

INSPECTION REPORT

CUMMERSDALE SCHOOL

Cummersdale, Carlisle

LEA area: Cumbria

Unique reference number: 112107

Headteacher: Mr Shaun Halfpenny

Lead inspector: Mr David Carrington

Dates of inspection: 22nd and 23rd September 2003

Inspection number: 255940

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Junior and infant
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
Number on roll:	75
School address:	Cummersdale Carlisle Cumbria
Postcode:	CA2 6BD
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr T P Jackson
Date of previous inspection:	6 th May 1998

CHARACTERISTICS OF THE SCHOOL

Cummersdale School is a very popular, three-class primary school situated two miles southeast of Carlisle. The 34 boys and 41 girls come from the village and the south side of Carlisle. The proportion of pupils with special educational needs, including statements, has fallen during the last five years and is now below average. All the pupils are from white British families and speak English as their main language. A significant proportion of pupils joins or leaves the school part way through their primary education. The school has gained national awards for its promotion of healthy living styles and sports. Children have average levels of skills and knowledge when they start school.

INFORMATION ABOUT THE INSPECTION TEAM

Members of the inspection team			Subject responsibilities
15414	Mr David Carrington	Lead inspector	Mathematics, geography, history, physical education and religious education.
9188	Mrs Jane McHugh	Lay inspector	
23866	Mr Steve Hall	Team inspector	Science, information and communications technology and music
19765	Mrs Pauleen Shannon	Team inspector	English, Areas of learning in the Foundation Stage and Special Educational Needs.
22421	Mrs Val McGrath	Team inspector	Art and design and design and technology

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PART A: SUMMARY OF THE REPORT

OVERALL EVALUATION

Cummersdale School is effective and provides all its pupils with a good education. Pupils have good learning experiences, often in a spirited, novel and unique way, which helps them to do well in their work. Each year group is small and there are many differences between them, particularly in the standards that they achieve. However, each year group achieves well and the standards reached are a good reflection of the effective teaching and learning in school. Parents are very pleased they chose the school for their children. **The school gives good value for money.**

The school's main strengths and weaknesses are:

- Standards are average at the end of Year 6 in all subjects apart from English, where writing skills are below average.
- Leadership and management are good overall though the systems of long term strategic planning and checking that the school is doing its best require strengthening.
- The quality of teaching and learning is good and this enables all pupils to achieve well, regardless of their starting point.
- Procedures to assess achievement, set targets for pupils' improvement and check these are met are not sufficiently rigorous.
- Pupils are very keen to complete their work, they behave very well and there is a warm, caring ethos in school.

The school has improved well since its previous inspection. Significant advances have been made in the key issues relating to standards in mathematics and information and communication technology (ICT) and the buildings have been improved substantially.

STANDARDS ACHIEVED

Results in National Curriculum tests at the end of Year 6, compared with:	all schools			similar schools
	2000	2001	2002	2002
English	D	D	E	E
mathematics	C	B	E	E
science	B	D	D	E

*Key: A - well above average; B – above average; C – average; D – below average; E – well below average
Similar schools are those whose pupils attained similarly at the end of Year 2.*

Caution has to be taken when interpreting the results in school because of the small number of pupils in each year group. The variations from year to year in standards are often because just one pupil did or did not reach a particular level. In addition, some pupils join or leave the school part way through their primary education and this has had a profound impact on standards in some years, especially in comparisons with similar schools. The preliminary results for 2003 show that several pupils did exceptionally well in English and mathematics and that standards in Years 2 and 6 were higher last year than they were in 2002.

Overall, **achievement is good.**

- Children in reception have settled quickly to their work and are already adding well to their average starting levels of skill and knowledge in the six areas of learning.

- Achievement is good in Years 1 and 2 and by the end of the infants pupils are attaining above average standards in reading, writing, mathematics and science.
- Year 3 and 4 pupils achieve well in all subjects, as shown by the work saved from last year. Like pupils in the other year groups, they attain average standards in ICT.
- Pupils in Years 5 and 6 continue this pattern of good achievement and reach average standards in mathematics and science, but because their writing skills are below average, overall standards are below average in English. Standards in sports and physical education are above average, which is true of the other year groups too.
- The standards of behaviour, attendance, relationships and other personal qualities are very good. Pupils have much energetic fun in school, but they know when it is time to settle and work quietly and productively.
- Pupils' spiritual, moral, social and cultural education is good overall, which gives rise to a good educational ethos in school.

QUALITY OF EDUCATION

The quality of education is good.

- **Teaching quality is good in all three classes.** The staff expect the pupils to work productively and they match the work successfully to the different needs of individuals and groups of pupils.
- **Pupils learn well throughout the school.** They usually respond enthusiastically to the tasks they are set. They know what they have to do in lessons and they get on with their work cheerfully and with increasing independence as they grow older.
- **Assessment is satisfactory.** Marking of work is not tied into pupils' personal targets for learning enough. The target setting and tracking system is inconsistent and requires more rigour.
- **The curriculum is good.** There is some individuality in the learning experiences provided. Lessons do not always run to a pattern the pupils can predict and this holds their interest and concentration well.
- **The partnership with parents and the community is very good.** This enables the school to offer learning experiences it otherwise would find hard to provide.

LEADERSHIP AND MANAGEMENT

Leadership and management of the school are good.

- The headteacher works tirelessly for the good of the pupils. He has gathered a good staff team and between them they ensure that the pupils have good opportunities to succeed.
- Governors are well involved and supportive of the schools work and have satisfactory systems to check that results are the best they can be.
- The process of long term strategic planning is more informal than in most schools and needs to be more systematic.
- Whilst sound checks are made to ensure each pupil is doing as well as possible, this process requires extending, formalising and widening to involve all staff.

PARENTS' AND PUPILS' VIEWS OF THE SCHOOL

Parents and pupils hold the school in very high regard.

- Parents are pleased with the school and say that their choice was the right one for their child.
- Pupils want to be at school, even when not in full health. They like their teachers very much and enjoy their work. However, as one infant pupil wrote, and others agreed that *"Are (our) school needs a bigger play ground because all the children are squashed"*

IMPROVEMENTS NEEDED

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

- Complete the School Improvement Plan to give a longer term focus to school development.
- Enhance the monitoring and evaluation process to make sure that improvements to the quality of education are timely and sustained.
- Develop the target setting, sharing and tracking system into a consistent and rigorous process that ensures standards, especially in writing, are always at the best level for each age group.

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and, to meet statutory requirements:

- Governors should ensure that their annual report to parents contains the necessary information on special educational needs, school finance and disability.

PART B: COMMENTARY ON THE INSPECTION FINDINGS

STANDARDS ACHIEVED BY PUPILS

Standards achieved in areas of learning, subjects and courses

Standards are average overall and achievement is good throughout the school.

(I do best in) gym PE and math¹

Main strengths and weaknesses

- Children in reception have settled quickly to their work and are already adding well to their average starting levels of skill and knowledge in the six areas of learning.
- Achievement is good in all three classes in school.
- Standards are above average overall in Year 2.
- Year 6 pupils are reaching average standards in mathematics and science, but standards are below average in English.
- Standards are average in information and communication technology throughout the school.
- Standards in sports and physical education are above average in all year groups.

Commentary

1. Caution. It is important to remember that the small number of pupils in each year group in school may mean that the broad evaluation of standards is inaccurate. This is because one more or one less pupil achieving a given level will have a profound impact on the results for that year group.
2. Although the inspection took place during the first few days of reception children's time in school, it is evident that they have settled well and are on course to make good progress in all six areas of learning. These reception children have average levels of skills and knowledge in communication, language and literacy, mathematical development and in their knowledge and understanding of the world. The lack of appropriate playground facilities means that the development of children's physical skills is slowed. However, the good start that they have made to the year is because of the thorough, and good quality, planning and focused teaching and learning in the class.
3. Staff have good knowledge of the needs of all pupils. This enables the work to be matched closely to needs and pupils meet the good expectations made of them well. Lessons are productive sessions and the scrutiny of work completed last year in all classes shows that pupils built knowledge, skills and understanding effectively. In all, achievement is good and is generally consistent. Improved assessment and target setting and tracking procedures should ensure that pupils always reach the standards that are right for them individually. However, pupils with special educational needs and the gifted and talented pupils do well and there is good challenge in the work for higher attaining pupils generally.
4. This year, Year 2 pupils are already showing that they are on course to reach above average standards apart from ICT, where they are likely to be average by the end of the school year. The work they completed whilst in Year 1 is evidence of the strides made in learning and the good development of the basic skills of literacy and numeracy that will stand them in good stead this year to meet their personal learning targets. The current Year 3 pupils show that they had a good education last year, when they were in Year 2. They made good advances in their work and are well prepared for the challenges that this year's work in the juniors will bring.

¹ The quotations are taken from pupils' comments on the questionnaire they completed before the inspection and from discussions held with inspectors.

The following table summarises the achievements of the current Year 4 pupils when they were in Year 2, which were stronger in mathematics than in aspects of English, especially writing.

Standards in national tests at the end of Year 2 – average point scores in 2002

Standards in:	School results	National results
reading	15.2 (15.8)	15.8 (15.7)
writing	13.7 (14.0)	14.4 (14.3)
mathematics	17.4 (16.4)	16.5 (16.2)

There were 11 pupils in the year group. Figures in brackets are for the previous year

- Standards were also weaker in writing in Year 6 in 2002, as suggested in the English results in the table below. School managers were quick to identify the shortfall in standards of writing and to target it for improvement. Their records show that many pupils improved their writing skills well last year. Some good work is provided throughout the school to consolidate and extend the pupils' writing skills. The written work completed last year provided good evidence of writing for different audiences and in different styles in both junior classes. There were conspicuous successes in mathematics in 2002 and 2003. In 2002, a small proportion of pupils gained level 6 in the SATs² or were very close to this level. Furthermore, a high proportion of pupils reached level 5 in mathematics and science. The challenge now for the school is to ensure that pupils are as successful in English as they are in mathematics and science. The school's targets show that the current Year 6 class is expected to reach lower standards. This is because there is a greater proportion of pupils with special educational needs and greater mobility of pupils compared to the class of 2002-3. Improved assessment and target setting and tracking procedures should go a long way to meet the challenge of ensuring that the current year group are as successful as possible.

Standards in national tests at the end of Year 6 – average point scores in 2002

Standards in:	School results	National results
English	25.4 (26.1)	27.0 (27.0)
mathematics	25.4 (27.9)	26.7 (26.6)
science	27.4 (27.9)	28.3 (28.3)

There were 16 pupils in the year group. Figures in brackets are for the previous year

- The school has improved the quality of provision in ICT considerably since it was set as a key issue in the 1998 inspection. All pupils have appropriate opportunities to learn new skills and knowledge in a focused way and to use ICT to aid their learning in other subjects. Standards are currently average through the school. Enhanced monitoring and evaluation of ICT, along with other subjects, should help the school build on the successes of its work in ICT and to identify any issues for improvement in a timely manner.
- Standards in other subjects are generally above average in the current Year2 and average in Year 6. Provision in physical education and sports stand out as a strength of the school and this impacts on the standards reached. The programme of out-of-school sporting activities is very good and because more than half the school's 75 pupils join these activities, the impact on achievement is marked. Achievement in religious education is good and pupils show the expected knowledge and understanding of the world's great religions and demonstrate clearly that they have learned from religion in the development of their personal qualities.

² Statutory attainment tests

Pupils' attitudes, values and other personal qualities

Pupils' attitudes, values, personal qualities and attendance are all very good.

*My friends and other people are great fun
I like the kindness and generosity of the pupils and staff
I really Like school!!!!!!!!!!
Know one bull(ie)s you*

Main strengths and weaknesses

- Behaviour, relationships and other personal qualities are very good.
- Pupils have much fun in school, but they know when it is time to work hard
- Attendance levels are above average.
- Pupils' moral and social development is good.
- Their spiritual and cultural education is not planned systematically enough across the curriculum
- There is a good climate for learning in school that ensures pupils develop positive responses to their work and leisure activities.

Commentary

8. The quality of behaviour is very good in school, both in lessons and at other times of the day. Rarely do pupils have to be warned about their behaviour and they develop very good understanding of the need to be kind to each other. Bullying is treated firmly by the staff and parents and pupils alike have faith that any incidents will be dealt with speedily and effectively. The older pupils are given responsibilities to help and encourage the youngest ones as they settle into school. They do this very effectively and develop a caring, sharing attitude that fully matches the ethos of the school. There have been no exclusions in school for many years.

Exclusions

Ethnic background of pupils

Exclusions in the last school year

Categories used in the Annual School Census	No of pupils on roll	Number of fixed period exclusions	Number of permanent exclusions
White – British	75	0	0

9. The quality of relationships between staff and the pupils is very good and this serves as a very strong model for pupils in their own relationships with each other, which are also very good. Pupils work very well together and they enjoy the many different learning experiences provided. They have fun in their learning and there is often a shared exuberance experienced by staff and pupils. Sometimes this lively approach to learning peaks but all pupils know when to settle to focused work and staff give quiet, calm and effective signals that *now is the time for effort*. Learning, is therefore, well regulated and productive.
10. Pupils attend punctually each morning. The attendance levels are much higher than those usually found in primary schools and reflect the dedication of the pupils to their learning. Unauthorised absence is nil as shown in the following tables:

Attendance

Attendance in the latest complete reporting year (%)

Authorised absence		Unauthorised absence	
School data	3.6	School data	0.0
National data	5.4	National data	0.5

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

- Overall, the pupils' spiritual, moral, social and cultural development is good. There are strengths in moral and social development that are discussed above. The expectations of staff are high in these aspects and pupils respond very well to them. Spiritual development is fostered well in assemblies and religious education lessons, where time for reflection is frequent and some thought provoking issues are discussed. However, work to encourage pupils' spiritual development is not planned consistently across the curriculum. The pupils' cultural development is promoted successfully in terms of the opportunities given to enjoy dance, drama, art, poetry and prose. Pupils hold such opportunities in high regard, as shown in the many quotations in this report. There is some work to celebrate the contribution of minority cultures and faiths, especially in religious education.
- The overall educational atmosphere in school is good and this results in productive learning, good achievement and improving standards.

QUALITY OF EDUCATION PROVIDED BY THE SCHOOL

The quality of education is good. Teaching and learning are effective and the pupils work from a good curriculum. Assessment and target setting procedures could be strengthened. Parents and pupils hold the school in high regard and welfare and guidance matters are promoted soundly.

Teaching and learning

The quality of teaching and learning is good. Assessment is satisfactory.

I like the teches

I like art and maths lessons because they are creative and fun

I like the teachers because they are fair and explain things well

Main strengths and weaknesses

- The quality of teaching is good throughout the school.
- Expectations are good and work is well matched to the needs of the pupils and challenges them well.
- Learning is good in each of the classes.
- Independence and initiative in learning is promoted well
- Assessment processes are satisfactory, though the target setting and tracking system is in need of enhancement.

Commentary

- Because the inspection took place over just two days early in the school year it was not possible to see the whole range of lessons experienced by the pupils. For this reason, the scrutiny of work completed last year by just over a quarter of the pupils was drawn on heavily

for evidence of the quality of teaching and learning. Twenty-eight lessons were observed and as the following table shows, over half of these were of good teaching quality.

Summary of teaching observed during the inspection in [number] lessons

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	0	17	11	0	0	0

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

14. Put together, the evidence indicates that the quality of teaching is good through the school. This is also the case in all subjects, particularly literacy and numeracy. Lesson planning and homework are both satisfactory. Planning contains details of the tasks to be completed by pupils in different attainment groups, though there is inconsistent focus on the expected level of skills, knowledge and understanding to be achieved. Also, there is not enough evaluation of the outcomes of lessons. In other respects, teaching is characterised by strengths. Teachers have good expectations, they provide challenge in the work and they encourage and involve all pupils well in the lessons. The ethos of the school is such that teachers rarely have to warn pupils for inappropriate attitudes or behaviour. Non-teaching staff contribute much to pupils' achievement, particularly in the infant class and in provision for ICT.
15. Because teachers use methods that are sometimes unique, learning can be captivating and is often fun. The visitor to school often overhears surprising comments, groans or peals of laughter from classrooms as pupils respond to their teachers. Lessons are well focused on the improvement of knowledge, skills and understanding and because pupils know when is the time to have fun and when is the time to work hard, progress is good. Pupils gradually build the skills of working independently and sensibly and their initiative is tapped often as they solve problems, suggest answers to complex problems and work to develop patterns, relationships and sequences in their work. This was observed in a Year 5/6 lesson where pupils worked well together to perfect a dance routine that represented the advance of Bonnie Prince Charlie's army at the Battle of Prestonpans in 1745.
16. Assessment is undertaken regularly and much data is collected. The school has used a data interpretation package during recent years to evaluate the information collected through assessment and this gives helpful indication of general trends in achievement. More recently, targets have been set for pupils' learning. These are set for individual pupils in mathematics and groups in English. At present, the marking of work is not tied into these targets, as there are very few comments on pupils' work to show how well they are meeting their goals. There is scope for more rigour and consistency in the process of setting, sharing and tracking targets for pupils to ensure that achievement is maximised at all times. In recent years a number of pupils have just missed out on particular levels in tests and honed assessment and targeting has the potential to lift these pupils into the level above, with a significant impact on results generally.

The curriculum

The curriculum meets pupils' needs well and there is a very good programme of out-of-school activities.

*(I would) change Numeracy into storytime
 I like PE and after school clubs
 I like the lessons because their very interesting*

Main strengths and weaknesses

- The curriculum has good breadth, though its depth could be enhanced
- There is some individuality in the learning experiences provided.
- Children in the Foundation Stage and those with special educational needs work from a good curriculum
- Work is enriched very well by the out-of-school activities
- The accommodation has been improved well and resources meet the demands of the curriculum,

Commentary

17. The scrutiny of past work and the lessons observed both indicate that the curriculum is good. However, breadth is sometimes at the expense of depth in the work covered in subjects outside the core of English, mathematics and science. To some degree, the repeated use of worksheets in subjects such as science places a cap on achievement, as pupils work to complete the task rather than develop greater skills and deeper knowledge. Nonetheless, the full curriculum is provided for all pupils and major improvements have been made since the previous inspection in mathematics and ICT.
18. The planned curriculum is translated well into learning experiences that meet the needs of the pupils. Some lessons are unique and reflect the staff's personalities. For example, in thinking about harvest in Tanzania, pupils are told they will see something never seen before by other people and which will never be seen again. The teacher then peels a banana with the twinkling of an eye. The message is not stated, but it is learned effectively and subsequent work about harvest, transport and distribution of third world produce is made more meaningful.
19. Children in the reception group share many such experiences with their older friends. The curriculum for reception children is effective in preparing them for the demands of later work. The children are keen to investigate, explore and discuss the different activities provided and staff provide good support and reinforcement to help them progress. All six areas of learning are promoted well, though resources and accommodation for outdoor activities to foster children's physical development are not satisfactory, as existing finance does not permit the expansion of these facilities. Across the school, pupils with special educational needs have the same range of opportunities to study from a curriculum that is interpreted in a lively way as their friends have. The school has a very good reputation for its work with pupils with special educational needs and this is justified.
20. Parents and pupils alike welcome the efforts made to extend learning through the provision of a well-planned programme of out-of-school activities. All staff contribute to this programme and there are events for pupils young and old. The biggest impact is in sports and physical education activities. Over half the school take part in this very effective programme and this ensures that the standards achieved, such as in rugby, running or gymnastics, are above average. This provision is enhanced by the visits made by pupils to places of educational value and by the visitors who work with the pupils to extend their experiences. Such work is time-consuming for the relatively small number of adults involved, but it is a passion and everyone enjoys the sessions.
21. Since the beginning of this school year staff and pupils have been growing into the new accommodation. Previously, the buildings were small and working conditions cramped. Despite restricted finance, governors, staff and parents have worked fruitfully to provide the funds for the extension of the school. They acknowledge that the next task is the provision of better playground facilities, something that many pupils asked for on their questionnaires. In general, there are enough learning resources for the work in hand and the school has improved the resources for ICT well since the 1998 inspection. Staff put these resources to good use in lessons and pupils look after them carefully.

Care, guidance and support

Pupils' care, welfare, health and safety are promoted satisfactorily and there is sound support, advice and guidance for pupils.

I would like to have a bigger playground so it will caus a lot less accidents.

(I would like to) change playtimes in to hometimes.

The only thing that I would like to change is to have monkey bars on the playground.

Main strengths and weaknesses

- Procedures to ensure health and safety, care and to check that welfare is regularly monitored are satisfactory overall.
- There is too much informality in the systems to promote health, safety, care and welfare.
- The playground is small and this poses some risks to safety that requires auditing and eliminating.

Commentary

22. Arrangements for pupil's care and welfare are satisfactory, however, they are often informal. Systems to ensure regular child protection procedures are appropriate; designated staff have undertaken recent training. First aid procedure is satisfactory although there is no appropriate place for the treatment of ill or injured children. Governors, involved in monitoring health and safety, are in the process of formulating a helpful rolling programme of areas to be a focus of assessment of risk. Procedures to counter incidents of bullying work well.
23. The small playground presents some issues of safety, not least with difficulty in supervision as staff on duty have difficulty observing all areas at the same time. This requires monitoring and the elimination of any risk.
24. The effectiveness of the partnership between home and school and the positive support of the local community makes a very positive contribution to supporting children's personal development and raising their self-esteem.

Partnership with parents, other schools and the community

There is a very good partnership with parents and the community. Links with other schools are satisfactory.

I like school trips and...taking us to plays best

Main strengths and weaknesses

- The partnership with parents and the community is very good and aids pupils' learning effectively.
- Parents' support for the school is very good and parents and pupils think it is the best school around.
- The end of year progress reports are inconsistent in telling parents about their children's targets and how they can improve.
- The governors' annual report to parents does not contain all the necessary information
- Links with other schools are satisfactory.

Commentary

25. Most families live out of the village and parents have decisively chosen Cummersdale School for their children's education. Parents are unanimous that this was the right choice because the school takes all pupils' needs into account when planning and providing work and this ensures that their children do well in school. They value the village school tradition of caring, sharing and loving that results in a happy, lively community that has a buzz of excitement and spontaneity. Parents report that the school responds well to their opinions, ideas and queries. The partnership between school and home helps maintain the school's standards of behaviour and high expectations of pupils' achievements.
26. As the quotations from the pupils included in this report show, they too have very positive views of their school. Many wrote (I like) *Everything* about my school, I would change *Nothing*. The wearing of fluffy slippers on the new carpets got a mixed reception and there was universal request for a bigger playground. Pupils particularly enjoy being with their friends and the staff, all of whom are described as kind, gentle, friendly and fair.
27. The school is truly a central part of the village community. For example last Christmas a montage of pupils work, developed with a professional artist, was projected onto the wall of a neighbouring building and formed a central part of the village festive decorations. Parental and community support is readily given, with very good attendance at parents' evenings. Informal coffee afternoons when parents and the community are welcomed are a regular feature of school life and many parents and members of the community help in school with activities and working with small groups of children. The *Friends of Cummersdale* support the school by holding well-attended social and fundraising events. The school provides a good range of learning experiences for the pupils, some of which would be impossible without the contribution of parents and members of the community.
28. Informal, verbal communication with parents is helpful and the school prospectus contains useful information presented in an interesting way. Parents have daily opportunities to visit their children's classrooms and speak to staff. Written reports about pupils' progress, which are appreciated by parents, fulfil legal requirements but are inconsistent in content. They focus on what has been covered during the year and do not clearly tell parents where their children's strengths and weaknesses lie, how they can improve or whether their progress is sufficient. The governors' annual report to parents lacks some of the information parents are required to receive.
29. Good links with the playgroup on site ensure the appropriate transfer of information and a smooth transition for pupils so even those who had only been in school a matter of weeks before the inspection were confident and happy in their surroundings.
30. Links with other schools are sometimes limited by the school's isolation. Although not far out of Carlisle, the village is only accessible along one route. However, the school has developed links with its partner secondary schools that aid soundly pupils' transfer at the age of eleven. Likewise, links with other primary schools are satisfactory. Some of these schools are a considerable distance away. The sharing of facilities with the local pre-school provider helps the induction of children into school. Pupils who join the school late in their primary career are integrated quickly, though the school does not always have appropriate information from other schools to make this process smooth.

LEADERSHIP AND MANAGEMENT

The overall quality of leadership and management of the school is good. Governors undertake their duties soundly.

I like it when (the headteacher) plays after school clubs

I like it because (the headteacher) is a really good teacher

Friendly people. Happy School.

I like the way the school is run...everyone gets involved and nobody is left out.

Main strengths and weaknesses

- The headteacher works tirelessly for the good of the pupils. He has gathered a good staff team and between them they ensure that the pupils have good opportunities to succeed.
- Governors are well involved and supportive of the school's work and have satisfactory systems to check that results are the best they can be.
- The process of long term strategic planning is more informal than in most schools and needs to be more systematic.
- Whilst sound checks are made to ensure each pupil is doing as well as possible, this process requires extending, formalising and widening to involve all staff.
- Subject Leaders are enthusiastic and are ready to develop their leadership skills in order to broaden and extend the leadership and management of the school.

Commentary

31. The Headteacher leads from the front and his energetic style epitomises the ethos and character of the school. He has led the school through a difficult and challenging period that has witnessed the development of the buildings and the arrival in recent years of new staff who have now moulded into an effective team.
32. The school leadership supports the induction of new staff very well and provides opportunities for their continuing professional development but as yet this process is not aligned with any strategic objectives for the future development and improvement of the school. Performance management is in place but objectives likewise have yet to be tied into the school's overall long-term strategic plan.
33. Now that the new building work has been completed, there is a need to re-focus the leadership and management of the school, through a new strategic plan, on processes designed to raise pupils' standards of attainment particularly in core subjects. Subject leaders should develop their own leadership skills by taking a more prominent role in both the planning and subsequent implementation of future strategies for improvement.
34. The governing body is very supportive and should now take a leading role with the Headteacher and staff in constructing a new strategic plan to build on the school's successes. Part of that strategic plan should be to develop both the school's assessment and target setting system and its monitoring of performance data. As yet, there is not a single coherent process that informs teachers, pupils and parents of pupils' progress and indicates what the school should do next to help them to improve still further.
35. The budget is managed prudently. The amount spent on each pupil is rather lower than the amount spent in similar, small village schools.

Financial information for the year April 2002 to March 2003

Income and expenditure (£)	
Total income	193 510
Total expenditure	176 220
Expenditure per pupil	2 289

Balances (£)	
Balance from previous year	14 347
Balance carried forward to the next	17 090

36. In all, the school is effective and pupils achieve well. There is a need to bring additional formality to some aspects of management, but overall, the school gives good value for money.

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

AREAS OF LEARNING IN THE FOUNDATION STAGE

Provision in the Foundation stage is one of the school's main strengths. Children settle in quickly and work from a rich curriculum. Teaching is good and children are on course to achieve well. This is an improvement from the previous inspection.

I like coming to school

I like painting, playing in the sand and gym club

Main strengths and weaknesses:

- Teaching is good and as a result children achieve well.
- The teacher and nursery nurse are very knowledgeable and work well as a team.
- Induction arrangements are very good. Children are helped to settle easily.
- The Foundation Stage is well led and managed.
- The school does not have an outside area resourced for the reception children.

37. The inspection took place when Foundation Stage (reception) children had only attended full time for a week. The focus was on how well children are helped to start school.
38. Admission arrangements are very effective and ensure children settle easily. The school builds up a clear picture of children's skills before they join. There are very good links with the pre-school settings, with children attending the school in the summer term. As a result they know the staff and other children before they join the school. This gives them confidence. Parents are pleased with the admission arrangements. They are made to feel welcome and their contributions valued. Staff use information by parents and their own assessments to good effect.
39. The management of the Foundation Stage is good. The co-ordinator organises meetings with parents and outside agencies. She plans effectively so that the reception children learn well in a mixed age class. She values the support of the various volunteers and makes sure that their particular skills are used well.
40. Accommodation is satisfactory overall; however, there are some weaknesses. The outside area does not have a secured area for the reception children. There is no fixed large climbing equipment, seating or shelter. Staff work hard to overcome these difficulties, regularly providing a range of activities when the weather permits.
41. *No judgements about teaching and learning, standards and achievement are made about most aspects of these areas of learning, due to lack of evidence.*

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Provision in personal, social and emotional development is good.

(I like) Playtimes (play times)

(I like) my best friend

Main strengths and weaknesses

- Teaching is good and this enables children to settle well and make good progress.

- Achievement is good and pupils reach the learning goals for personal, social and emotional development.
- Children respond well to the expectations of staff and behave very well, work hard and enjoy their work.

Commentary

42. Teaching is good and as a result children make good progress and achieve well in their personal, social and emotional development. By the end of reception most children will exceed their early learning goals, with most children achieving more than might be expected. This reflects the emphasis the school places on developing the whole child.
43. There is a wide range of ability and experience when children enter reception. Reception staff build on the routines established by children before they start reception. For example pre-school children join many school events. A member of the pre-school staff also works as a class volunteer on a weekly basis. Consequently reception children already know all the staff and children and have established routines. This particularly helps less confident children. Children like coming to school.
44. The staff are very caring and use lots of praise and encouragement. Although the reception children are taught in a class with older children, the teacher gives them lots of opportunities to be independent. There is an appropriate balance between activities that are planned by the teacher, and times when children choose. As a result, many children can work independently. Snack time is a valuable session, where staff reinforce good eating and social habits.
45. Staff have high expectations and make sure the children know good behaviour is expected. Children respond well to this and their behaviour and attitudes to school are very good. They settle in well, enjoy learning, behave very well and work hard.

COMMUNICATION, LANGUAGE AND LITERACY

Provision in communication, language and literacy is good.

(I would change) numeracy into story time

Main strengths and weaknesses

- Children achieve well because teaching is good.
- Attainment is above average by the end of the reception year.
- Reading is popular and children learn well.
- Writing skills develop well.

Commentary

46. Teaching is good and as a result children make good progress and achieve well. Most children enter with the expected communication skills. This area is well taught, with a focus on developing skills. As a result most children are on course to exceed the early learning goals by the end of reception.
47. Children are taught to listen and to explain their ideas. Within lessons, staff take every opportunity to extend children's vocabulary. The role-play area is used well and changed often. For example, the role-play is imaginatively set up as a doctor's surgery with a range of good quality resources to promote talk.
48. Good reading habits are established as soon as the children start school. In a well-taught session the teacher encouraged the children to really look carefully at the pictures and words.

This was focused but fun! During choice times children are given listening tapes and reading games. However, neither the small classroom nor the library has seating areas where the children can enjoy a book in comfort. Volunteer helpers make a very positive contribution. For example, all the children enjoyed joining in when a volunteer read *The pig in the pond*. This is because she read in such a lively and interesting way.

49. A high priority is given to teaching writing skills. Children are taught to form their letters fluently to help them become independent quickly. Children who have difficulty are given good support so that they do not form poor writing habits. The teacher also provides children with many interesting opportunities to write informally.

MATHEMATICAL DEVELOPMENT

Provision in mathematical development is good.

(I like)...mathes

(I like)...math

Main strengths and weaknesses

- Children's mathematical development is planned systematically.
- Mathematical development is fostered well by regular practice.

Commentary

50. Not enough evidence was gathered to make a judgement about teaching and learning. However, it is clear that most children start reception with the expected skills in mathematical development. Planning shows that children have daily opportunities to use their mathematical language and explain their thinking. Records and work from last year show that children made good progress with their learning. They achieved well, exceeding the early learning goals.
51. In a short session observed during the inspection, led by the learning support assistant, a good range of practical experiences was provided. Big numbers are on display to help children with their learning. Good use is made of the school hall. A range of water, sand and larger mathematical equipment are set up daily so that children can extend their mathematical language.

KNOWLEDGE AND UNDERSTANDING OF THE WORLD

Provision in knowledge and understanding of the world is good.

(I like) the sandbit

Main strengths and weaknesses

- There are a good variety of experiences to help children discover more about the world.
- The size of the accommodation limits access to some experiences.
- There are good opportunities to work with computers and children should meet the early learning goals for this work.

Commentary

52. Curriculum plans show that staff provide an interesting range of experiences and visits. Topics such as *ourselves, food, harvest and toys* all help children to build up their picture of the world. Trips such as a recent visit to the doctor's surgery widen children's knowledge and

understanding considerably. The size of the classroom, however, means that equipment has to be specifically selected for activities. Consequently, there is no ongoing investigation table with objects such as magnifying glasses or kaleidoscopes. Therefore children do not have daily informal opportunities to explore or handle these items. Staff extend children's knowledge of different cultures well, through the books and toys in class. Computer skills are regularly taught, with computers constantly in use. Boys and girls have positive attitudes and display equally good skills. Children are on course to achieve their early learning goals in computer skills.

PHYSICAL DEVELOPMENT

Provision in physical development is good, though facilities outdoors are limited.

(I like) p.e

Main strengths and weaknesses

Children achieve well as they build their physical skills.

Attainment is on course to be above average at the end of the reception year.

The gym club is popular and it enables children to build skills well.

The outdoor facilities are restricted because of the small playground size and limited resources.

Commentary

53. Most children enter with at least the expected skills in their physical development. Teaching is good and as a result children achieve well in lessons. Most children are on course to exceed the early learning goals by the end of reception.
54. Children have regular sessions in the hall to help them develop their physical skills. In a well-taught lesson the children joined in enthusiastically in their mixed age class. They made good efforts to curl and stretch. Over 50 per cent of reception children attend the gym club run by their teacher. This includes boys and girls. These children have their skills extended to competition standard.
55. The school does not have an outside area resourced for the reception children. There is no fixed outdoor climbing equipment and limited space. Staff try to make up for this by providing some large outdoor equipment. However, these are limited and not in use daily. This was an area of weakness at the time of the previous inspection and the shortage affects the development of pupils' physical skills.

CREATIVE DEVELOPMENT

Provision in creative development is good

(I like) atr (art)

Main strengths and weaknesses

- Pupils meet an appropriate range of experiences to foster their creative development.

Commentary

56. Planning shows that staff develop children's skills and creativity through a range of topics and role-play experiences. During informal times children have daily access to paints and materials. They are also provided with musical instruments to explore.

SUBJECTS IN KEY STAGES 1 AND 2

ENGLISH

Provision in English is good and enables pupils to achieve well.

I like... the teaches taking us to plays best

I like acting out plays

I enjoyed writing poems when a poet visited us

Main strengths and weaknesses

- Achievement is good because teaching and learning are effective and well focused on skills and knowledge.
- Standards are above average in Year 2 and below average in Year 6.
- There is a good curriculum, with enrichment activities to stimulate interest.
- Not enough use is made of pupils' targets to tell pupils what to do next.
- English is well led and managed. However, monitoring and evaluation is not fully developed.

Commentary

57. Teaching is good and as a result most pupils, including pupils with special needs, achieve well over time. Effective use is made of subject expertise, as two teachers deliver all lessons. They know the pupils very well and make sure all are fully included. Both teachers use interesting materials, with good level of challenge. Occasionally pupils' individual needs are not fully met because the work is not sufficiently varied for different groups.
58. Standards are above the national average in Year 2. They are below average by Year 6 because, whilst their speaking and reading skills are average, their writing skills are below average. The school is working successfully to lift the standards of writing, though the current Year 6 pupils still have a way to go to reach the average level. Overall, caution is needed in interpreting results because of the small numbers of pupils, the impact of pupils entering and leaving and the number of pupils with educational needs for learning. Higher attaining pupils have good challenge and pupils with special educational needs achieve well. There are no significant differences between the achievement of girls and boys.
59. The school provides a good curriculum with additional activities to stimulate interest. Pupils are enthusiastic about experiences such as the visiting poet and theatre trips. They enjoy using computers. Speaking and listening skills are well taught. In Years 1 and 2 pupils are listened to and encouraged to explain their ideas. As pupils move through the school these opportunities continue. By Year 6 most pupils are articulate and confident communicators. Some attain standards higher than the national average.
60. Reading is well taught and pupils achieve well. In the mixed age Year 1 and 2 class, the teacher has a strong focus on the teaching of skills, using interesting books. In an effective lesson the text of *The dog who stole a bone* was used to encourage pupils to find interesting words, such as *glitter* and *glow*. Older pupils are taught well in group reading sessions. Texts are carefully chosen to appeal to girls and boys. However, reading records are not detailed enough when class teachers hear children read. A range of intervention programmes and good support from volunteers make a significant contribution to pupils' learning.
61. Following recent SATs results, the school identified that writing standards were not high enough and put in place a programme of improvement. Now, writing is taught well. From Year 1 onwards, pupils have many opportunities to write for different purposes. Extra writing time is improving pupils' ability to write at length. Challenging texts such as *Shakespeare* and *Dickens*

help children get a feel for the richness of language. The teaching of basic skills is good. Spellings are taught systematically and attention paid to grammar, punctuation and handwriting. Consequently pupils' presentation of work is good. Pupils are enthusiastic about poetry with many producing lively and evocative poems.

*Night is a wooly blanket covering the day. The sun closing down.
A beautiful sapphire covering the world with diamonds.*

62. The school uses a good range of assessment materials. However, this information is not used in the school improvement plan to clearly identify and target pupils. Teachers give good quality ongoing feedback during lessons. However, they do not refer to pupils' targets in lessons or when marking books. Consequently, not all pupils know their targets or what to do to continue to improve.
63. The subject leader gives good leadership to the subject. She has improved the curriculum provision and put in place strategies to raise standards. As a result, more pupils achieve the higher levels in writing across the school than was the case previously. The monitoring and evaluation of the quality of education, needs further development.

Language and literacy across the curriculum

64. Speaking and listening skills are effectively developed in other subjects. While writing skills are adequately employed, some opportunities are missed for more extended writing in subjects such as history. ICT is used regularly to support English.

MATHEMATICS

Provision in mathematics is good and enables all pupils to achieve well. This year, standards are average in Year 6.

(I like)...mathes...

I like...maths lessons because they are...fun

...all lessons especially maths

Main strengths and weaknesses

- Standards are above average in Year 2 and average in Year 6 this year.
- Achievement is good because teaching and learning are effective and well focused on skills and knowledge
- There is a good curriculum in which all aspects of mathematics are covered appropriately.
- Mathematics is well led and managed and has been improved well since the previous inspection.
- Monitoring and evaluation requires strengthening.
- Assessment and target setting procedures are not sufficiently rigorous.

Commentary

65. Standards are above average this year in Year 2 and are on the way to being average at the end of Year 6. The scrutiny of work showed that in the infant class, the range of attainment is quite close and is clustered around the strong average and above average level. It is likely that the proportion of pupils achieving level 2 at the end of this school, year will be above average and that a good proportion will achieve level 3. In Year 6, the range of attainment is much wider. There is a greater proportion of pupils with special educational needs for learning difficulties compared to last year and some pupils joined the school comparatively recently. Both these factors will influence the final standards, but with enhanced assessment and targets setting, as discussed below, the school should be successful in its work to ensure pupils attain the levels they are capable of.

66. There is good focus on building skill, knowledge and understanding in mathematics from the first days pupils spend in school to their last. Pupils build the basic numeracy skills well, though speed of calculation could be quicker in some lessons for older pupils. Some younger ones use their fingers for working out answers instead of starting to think through the problem mentally with the aid of pencil and paper. However, most mathematics lessons are enjoyable and fun and pupils have a great willingness to learn. They devote themselves to the tasks really well and complete much work in each session. The higher attaining pupils generally and those with gifts in the subject are challenged well. Representative of their success is the level 6 achieved, and the near-miss level 6, in the Year 6 mathematics SATs last year. Additionally, a very good proportion of pupils achieved level 5. Thus, overall achievement is good.
67. The mathematics curriculum is well planned and is focused on the needs of the range of pupils in school. As expected, much of the work centres on basic number and arithmetic activities, though pupils' books show good evidence of work in measures, money and data handling. ICT is used well to enhance such work as seen in Year 5/6 tasks that involve the use of a spreadsheet to collect, collate and represent data. There is also evidence of appropriate work in investigation and problem solving.
68. The subject leader is fairly new to the school but she has made a committed start to her work and gives good leadership to the subject. There is a clear quest for raised standards and improved provision. The monitoring and evaluation of the quality of education and standards in mathematics is something she has yet to have much involvement in. Since 1998, however, mathematics has been improved well because it has been a well-managed subject.
69. Assessment procedures are comprehensive for mathematics, though the tying of marking, especially the comments written, to pupils' targets is not well established. The targets set for individual pupils need to be shared more frequently with the pupils and their parents and have to be reviewed regularly to ensure that the pupils are meeting the expectations held of them. There is good determination in school to make the necessary improvements and so, mathematics has good potential to become a particular strength of the school.

Mathematics across the curriculum

70. The school provides appropriate opportunities to use mathematics in other subjects. Besides the links with ICT outlined above, mathematics is used quite frequently in science and geography to organise and portray data. Pupils also have spontaneous opportunities to solve mathematical problems when teachers total their registers, deal with money or set time targets for the completion of work. Such opportunities enable the pupils to consolidate and extend their mathematics skills and knowledge well.

SCIENCE

Provision in science is good

It's really good fun – I enjoyed learning about electricity because you could make circuits

Main strengths and weaknesses

- Achievement is good throughout the school.
- Boys and girls achieve equally well.
- Year 2 and Year 6 pupils are reaching average standards in the subject.
- Literacy, numeracy and ICT skills are supported well in science lessons.
- More emphasis should be placed on pupils using and applying their science skills by offering more open-ended tasks, particularly to the higher attaining pupils.
- Science is led and managed well.

Commentary

71. Pupils experience a good range of science activities particularly in Years 1 and 2 where there is also a good balance between the use of worksheets and pupils' own recording of their observations. Despite the fact that pupils of all abilities are given similar tasks there is evidence that higher attaining pupils in Year 2 are being stretched and achieve well. Overall, standards for Year 2 pupils are average.
72. Pupils in Years 3 and 4 also have access to a good range of activities but there is a tendency to use worksheets rather than rely on pupils' own recordings. This situation is rectified in Years 5 and 6 although pupils' planning, investigation and tabulation of results tend to be to a prescribed format. The curriculum in these year groups also tends to be orientated towards SATs, preparing them for the tests but not taking the opportunity to extend pupils' learning further. Where more open-ended investigations are used pupils, particularly the higher attainers achieve well. By the time pupils leave the school at the end of Year 6 their standards are average.
73. The curriculum is good overall, providing some good opportunities in science lessons for supporting literacy, numeracy and ICT. Overall teaching and learning are good. However, more emphasis should be placed, when marking pupils' work, on comments and suggestions to help pupils understand how they can improve next time and higher attaining pupils should be encouraged to take greater responsibility for their own learning.

INFORMATION AND COMMUNICATION TECHNOLOGY

Provision in information and communication technology (ICT) is good and is much improved on the situation at the previous inspection.

I enjoy going on the computers because you learn a new thing every lesson

Main strengths and weaknesses

- The school has made significant improvements since the last inspection in both the provision for ICT and the standards achieved by the pupils.
- Standards for Year 2 pupils and Year 6 pupils are currently average but the school is well set to improve on these standards in the future.
- Interactive whiteboards are used effectively to introduce a multi-sensory approach to pupils' learning.
- The subject is well co-ordinated by a dedicated and enthusiastic learning support assistant.

Commentary

74. The provision for ICT throughout the school is good and pupils have access to a range of good learning opportunities to both develop their ICT skills and to use and apply those skills to support learning in other areas of the curriculum. This is a significant improvement on the situation when the school was last inspected in 1998.
75. Pupils in all years use appropriate programs for developing their ICT skills and scrutiny of pupils' work demonstrates a clear progression of skills throughout the school. Although Year 1 pupils tend to complete similar work to that of Year 2, the building blocks are in place by the end of Year 2 for further development in later years. By the end of Year 6 pupils can manipulate text confidently; create and interrogate spreadsheets and can use computer aided design programs and produce multi-media presentations using programs such as PowerPoint.

76. Teaching and learning are good, as is pupils' achievement. Pupils' work is assessed well and there is a good system for recording achievement involving pupils' assessment of their own work. Although standards are average overall at present, the provision and support for the subject places the school in a good position for further improvement in the future.
77. The subject is well led by a well-informed, dedicated and enthusiastic learning support assistant. The development of a system for loading programs onto individual machines that requires less input from teachers and support staff would allow pupils to load and log on to programs more independently.

Information and communication technology across the curriculum

78. There is good provision for pupils to use computers in other subjects. In this way, their knowledge and skills in ICT itself are reinforced effectively. Additionally, pupils learn more about the different subjects through the use of CD-ROM and the Internet, for example, for research and investigation work. In a Year 2 maths lesson pupils working with computers made better progress than those without. Similarly, in a Year 6 English lesson on Macbeth, pupils used the Internet to research the language of Shakespeare and in a Year 5/6 mathematics lesson good use was made of the interactive whiteboard to illustrate the concept of fractions. In the same lesson pupils made use of the interactive whiteboard themselves to secure their learning. Each morning, Year 2 pupils use the computers in the school hall to practise their key words for reading and vocabulary.

HUMANITIES

Religious education

Provision in religious education is good and pupils achieve well. Standards are average.

*I like the children because they are nice
People are kind wherever you are in school
We have fun in asemble*

Main strengths and weaknesses

- Standards are average in Year 2 and 6.
- Achievement is good.
- Teaching and learning are of good quality.
- The curriculum meets the requirements of the locally agreed syllabus, it is well planned and makes a strong contribution to pupils' spiritual, moral, social and cultural development.
- Religious education is well led and managed

Commentary

79. Pupils develop the expected knowledge and skills in religious education. They learn as much *from* religion as they learn *about* it. This contributes to the warm, family atmosphere in school and helps give rise to the positive views pupils hold about their friends and the staff. Pupils gain sound insights into Christian beliefs, which are underpinned by the school's links with the village church and community. They also learn successfully about the world's other major religions and the traditions, symbols and beliefs that are often different but sometimes similar.
80. Religious education is taught well. In an effective Year 3/4 lesson, the teacher used thought-provoking pictures that challenged pupils' impressions that Jesus was always loving and kind. Following from this, the pupils talked about the occasions when Jesus was likely to be offended, angry or threatening. They understood why Jesus might point accusingly at someone taking advantage of other people. Good learning arises from this good teaching. Pupils

concentrate well, work hard and produce good amounts of work. Their knowledge and skills develop well and overall achievement is good.

81. The curriculum is rooted firmly in the guidance provided locally. It is enhanced by visits from local clergy and by taking part in religious services at Christmas and harvest time. It balances the learning about religion with learning from religion well. The pupils' spiritual, moral, social and cultural education is fostered well by the work in religious education. Pupils develop a strong moral and social code and they reflect well on the issues raised in lessons and assembly.

History and geography

Provision for history is good and it is satisfactory for geography

I like going on trips to find out about other places

Main strengths and weaknesses

- History is a popular subject that is presented well and made interesting.
- Geography is not as prominent as history in the curriculum.

82. Provision for history is good. It is a popular subject amongst staff and the pupils. The curriculum is well planned and is linked effectively through topics such as *the Jacobite Rebellion* to other subjects. ICT is used well to enhance knowledge and understanding of history. Geography has a lesser profile in school, though the curriculum is satisfactory and the work on the local area completed by older pupils includes some good work.

CREATIVE, AESTHETIC, PRACTICAL AND PHYSICAL SUBJECTS

Art and design and design and technology

Provision for art and design and is good and is satisfactory in design and technology.

I like drawing
Art is my favourite subject
(I like) making models

Main strengths and weaknesses

- Pupils are introduced to a good selection of work by famous artists and they work alongside visiting artists.
- The materials and processes taught are not wide ranging enough.

Commentary

83. Based on a small sample of work from the previous academic year, it is not possible to judge the standards achieved and the progress made by pupils as they move through the school. No art and design lessons were observed.
84. From the planning and displays about school it is evident that pupils are given good opportunities to develop an awareness of the work of other artists. For example, having studied examples of work by Van Gogh, pupils painted self-portraits, using similar techniques, and after discussing the work of Rene Magritte, they used paint and ICT to create surreal images. They replicated the technique used by Gustav Klimt in the *Apple Tree*.

85. There is some good artwork around the school. In the past pupils have worked alongside artists to paint portraits and to make and glaze clay tiles. The project with the visiting artist was a conspicuous success, resulting in good quality artwork that was projected on the neighbouring public house wall and, by all accounts, rivalled the Christmas lights in Carlisle!
86. The range of materials and processes employed in art and design are not wide enough in infant and junior classes. This needs to be extended in order for pupils to investigate the tactile qualities of materials, as well as the visual. There were few examples of pupils working on three-dimensional projects, or of pupils planning and evaluating their own work.
87. There was not much evidence available for design and technology activities. However, pupils make models and other products. The plan, design and evaluate aspects of the work do not stand out.

Physical education

Provision in physical education is very good. The inter-linking of lessons and out-of-school activities ensures all pupils achieve well. Standards are above average.

(I like) PE

(I like) the after school sports

I would like a bigger play ground you can hardly move

I would like to start having basketball lessons

Main strengths and weaknesses

- Physical education is very well planned and taught and there is a wide range of sporting opportunity.
- Standards are above average through the school.
- Pupils are enthusiastic about physical education; they sustain their efforts and develop good sequences of movement.
- The school has earned national awards in sports education and has an impressive record of sporting achievement.
- Limited space restricts some activities, though the school has worked well to make improvements.

Commentary

88. Physical education is a strength of the school. Staff and pupils alike are enthusiastic and there are ample planned opportunities for pupils to learn and improve skills in a wide range of sports and physical education activities. Planning for the subject is comprehensive and physical education is well taught at all times, including the many and varied extra curricular sporting activities. The majority of pupils attend the out of school clubs and training sessions and, therefore, the impact of work then is profound on the overall standards, which are above average.
89. Pupils are sports enthusiasts. Physical education came out as their favourite subject on their questionnaire. In the activities and lessons observed, pupils sustained a good rate of energetic activity. They pace themselves well and work hard to improve their skills. The Year 5/6 dance lesson observed showed pupils to concentrate well on the development of sequences to show events at the Battle of Prestonpans. The final demonstration showed some graphic movements that conveyed the determination of the soldiers and trauma of battle. Overall, achievement is good in lessons.
90. The school has a rightly deserved reputation for its sporting achievement. There are many competitive events for pupils to participate in. These include matches against other schools

and entry into local, regional and national competitions. Achievement in gymnastics, for example, has been excellent in national competitions. The calibre of work achieved is in part due to the dedication and effort of the staff, but also the contributions of parents and members of the community who are involved in training. There are very good links with local professional rugby union, rugby league and football clubs.

91. The school was established in the nineteenth century and the buildings, until recently, dated from that time. This meant that the available hall and playground space was small. Recent extension work has enabled the school to more fully utilise the hall for physical education and the provision of additional storage space has opened up the hall to more effective use. However, the playground is small and cramped and this impacts on the quality of provision. Governors are committed to playground improvements, but for the moment there is need for rigorous monitoring to ensure safety is maintained at all times. The playing field is a useful asset to the school, though it is not free draining and this restricts its use in winter.

MUSIC

Provision for music is appropriate.

I like singing in assembly

Main strengths and weaknesses

- Singing is enjoyed by all pupils and is often enthusiastic.

Commentary

92. Music is taught well by visiting specialists and the pupils learning to play different instruments achieve well.
93. Singing in assemblies is joyful, rhythmic and enthusiastic. Pupils sing a wide range of songs from western and other cultures. They enjoy the *Blue Danube* as much as they do *Peggy Sue*. They waltz in the one and beat the time in the other with equal panache.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND CITIZENSHIP

Provision in personal, social and health education is good.

I like funday because we have big play time and also we get to waterfitgh funday when we have the great warterfight

Main strengths and weaknesses

- Each pupil is known, treated and valued as an individual.
- Relationships between pupils and between pupils and adults are a strength of the school

Commentary

94. Relationships in the school are very good. This is a happy caring community where pupils trust staff and they enjoy a rapport which is friendly yet respectful. Pupils have fun in school and enjoy attending. As one pupil said *if I could stay here all weekend I would*.
95. Pupils are in no doubt that there is an adult in school they can talk to if they have a problem or are worried about anything. Pupils spoken to feel confident that this fully assists the very strong anti-bullying stance taken by the school. Pupils say of bullying that *it's not tolerated, we tell a teacher and they sort it if we can't*. Staff and pupils constantly talk with each other and,

although there is no formal system of taking pupils views into account, they are responsible for nominating a person each week for the *Cool in school* award and deciding which charity should benefit from their fundraising coffee afternoons. Suggestions they have are shared with staff, confident they will be listened to and if appropriate, acted upon.

96. The school has a good programme of personal, social and health education, including timetabled lessons in all classes to help pupils develop a good outlook on life and personal and social responsibility. The school is developing well its work to encourage pupils to be good future citizens. Health education is good, with effective coverage of important aspects such as sex, anti-drug and anti-smoking education.

PART D: SUMMARY OF THE MAIN INSPECTION JUDGEMENTS

<i>Inspection judgement</i>	<i>Grade</i>
The overall effectiveness of the school	3
How inclusive the school is	3
How the school's effectiveness has changed since its last inspection	3
Value for money provided by the school	3
Overall standards achieved	4
Pupils' achievement	3
Pupils' attitudes, values and other personal qualities	2
Attendance	2
Attitudes	2
Behaviour, including the extent of exclusions	2
Pupils' spiritual, moral, social and cultural development	3
The quality of education provided by the school	3
The quality of teaching	3
How well pupils learn	3
The quality of assessment	4
How well the curriculum meets pupils needs	3
Enrichment of the curriculum, including out-of-school activities	2
Accommodation and resources	4
Pupils' care, welfare, health and safety	4
Support, advice and guidance for pupils	4
How well the school seeks and acts on pupils' views	3
The effectiveness of the school's links with parents	2
The quality of the school's links with the community	2
The school's links with other schools and colleges	4
The leadership and management of the school	3
The governance of the school	4
The leadership of the headteacher	3
The leadership of other key staff	4
The effectiveness of management	3

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

