent

Number of questionnaires sent out

81

Number of questionnaires returned

53

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	53	47	0	0	0
My child is making good progress in school.	53	45	2	0	0
Behaviour in the school is good.	51	42	0	3	4
My child gets the right amount of work to do at home.	36	45	11	4	4
The teaching is good.	51	42	4	0	3
I am kept well informed about how my child is getting on.	30	57	8	5	0
I would feel comfortable about approaching the school with questions or a problem.	49	51	0	0	0
The school expects my child to work hard and achieve his or her best.	66	34	0	0	0
The school works closely with parents.	40	45	11	2	2
The school is well led and managed.	51	38	5	0	6
The school is helping my child become mature and responsible.	42	51	3	0	4
The school provides an interesting range of activities outside lessons.	15	49	20	8	8

## **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**

#### **▪ Provision in the Foundation Stage of learning is good.**

89. Children who will reach their fifth birthday by August 31<sup>st</sup> are admitted to the reception year in September of the previous year. Most children have experienced pre-school education and have visited the school prior to admission. The children benefit greatly from their time in the reception year because they experience an extensive range of well-planned and imaginative activities, which make a very good start to their education in all the areas of learning.
90. Most children enter the reception year with attainment in all the areas of learning that is slightly above the level expected for their age. By the end of the reception year the majority of children have made good progress beyond the expected levels in all the areas of learning, particularly in communication, language and literacy and mathematics. In these areas most children are working within level 1 of the National Curriculum.
91. The overall quality of teaching is overall good. However, there were examples of very good, and sometimes outstanding teaching in all the areas of learning. This makes a significant contribution to the children's learning and progress. In an excellent literacy lesson the developmental activities alongside a high level of challenge in reading resulted in very good progress for all children. The two part-time teachers have a very good working relationship and work well together to ensure there is continuity in the children's learning. Teachers and support assistants form a skilful, hardworking and committed team with a shared aim to provide the best for the children.

#### **Improvements since the last inspection**

92. Through the introduction and very meticulous planning of the Foundation Stage curriculum and the excellent attention to the needs of young children, the staff have successfully integrated reception children into the Year 1/2 class. This has ensured the provision is appropriate and based on practical learning activities.
93. In mathematics children's attainment is now above average because the staff have very successfully introduced and modified the Numeracy Strategy to meet the needs of these young children.

#### **Personal, Social and Emotional Development**

94. The children make very good progress and are likely to exceed the expected levels by the end of the reception year. A real strength in this area of learning is the development of children's 'thirst' for learning, their enthusiasm and their exceptional confidence as learners. This was clearly demonstrated in a numeracy lesson when the children were determined to succeed in finding the dominoes with their allocated numbers. Because the staff know each child well and treat everyone as a valued member of the group, the children have confidence to try for themselves before asking for help. The many excellent opportunities provided for the children to work together have resulted in very effective and mature levels of co-operation. In role-play they decide for themselves individual roles, and when playing games, they readily await their turn because they know they will have one.

95. The children's behaviour is very good because they know the expectations and are so fully occupied they do not have time to misbehave. They sit very quietly and listen during group sessions and rarely interrupt the session. They show much joy and laughter in learning and often much excitement. In a science activity they very eagerly examined materials such as bricks, stones and slate and decided they were all very hard. They show much pride in achievement because this is recognised by the staff and shared with other members of the class.

### **Communication, Language and Literacy**

96. The good standards identified in the last inspection have been maintained. Most children make good progress and achieve well. Elements of the National Literacy Strategy are gradually introduced with much success, and this was clearly evident when the reception pupils were taught as a single group. The children are very confident communicators and conversationalists. The staff continuously engage the children in conversations and introduce new words which the children do use. The staff make effective use of themes such as 'Houses and Homes' to extend the children's vocabulary. A visitor to the 'Kirkbampton' Estate Agents, was promptly engaged in a lengthy conversation about the different types of houses available in the area.
97. The children's' reading skills are very good. Very skilful teaching provides interesting activities to develop the children's instant recognition of words and their use of letter sounds as prompts. In a very interesting shared reading session, every child willingly read the caption on each page because of the way the teacher built on previous reading activities. A higher attaining child used a computer program and was instantly able to read the story. They understand book structures and know the illustrator is often different to the author. When one child read a part of the story, 'All Fall Down', he commented, "Brian Wildsmith is a nice writer".
98. Good progress is made in writing because the children have practised letter formation, know many letter sounds and link writing with reading. Effective strategies are in place to encourage the children to want to write. They enjoy contributing to sentence making on the teacher's whiteboard and then writing a sentence in their own writing book. Because they are supported and encouraged by the teacher, writing is not a 'long and laborious process'. Many children have confidence to attempt spelling their own words and do so with some success. They proudly read the sentences they have written.

### **Mathematical Development**

99. Most children achieve well in this area of learning and make good progress during the reception year. Many children are now working within Level One of the National Curriculum. A key feature is the very good teaching, which is structured to ensure children develop their understanding through practical activities. For example, to develop understanding of odd and even numbers, the children, in different sized groups, found partners to determine whether the group size was even or odd.
100. In daily numeracy sessions the children develop their understanding of number. They can count forwards and backwards to 30 and understand terms such as, 'the number between'. Most children can solve simple addition problems to ten. The staff introduce many activities which interest the children and successfully raise their awareness of number in everyday life. They enjoy 'number searches', for example, to

find shoe sizes. Simple games such as lotto and dominoes are used with much effect to develop counting and number recognition skills.

101. The children have a good understanding of shape and pattern because of the links made with other activities. For example, the children look for patterns in the clay pots they have made. Good use is also made of resources such as sand and water to explore of measurement and compare quantities.

### **Knowledge and Understanding of the World**

102. In all the elements of this area of learning, the children are likely to exceed the standard expected by the end of the reception year. The good teaching, well planned topics and rich and varied activities all contribute to the good progress the children make. The children show great enthusiasm for investigative science activities. They understand materials have different properties and, through baking activities, they observe how the ingredients change. The staff capture the children's interest in activities. For example, to promote discussion, they ask children to look at their reflection on the back of spoons and describe what they see.
103. Children's learning about time, place, cultures and beliefs is successfully promoted through visits and themes such as 'Colour and Light' and 'Houses and Homes'. They used information books to compare homes in the past such as 'caves' to the extensive types of homes available now.
104. A wide range of construction kits is available for the children to explore how components fit together, and they select the pieces they require with much skill. The frequent access to ICT resources ensures that children become competent as they use the mouse and arrow keys. The children also know how to control the Roamer to move to the designated space on the picture route map linked to the story.

### **Physical Development**

105. Children achieve well in all aspects of physical development, and most will attain and many will exceed the expected standards by the end of the reception year. Good use is made of the outdoor areas and the village hall for lively and energetic activity to help to develop co-ordination and control in movement. They learn how to travel in different ways, such as running and jumping, and to control the speed of movement. They learn to make the best use of space when they work together.
106. Outdoor equipment is challenging and stimulates the children to be adventurous and try new skills. Children display improving skills in aiming, throwing and catching because they have access to a good range of small equipment and the staff give direct teaching.
107. The children develop good hand/eye co-ordination and make very good progress in the way they handle tools and equipment. They demonstrate very good pencil control, which is clearly evident in the quality of their writing and drawings. They develop dexterity, for example, when they make a house from junk materials and carefully crack the egg into the baking mixture. The children also benefit from the fun and friendship generated through playing with other children and making up games and imaginative situations.

## Creative Development

108. The quality and range of provision are good. Most children are on track to attain the expected levels and they make good progress. In art activities a structured programme linked to a theme ensures the children experience a range of skills. The children's observational and free drawings show developing detail and a sense of proportion. A good example was drawings of clothing such as shoes and coats. They have developing confidence to explore different materials and to make their own decisions about the best materials to use. They become adept at mixing colours because they do so for a purpose.
109. The children enjoy music, which is sometimes led by a music specialist. They know a wide repertoire of songs and enjoy making music with percussion instruments. Play is enriched through role-play areas linked to themes. This is worthwhile because much attention is given to 'props' such as real house advertisements in the 'Estate Agents', and staff join in with the children to develop their ideas.

## ENGLISH

- **Standards are above those expected for pupils at the end of Years 2 and 6.**
- **The school has maintained these good standards, with the exception of the results in 2002.**
- **Teaching is effective in enabling pupils of all abilities to make good progress.**
- **Management of the subject is good.**
- **There is a need to update the English policy and formally adopt the draft English scheme of work.**
- **Standards in presentation and spelling require some improvement.**

## Standards of Work

110. In the three-year period ending in 2001, standards were well above the national average. Results in 2002 however, dropped to a level broadly in line with the national averages but well below compared to similar schools. This was due to the high proportion of pupils with special educational needs, approximately one-third of the year group and the long absence of two pupils.
111. Over the last three years pupils have been well above the national averages by the end of Year 6. However in 2002, pupils were still above national averages but below compared to previous years. In comparison with similar schools they were broadly average. These slightly lower results compared to previous years were most likely due to the high level of disruption of teaching.
112. Standards of work seen during the inspection show a return to the normally good results. Pupils are attaining above average in speaking and listening, writing and reading and are recovering the good progress of previous years. On current evidence pupils in Year 2 are attaining level 2 and a good proportion are achieving level 3. There are only 7 pupils in the current Year 2 and clearly any variation will have a significant impact on overall results. In Year 6, all pupils are working at the expected level 4 and about half the group at level 5.
113. Pupils enter the school with slightly above average levels of literacy and maintain good progress through effective teaching. The results in 2002 for Year 6 showed a decline from the previous good years because of the disruption to their teaching. The

reception children have already achieved the early learning goals and are working toward, or are working within, level 1 in the National Curriculum.

114. Pupils in Years 1 and 2 have good speaking and listening skills. They can engage in well-structured conversation and reply cogently to questions. They are very able at expressing their opinion and can build upon other pupils' suggestions. They read simple texts with good expression and can infer meaning from texts. For example, one pupil explained that one of the characters in the story 'The Stone Soup' was "crafty because he smiled and screwed his eyes tight shut". Examination of pupils' work shows that pupils of all levels of attainment work hard at tasks well-matched to their abilities. Independent writing shows clear, well-formed handwriting. Pupils' attempts at poetry writing are simple but imaginative. Their work contains good evidence of their ability to enrich their work through good use of adjectives and adverbs. They also show good understanding and confidence in the use of grammatical terminology such as 'consonant clusters' and 'compound words'.
115. Pupils in Years 3 to 6 continue to make good progress. There is a high number of pupils with special educational needs in Year 3 and they are making good progress because of the very good support they receive. A number of pupils in Year 4 are already working at level 4 skills, the expected level by the end of Year 6. The writing skills of these pupils are impressive for they were accurately structuring their work into paragraphs and punctuating well with apostrophes and commas. In Year 6 Pupils of almost all abilities read with confidence, even when the text is difficult and the more able add very effective expression to enhance meaning. Pupils produce imaginative pieces of work and know how to use simile, metaphor, alliteration, adjectives and adverbs to enliven their writing as one pupil ably demonstrated in his poem, 'Winter's a tiger at the wind, Waiting for his prey'. Pupils often start their stories vividly, suggesting good teaching. Reference skills are well developed. Pupils could explain the organisation of a library and the contents and index of a book. Even younger pupils could explain why they liked particular books and older pupils could discuss their reasons for favourite authors. By the end of Year 6 pupils are confident speakers and can adapt their conversation as suits the occasion. They can offer well thought out ideas and respond well to questions. Their listening skills are good. They concentrate well and respond appropriately to other suggestions and ideas as in group discussions are on a one to one basis. They are well above the national averages in reading. They confidently attempt difficult words and can read with expression, making good use of punctuation and characterisation. Their handwriting is satisfactory, although they could improve upon general presentation by remembering more consistently to underline headings with a ruler, for example. They make good use of punctuation and paragraphing to produce coherent argument and make good use of adjectives and adverbs to enliven story writing.
116. Standards in spelling and presentation lag a little behind the good quality of expression and structure in writing. Spelling has been identified as an area for improvement and the school is currently embarking on a programme to improve this aspect of pupils' literacy skill. While pupils sound out words well and make a reasonable guess based on this procedure, for example one Year 3 pupil wrote 'vegitibal' for 'vegetable', they need to develop their recognition of the spellings of familiar words in line with their other generally good literacy skills.

### **Improvements since the last inspection**

117. The school has maintained the high standards identified in the last inspection, when results in the National Tests showed pupils to be above the national average at the

end of Year 2 and well above the national average at the end of Year 6. There is a general need however, to improve the presentation of work.

### **Teaching and learning**

118. The teaching seen in lessons during the inspection was good overall and one lesson very good and another excellent. This is due to high expectations teachers have of their pupils. Lesson planning and implementation of the National Literacy Strategy are very good. Teachers plan effectively to meet the needs of the range of abilities of pupils as well as the different year groups in the class. Consequently pupils make good progress and are well motivated to learn. They respond with interest and enthusiasm, contributing their ideas to discussions in a climate of trust and confidence. Pupils with special educational needs are well supported and they make equally good progress.
119. Teaching of literacy through other subjects reinforces and extends pupils' skills so they are provided with good learning opportunities to develop their skills in different styles of writing. For example, in history, geography, religious education and science pupils have further experience at extended, non-chronological writing.
120. Teachers make good use of assessment information to plan the work for their pupils and as a consequence pupils make good progress. Pupils in Year 5 and 6 are actively engaged in determining their targets and the pupils themselves explain these to their parents. However, marking is variable and generally unsatisfactory. Some work is unmarked altogether and only occasional written references prompt the pupil to focus on improvement. This means that most of the information on pupil progress has to be retained mentally by the teacher and pupils are not reminded of the principal targets that they need to focus on for improvement. In addition, while the quality of work is good, teachers need to remind pupils that they must present their final drafts more neatly.

### **Other factors**

121. The subject is well led jointly by a teacher from the Early Years part of the school and the other teacher from Years 3- 6. The policy however, is out of date and lags behind the otherwise good practice seen in lessons. The policy statements are organised into the different elements of English, for example drama, spelling, handwriting and so on. This needs to be unified as one policy and the draft scheme of work needs to be formally adopted as soon as possible. The library provides a satisfactory range of books.

### **MATHEMATICS**

- **Standards are above the national expectations by the end of Year 2 and Year 6.**
- **Improvements made since the previous inspection are good.**
- **Teaching in all year groups is good.**
- **Management of the subject is good.**

### **Standards of work**

122. Until 2001, national test results were above national averages. The results in 2002 were the lowest for five years at the end of Year 2. The school identified a large proportion of Year 2 pupils with special educational needs as the reason for the 'dip' in

results. Inspection evidence confirms this was the case. In 2002 national test results at the end of Year 6 were in line with national averages. Standards in Year 2 and Year 6 in the lessons seen and in the scrutiny of pupils' work show above average attainment and good progress. The targets of 100 per cent level 2 and above by the end of Year 2 and 100 per cent level 4 and above by the end of the year in 2003 are on likely to be achieved.

123. Pupils in Years 1 and 2 develop a good knowledge of basic number because of the emphasis on mental activities and practical work. In Year 2 they confidently add and subtract numbers up to 20, understand place value to 100 and use higher numbers such as 'thousands' in play activities. They begin to try out different ways of calculating, such as using doubling and halving. By Year 2, pupils with some degree of accuracy apply their number skills to money calculations. They can recall a sequence of even and odd numbers to 30. Most pupils work very hard in lessons and participate with enthusiasm in oral and mental activities.
124. By Year 6 pupils approach number calculation with confidence. They use a variety of methods to solve problems and most can clearly explain their chosen methods. They can add and subtract four-digit numbers and understand place value to 100,000. They have speedy recall of table facts and this greatly assists calculation. They have a good knowledge of data handling and a good understanding of probability.

### **Improvements since the last inspection**

125. Improved planning of pupil's work and modification of activities now meet the needs of all pupils including those with special needs and higher attaining pupils. This has resulted in improving the rates of pupils' progress and standards of achievement. The introduction of the National Numeracy Strategy and the local education authority planning guidance for mixed-age classes has had a positive effect on the quality of teaching and learning. However the policy statement remains outdated and does not reflect the revised National Curriculum. Good records are kept of pupil progress, effectively using assessment information. The introduction of 'booster' sessions for pupils now in Year 3 has resulted in good progress for pupils with special educational needs.

### **Teaching and learning**

126. Teaching is good throughout the school and frequently very good. Teachers know the pupils well and plan activities, which are both interesting and challenging. The implementation of the National Numeracy Strategy and the professional development of the staff have had a positive effect. In the class of Reception and Years 1 and 2 pupils, staff very successfully introduce mental activities, which ensure all pupils can participate. The pupils were eager to respond when their year group was asked to take the lead. To ensure the younger pupils' needs are met, they have a short oral session with a classroom assistant. The enthusiasm shown by the teacher develops pupils' enthusiasm. The adults manage the pupils well in numeracy sessions. By maintaining a lively pace, varying methods between discussion, practical and written tasks, they ensure that pupils' sustain their concentration throughout the lesson. A very good lesson on odd and even numbers organised the pupils into pairs and made the activity a game so that pupils were very eager to sort all their numbers correctly. This resulted in a higher attaining pupil explaining how a number pattern is formed. The development of numeracy skills is reinforced in other subjects, for example in mixed Year 1 and Year 2 class when pupils recorded types of journeys to school in geography and the development of measuring skills in science and design technology.

127. In the two mixed-age classes of pupils in Years 3-6, teachers effectively manage the class by directly teaching one year group and providing the other year group with practice and consolidation activities. The majority of pupils' work very hard and with independence and this effectively supports their learning. A key feature in a Year 5/6 lesson was the continuous challenge through focused questions to encourage explanations. This gave pupils much confidence to try a variety of strategies to multiply two digit numbers. Pupils used a good range of mathematical language, such as 'vertical', 'horizontal' and 'inverse', because the teacher used correct and appropriate language in the lesson.
128. A weakness in teaching is the sometimes inconsistent marking and lack of teacher comments on the pupils' work to guide future improvement. Although the pupils complete their work, some presentation of work continues to be poor.

### **Other factors**

129. The subject co-ordinator is the headteacher, who has a thorough knowledge and understanding of the subject. Future targets involve a review of resources including evaluating how far the commercial mathematics scheme supports the pupils' learning. Teaching and learning are monitored through tracking procedures and sampling pupils' work.

### **SCIENCE**

- **Standards are well above national expectations by the end of Year 2 and Year 6.**
- **Improvement since the last inspection is satisfactory.**
- **Teaching is very good and results in the good progress the pupils achieve in the school.**
- **The subject is very effectively led and managed by a co-ordinator with specialist knowledge of the subject.**

### **Standards of work**

130. By the end of Year 2 and Year 6, pupils' attainment in science is well above the level expected for their age. Targets for 2003 reflect anticipated high standards. In Year 6 all pupils are targeted to achieve Level 4 and 40 per cent Level 5. In Year 2, all pupils are expected to achieve Level 2 and 30 per cent Level 3. These are ambitious targets, but inspection evidence indicates pupils are on track to achieve these levels. Higher-attaining pupils are challenged with extension activities and pupils with special educational needs are given additional support to record their findings.
131. Progress by the age of seven and eleven is good in the acquisition of knowledge and in the skills of scientific enquiry. Year 2 pupils have learnt about colour and light sources. They have carried out some investigations, for example, how to make shadows. They have recorded some perceptive comments on facts related to the sun. Through investigating materials such as bricks, slate, wood, fabrics, foam and cutlery the pupils very competently classify materials into six groups including metal and wood. They confidently describe similarities and differences. A Year 1 pupil explained wood and metal are both hard and heavy but metal is shiny and wood is dull.

132. By the end of Year 6 pupils have highly developed skills to carry out investigations. They are methodical, and know they are required to make decisions about what they need to find out prior to starting. They also know the importance of recording results. In some good work on the reflectiveness of materials, pupils recorded their findings on a 'Reflection Line', clearly showing which materials had properties to result in a good reflection. Pupils make very good progress in their ability to make predictions. In an investigation linked to the frequency of the colour of sweets in a packet, one pupil wrote, " I predict that the brown sweet will split into most colours because red and green make brown and blue and yellow make green".

### **Improvements since the previous inspection**

133. More pupils in Year 2 achieve Level 3 in teacher assessments. This is the result of improved teaching and challenge for higher-attaining pupils. Tasks are extended. For example, when these pupils were classifying materials, texture rubbings were introduced.
134. In Years 3 to 6 it is now possible to make more accurate assessments of pupils' progress because all work is dated and marked, with teachers' comments on the achievements and areas for development.

### **Teaching and learning**

135. The quality of teaching in science throughout the school is very good. This is because teachers have a sound knowledge of the subject; they ask pupils searching questions and plan tasks to match pupils' abilities. In a Year 5/6 lesson, in an excellent activity to investigate the most suitable material to make a boat, tasks were shared. The higher-attaining pupils shared their calculation results on volume with pupils who did not have the skills to work out the complex calculation. This ensured lower-attaining pupils were able to succeed in the investigation. In the lessons observed, the excellent quality and preparation of resources significantly contributed to the pupils' learning. In a lesson in the infants, an extensive range of very large pieces of material meant pupils could clearly observe and touch to investigate properties. There was much enthusiasm for handling the large slates and bricks. Pupils maintained their interest because teachers made skilful interventions by either questioning or giving additional information. In a Year 5/6 lesson pupils were challenged to decide upon a strategy to find the amount of water absorbed following submersion of the wood in water. Most were successful.
136. Marking is, however, variable. In Years 1 and 2 it is almost totally absent in pupils' workbooks, although teachers do discuss the work with the pupils during the lesson. In Years 3 to 6 marking is good and provides an insight in the pupils' response to the activity. Assessment procedures are good and detailed records are maintained to clearly reflect pupils' progress.
137. Pupils enjoy science activity and enquiry and give their full attention to working carefully and successfully. They are very interested in their investigations and have confidence in expressing their findings. Behaviour in lessons is very good and pupils work extremely well together.

### **Other factors**

138. The subject is very effectively led and managed by a part-time teacher who is a science specialist. This has a significant impact on the progress made by the pupils. The science policy is well written and provides a good guide for teachers. The scheme of work, planned by the co-ordinator with staff contributions is an informative document. It very clearly reflects progression within the topics. ICT is a planned part of the programme and pupils use ICT to support their learning. However, this is not yet used extensively and there is little evidence in pupils' recorded work, for example, to reflect regular use of ICT.

## **ART AND DESIGN**

- **Standards by the end of Year 2 and Year 6 are in line with those expected for these ages.**
- **Since the previous inspection standards by the end of Year 6 have fallen from above average to average.**
- **Teaching ranges from good to very good**

### **Standards of work**

139. Standards by the end of Year 2 and Year 6 are in line with those expected for these Year groups. In Years 1 and 2 pupils' work reflects satisfactory progress. In some interesting work on textures pupils used a range of materials such as construction pieces and rollers. Year 2 pupils made good progress in their observational drawing skills as they made pencil copies of different types of homes from pictures in information books. In paintings of their toys, good brushwork was in evidence. This was particularly effective in a painting of a scooter.
140. In Years 3 and 4 there was insufficient evidence of pupils' work to make judgements about standards. In Years 5 and 6 the scrutiny of work and the lessons seen shows that pupils are achieving the national expectations and they make satisfactory progress. In a lesson based on observational painting of large 'stuffed birds', pupils gave much care and attention to detail. Some pupils were very successful in mixing colours almost identical to the colouring of the birds.

### **Improvements since the previous inspection.**

141. There is insufficient evidence to show any sustained improvement since the last inspection because of the lack of art work on display or retained by the school. Art and design is focused as an area for development. There is however, some examples of good work are in evidence in Year 6.

### **Teaching and learning**

142. Teaching in Years 1 and 2 in the lesson seen was very good. This was because the lesson was well planned to meet the different abilities of the pupils, resources were easily accessible and the pupils were aware of the expectations. In a quite difficult printing activity, the pupils' work improved by guidance and support from the teacher. The pupils were very pleased with their results. They co-operated and shared resources because they knew this was expected and that they were sufficient for everyone.
143. In Year 5/6, the teacher encouraged the pupils to give thought to their work before they began. As they painted, the teacher encouraged the pupils to observe and give attention to colour and shapes. As a result they produced some effective

representations. Whenever possible, art and design is linked with work in other subjects, for example, historical paintings. Planning is based on national guidelines and it is recognised these need to be adjusted for mixed-age classes. The policy is very outdated and does not meet the requirements of the National Curriculum.

### **Other factors**

144. The headteacher is the co-ordinator and has a sound knowledge of the subject. Future plans include developing a portfolio of work to reflect progression in skills to assist with assessment procedures. It is also rightly planned to carry out audits of skills and resources .

## **DESIGN AND TECHNOLOGY**

- **Standards by the end of Year 2 and Year 6 are in line with those expected for the age group.**
- **There was no evidence to identify improvement since the last inspection.**
- **There was insufficient evidence to make a secure overall judgement on teaching.**

### **Standards of work**

145. In the limited range of work on display and in the lesson seen, standards are judged to be in line with expectations by the end of Year 2. In the work seen by the end of Year 6 there is no evidence to indicate the above average standards identified in the previous inspection have been maintained.
146. From samples of work observed in Years 1 and 2, pupils have developed skills as they use a range of tools, materials and components. They begin to understand the design process, for example, as they make homes from junk materials. They become confident in cutting and using glue to join materials. They learn to cut around only three sides to enable a door to open as they make a house from a cardboard box.
147. In a Year 5/6 lesson the pupils worked sensibly to generate ideas to design a crown, which could be lifted up and down. Most pupils used a design idea from a previous activity to make a boat move. In Years 3 and 4 the pupils had made structures to represent three-dimensional shapes such as triangular pyramids and cuboids. The structures were assembled successfully as a result of accurate measurement. However, the limited range of evidence available suggests there are gaps in the provision.

### **Teaching and learning**

148. In the only lesson observed the teaching of the Year 5/6 class was good. The teacher encouraged the pupils to think about the most appropriate materials as they designed a crown. The pupils elected not to use strawboard because it was difficult to cut. Teaching aims to develop basic skills. To achieve this a good activity was planned using construction kit shapes to make nets for cubes and cuboids. To give a purpose to the task and extend the challenge, the teacher introduced potatoes and tasked the pupils to make a box to fit the different sized potatoes.

## **Other factors**

149. The headteacher manages the subject and has a sound knowledge. She also has responsibility for teaching the subject in Years 3-6. Developments have included improving the pupils' basic skills and giving greater attention to safety issues. Future targets rightly include introducing a scheme of work to meet the needs of the pupils and training staff in the use of resources. The subject policy is out dated and provides only ideas for discussion rather than a guide for teaching and learning. In planning for the subject links are made with other subjects, for example, with science when pulleys are made.

## **GEOGRAPHY**

- **Pupils attain above the national expectations for their age in geography and make good progress.**
- **Standards have improved since the last inspection, when they were found to be in line with those expected nationally for the end of Year 2 and Year 6.**
- **Teaching is good.**

## **Standards of work**

150. Standards are above what is expected of pupils at the end of Years 2 and 6, and they make good progress. During the inspection week two lessons were observed; one with the class of reception children and Years 1 and 2 pupils, the other with the class of Years 3 and 4 pupils. The school has adopted the national scheme of work, which is divided into topics and taught throughout the school. The programme of geography is based on a two-year rolling programme to avoid repetition or omission. Good attention is paid to the development of skills as well as knowledge in the subject.
151. By the end of Year 2 pupils have developed their knowledge and understanding of the immediate area by guided field walks through the school environment and the village. They have developed an understanding of direction through this activity, and can identify natural and built features by drawing a map and discussing their route to school. They are able to recognise and explain the different parts of their address. Pupils can also express their likes and dislikes about their environment, particularly the effect that the burial site at Great Orton had on the community. In their lesson, they could understand the representation of aerial views on a plan and a map and point out where they lived.
152. By the end of Year 6, pupils have a good basic knowledge of continents and oceans of the world as well as the countries and capitals of the United Kingdom. They are aware of and can explain some environmental dangers, as well as threats to non-renewable resources such as the destruction of the Brazilian rain forest. In the Years 3 and Year 4 class, they can explain some of the basic characteristics of developing countries through their study of India. They also appreciate that India comprises different types of environments from desert to mountains and appreciate that different types of houses denote different classes of Indians.

## **Improvements since the last inspection**

153. The school has improved its performance in geography since the last inspection, when pupils were found to be broadly in line with the national expectations for their age. Pupils are now achieving above the national expectation, largely due to the good literacy and investigative skills, and the field-work.

## Teaching and Learning

154. Teaching is very good. Lessons are well planned and work is well matched to meet the needs of the different abilities and year groups in classes. There are clear learning objectives to the lessons and teaching is brisk and focused.

## Other factors

155. The co-ordinator has only recently been appointed. The policy is out of date and there is a need to develop the monitoring role of the co-ordinator in order to determine priorities and standards.

## HISTORY

- **Standards in history are above those expected nationally at the end of Years 2 and 6.**
- **Pupils enjoy history and work hard.**
- **Standards have improved since the last inspection, when they were broadly in line with national expectations.**
- **Teaching is good.**

## Standards in work

156. Standards are above those expected by the end of Years 2 and Year 6 and pupils make good progress. It was not possible to see any history lessons in the class of Reception children and Years 1 and 2 pupils because of timetable organisation. However, through a scrutiny of work in books and work on display, it was possible to come to a judgement about standards. Reception children and Years 1 and 2 pupils develop an understanding of 'now' and 'then' through topics such as 'Toys', and as part of their study of 'Colour and light' when they study different forms of lighting in history. They also use this same information to produce simple timelines and thereby develop an understanding of chronology and change over time.
157. As pupils progress through the school, their knowledge of different historical periods deepens and they improve their skills of interpretation. The class of Years 3 and 4 pupils develop their knowledge about the Romans and, through their study of the British queen Boudicca, understand that there are different interpretations of the past and that sources of evidence are often biased. This is well supported, for example when pupils realised that the only source of evidence for Boudicca was a Roman who wrote his account of the rebellion almost 150 years after the event.
158. In a study of Victorian Britain, pupils became better acquainted with the evidence upon which historians draw their accounts of past events. In a study of Kirkbampton School, pupils examined the inspector's report from the nineteenth century and the more recent log-books. Information from the log books referred to parents and grandparents of the pupils. There was obvious delight at this discovery, and by this means, pupils were put into touch with an immediate and personal history. These sources were used to further good effect when pupils began to draw distinctions between schools of today and those in the past.

## Improvements since the last inspection

159. Standards in history have improved since the last inspection, when standards were broadly in line with expectations. They are now above. This is largely due to the

obvious enjoyment of the subject by pupils and the good listening, speaking and writing skills, which enable them to express their views accurately.

### **Teaching and Learning**

160. Teaching is good. Lessons are well planned and good emphasis is placed on the development of pupils' historical skills as well as increasing their knowledge.

### **Other factors**

161. The co-ordinator is enthusiastic about the subject and this is reflected in the good and well-organised resources, but there is no formal procedure as yet to monitor standards in the subject. Pupils enjoy the subject and work hard. The school has adopted the nationally recommended schemes of work but the policy statement is out of date.

## **INFORMATION AND COMMUNICATION TECHNOLOGY**

- **Standards and progress by the end of Year 2 and Year 6 are broadly those expected for this age.**
- **The school needs to provide more opportunities for pupils to develop their information and communications technology skills.**
- **Improvements are unsatisfactory since the previous inspection, when standards were above those expected for this age.**
- **Teaching is satisfactory overall.**

### **Standards**

162. Standards are broadly in line with those expected at the end of Year 2 and at the end of Year 6. Standards in word processing are in line with those expected by the end of Year 6. A very limited range of work was seen during the inspection, and there was limited evidence of previous work on display or recorded in children's workbooks or folders. ICT is not taught as a subject but integrated across the curriculum. This does not ensure sufficient time is allocated.

163. Pupils in Years 1 and 2 develop competence through opportunities to use computers for a variety of purposes. They can name the different parts of the computer and know their functions. By Year 2 pupils can use a word program to help them write a simple story and use the mouse to move images on the screen.

164. In Years 3 to 6 the pupils use word processing programs for first-draft writing. They have also been introduced to desktop publishing programs with some good results, for example Harvest Posters. Pupils also use CD-ROMs and the Internet when staff are present, to support learning across areas of the curriculum. For example, in a geography lesson pupils used the Internet to find information on India. However the use of ICT is variable and as a result standards are just satisfactory.

### **Improvements since the previous inspection**

165. There is no evidence to show that the above average standards achieved in the last inspection have been sustained. This is partly due to the increased expectations for the curriculum and to national initiatives. Also the school has suffered from many problems with computer hardware and outdated equipment. To further add to the problems, the ICT suite of computers is situated in the office of the headteacher and

administrative staff. In the morning session these computers can only be used by the older pupils for quiet independent work so as to avoid disturbing clerical staff.

### **Teaching and learning**

166. Teaching is broadly satisfactory although the level of teachers' subject knowledge is variable. A visiting ICT support worker supports pupils and provides some training for the staff. There is a good policy to guide practice and teachers are using the national schemes of work. These, however, are not amended to meet the school's situation. There are no systems in place to ensure each year group has adequate opportunities in ICT. Pupils' work in ICT is not assessed and progress records are not maintained. However class records show the work covered. There were many lessons during the inspection when ICT was not used, and when it would have been appropriate to do so. When ICT is used, for example to record data handling information, the pupils make progress in learning. The school has the equipment it needs to meet pupils' learning needs but chances are missed to make full use of it.

### **Other factors**

167. The headteacher has responsibility for co-ordinating the subject as a part of her excessive workload. She is aware of the need to develop ICT to include control and modelling activities. The ICT development plan is well conceived. Targets include improving provision for all pupils and developing staff knowledge and expertise.

### **MUSIC**

168. Music in the school is taught by a visiting teacher from the Local Education Authority Music Support Services. At the time of the inspection this teacher was unable to visit the school through illness. During the inspection no music lessons were planned. It is therefore impossible to make a judgement about standards or teaching. Although the staff had led music lessons prior to the Christmas break, the absence of music lessons during the inspection period indicates the pupils are not receiving their curriculum entitlement.
169. During assemblies the standard of pupils' singing was very good. Many pupils also benefit from guitar and violin tuition from visiting musicians.

### **Other Factors**

170. The music policy is very good and provides a comprehensive guide for teaching and learning. It clearly identifies how the music curriculum will be covered and the role of music in pupils' development. For example, there is an emphasis on promoting a sense of achievement, satisfaction and pride. The scheme of work is an equally good document. It provides good support for the non-specialist teacher, including detailed lesson plans, which reflect progression.

### **PHYSICAL EDUCATION**

- **Standards overall by the end of Year 2 and Year 6 are average. They are above those expected for these ages in games activities.**
- **The school has made satisfactory improvement since the previous inspection.**
- **Teaching is good and sometimes very good.**

## **Standards of work**

171. Standards of work in the lessons observed were at least in line with those expected at the end of Years 2 and 6 and good in one lesson. Pupils make good progress because lessons have clear learning objectives and give good attention to improving the pupils' skills.
172. Pupils in Years 1 and 2 could successfully make different body shapes and they followed the teacher's directions closely. They used the large space effectively. In a Year 3/4 outdoor games lesson, pupils demonstrated very good ball control as they dribbled and aimed balls to practise basketball skills. In a country-dancing lesson, pupils responded to the caller and followed the different moves in the dance. Pupils learn to swim in Years 3 and 4 and almost all manage to swim 25 metres as required by the National Curriculum. The pupils are very energetic, show great pleasure in physical activity and co-operate well when working with partners. In spite of strong winds, pupils worked very hard, as did the teacher, to keep the lesson going in the dreadful outdoor conditions.

## **Improvements since the previous inspection**

173. The co-ordinator has drafted a much improved policy document for staff discussion prior to implementation. Although the school is using the National Curriculum plans, medium term plans are being developed. The school is a member of the LEA Schools' Sports Co-ordinators' scheme. This provides support and training. The school also has access to the new village hall, which provides an excellent facility for indoor lessons.

## **Teaching and learning**

174. The quality of teaching is good and sometimes very good. All teachers have confidence in teaching the subject and fully participate in the lessons. They are skilful in providing good demonstrations and offer good advice to pupils. In games lessons because the teachers take a clear lead in coaching, the pupils' skills improve. Teachers also ensure pupils have opportunities to practise individually, in pairs and in small groups. Teachers closely observe the pupils and make very appropriate interventions. This was very good in a country-dancing lesson to give support to pupils who had some problems with timing the changes in the movements.

## **Other Factors**

175. The subject is well led by an experienced and enthusiastic co-ordinator with a good knowledge of the subject. The co-ordinator has carried out a curriculum audit to inform future developments. This has resulted in future targets to improve provision for the gymnastic elements and improve resources. The co-ordinator is also supporting the staff to develop a new scheme of work by gradually developing the medium term planning.
176. Older pupils engage in outdoor and adventurous activities as part of a residential visit to the Lake District. During the inspection, coaches from Newcastle United Football Club visited the school. Many pupils took part in the out-of-school activity and thoroughly enjoyed the coaching session.

## **RELIGIOUS EDUCATION**

- **Standards are broadly in line with those expected in Cumbria's locally agreed syllabus at the end of Years 2 and 6.**
- **The school has maintained satisfactory progress in the subject since the last inspection.**
- **Teaching is good.**

### **Standards of work seen**

177. Two lessons were observed during the inspection: one in the class of Reception children and Year 1 and Year 2 pupils, the other in the class of Year 5/6 pupils. This, combined with an examination of work in books and displays, shows that standards are broadly in line with the expectations of the locally agreed syllabus.
178. The class of reception children and Year 1 and Year 2 pupils made good progress when they discussed 'special places'. They offered examples and reasons for their individual choices. Pupils also know about other religions, such as Hinduism, and can identify and explain objects and symbols sacred to that faith. They can recall stories about Christmas and Easter and begin to apply their knowledge when considering the parables of Jesus. They are provided with frequent opportunities for reflection on important issues and feelings both in lesson time and in assemblies.
179. By the end of Year 6 pupils have a deeper understanding of the importance of religion in people's lives. They become increasingly sensitive and reflective about their own behaviour and the feelings of others. This was well illustrated when the class of Year 5/6 pupils considered the need for rules and laws. Pupils were asked to place the Ten Commandments in order of importance from their point of view. This promoted interesting discussion as pupils realised that different points of view were possible and acceptable.

### **Improvement since the last inspection**

180. Standards have been maintained since the last inspection, when they were in line with the expectations of the Agreed Syllabus for Cumbria. At the end of Year 6 most pupils have a secure understanding of the customs, practices and festivals of Hinduism and Judaism.

### **Teaching and Learning**

181. The quality of teaching is good. Lessons have clear objectives and activities are interesting. This engages pupils' interest and they are motivated to learn. Discussion is considered and quite mature, with the older pupils offering well-thought out ideas and suggestions.

### **Other factors**

182. The co-ordinator is enthusiastic about the subject and the locally agreed syllabus provides good guidance for teachers. There is an adequate range of books but the school has identified the need for more artefacts, particularly those related to Judaism, to assist the teaching of the subject.