

# INSPECTION REPORT

**ST. JOSEPH'S RC PRIMARY SCHOOL**

Ushaw Moor.

LEA area : 840

Unique Reference Number : 114272

Head teacher : Mrs. A. Miller

Reporting inspector : Mrs. P. Cass  
T11918

Dates of inspection : 8th to 12th November 1999

Under OFSTED contract number: 840/P/707626

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

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## INFORMATION ABOUT THE SCHOOL

Type of school :	Infant and Junior
Type of control :	Voluntary Aided
Age range of pupils :	4 to 11 years
Gender of pupils :	Mixed
School address :	Durham Road, Ushaw Moor, Durham. DH7 7LF
Telephone number :	0191 3730355
Appropriate authority :	Governing Body
Name of chair of governors :	Mrs. M. Everett
Date of previous inspection :	16th to 20th October 1995

## INFORMATION ABOUT THE INSPECTION TEAM

<b>Team members</b>	<b>Subject responsibilities</b>	<b>Aspect responsibilities</b>
Mrs. P. Cass, Registered Inspector	English	Attainment and Progress
	History	Teaching
	Geography	Leadership and Management
	Art	The Efficiency of the School
	Music	
Mrs. K.A. Lee, Lay Inspector	Equal Opportunities	Attendance
		Support, Guidance and Pupils' Welfare
		Partnership with Parents and the Community
Mr. P. Smith, Team Inspector	Mathematics	Attitudes, Behaviour and Personal Development
	Science	The Curriculum and Assessment
	Design and Technology	Pupils' Spiritual, Moral, Social and Cultural Development
	Information Technology	Staffing, Accommodation and Learning Resources
	Physical Education	
	Special Educational Needs	

[this table should list all team members and also indicate, in the subject column, the team member with responsibility for Under fives, Special educational needs, Equal opportunities and English as a second language]

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County Hall,  
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## MAIN FINDINGS

### What the school does well

- Standards are good in English and very good in mathematics and science.
- Good provision for under fives in English and mathematics, which results in pupils making good progress.
- Support staff are deployed well.
- Detailed and thorough curriculum planning.
- Relationships and pupils' attitudes are good.
- Implementation of the literacy and numeracy strategies.
- Spiritual, social and moral development of pupils.

### Where the school has weaknesses

- I. There is insufficient monitoring of the quality of teaching so that the best practice in the school is not being shared.
- II. The role of the co-ordinator is under-developed.
- III. The school needs to make better use of performance data to raise attainment.
- IV. Teachers' marking does not tell pupils what they can do to improve.

The weaknesses which have been identified will form the basis of the governors' action plan, which will be sent to all parents or guardians of pupils at the school.

### How the school has improved since the last inspection

The school has overcome most of the weaknesses pointed out in its last inspection in 1995, and is now better than it was. Standards and staff expertise in information technology have improved and are no longer an issue. There is now an appropriate range of writing evident in the school, but the standard of presentation of work is still not consistently good. Similarly, the pace and challenge for more able pupils is evident in Key Stage 1 and the upper Key Stage 2 class, but is not the case throughout the school. The use of time is now efficient and the school has gone some way to look at the cost-effectiveness of spending decisions, but this still needs further improvement. Appraisal is still not meeting statutory requirements.

The school has set challenging targets to help raise pupils' standards and pupils do better in National Curriculum tests. It is well placed to meet these targets.

### Standards in subjects

The table shows the standards achieved by 11 year olds in 1999 based on the National Curriculum tests:

Performance in	Compared with all schools	Compared with similar schools	Key
English	B	B	<i>well above average</i>
Mathematics	A	A	<i>above average</i> B
Science	A	A	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i>

This information shows, for example, that standards in English are above the average when compared with all schools and similar schools. It also shows that pupils' performance in mathematics and science is well above the average when compared with all schools and similar schools. However, small cohort sizes mean that there can be considerable year-on-year variation. Nevertheless, over the past three years the trend in results for all the core subjects has been to remain above the national average.

### Standards in other subjects

By the age of five almost all pupils do well across the range of their work. At Key Stage 1 and Key Stage 2 pupils' competency in IT is average. The work seen in history and physical education was broadly satisfactory but there are weaknesses in art and music in that the full range of the curriculum and the sequential development of pupils' skills are not in place. Not enough work was seen in design and technology and geography to make judgements about the standards achieved.

### Quality of teaching

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

In all lessons teaching is always at least satisfactory. In 39% of lessons it is good. The quality of teaching varies between the classes for seven to eleven year olds and is better in the class with the older pupils. Teaching is at its best in literacy and numeracy and for the under fives. There is some good teaching in PSE and history.

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

### Other aspects of the school

Aspect	Comment
Behaviour	Good behaviour throughout the school; pupils are polite, friendly and show respect for each other.
Attendance	Good, above the national average.
Ethos*	Calm and supportive; relationships are good, pupils are responsible and interested in their work.
Leadership and management	Satisfactory; good involvement of governors; head teacher leads well, but does not monitor teaching sufficiently.
Curriculum	Enriched by community involvement; planning provides a good basis for teaching; provision for under fives is very well organised.
Pupils with special educational needs	Pupils make sound progress; targets for individual pupils are not always specific enough.
Spiritual, moral, social and cultural development	Mainly good; particularly in providing for pupils' spiritual, moral and social development.
Staffing, resources and accommodation	Satisfactory overall; good resources for literacy and numeracy; support staff are deployed well.
Value for money	Satisfactory.

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

### The parents' views of the school

Questionnaires were sent out to 58 families. 22 were returned. 5 parents attended the meeting for parents held before the inspection.



What most parents like about the school	What some parents are not happy about
V. The school is approachable. VI. Complaints are handled well. VII. The effect that its values have on their children. VIII. The high standards of behaviour. IX. Their children like school.	X. The school does not give a clear picture of  XI. The work the children are expected to do at

Inspectors endorse parents' positive views. The school has given parents the opportunity to find out about the Literacy Strategy but inspectors agree that not enough information is given about what is taught. Homework is set, but the school needs to review its advice to parents about completion of tasks that children are expected to do at home.

### KEY ISSUES FOR ACTION

In order to improve the already good standards achieved by pupils the governors, head teacher and staff should improve the quality of teaching further by:

- XII. direct observation of teaching to ensure that **all** pupils are being challenged;
- XIII. sampling pupils' work to monitor standards, quality and entitlement;
- XIV. more rigorous monitoring of teachers' planning;
- XV. providing more opportunities for co-ordinators to monitor teaching and standards in their subject areas.

### Other areas to be addressed:

- XVI. more detailed and thorough analysis of performance data;
- XVII. teachers' marking should indicate what pupils need to do to improve;
- XVIII. evaluation of the targets in the school management plan to make it clear how identified areas for development have had an impact on standards in the school.

## **INTRODUCTION**

### **Characteristics of the school**

1. St. Joseph's RC Primary School is smaller than the average size primary school. It is in Ushaw Moor, a small settlement to the west of Durham City. The school takes pupils from Ushaw Moor and the neighbouring villages.
2. The percentage of pupils known to be eligible for free school meals is broadly in line with the national average. The percentage of pupils speaking English as an additional language is low, although the percentage of pupils identified as having special needs is above the national average. The percentage of pupils with statements of special educational needs is broadly in line with the national average.
3. At Key Stage 1 reading and mathematics, and at Key Stage 2 in all three core subjects, standards are above the national average and in comparison with similar schools. Standards in writing at Key Stage 1, although broadly in line with the national average, are below the average when compared with similar schools.
4. Since the time of the previous inspection the number of pupils has fallen, which has resulted in the loss of a teacher. However, in other respects the characteristics of the school have not changed significantly.

## Key Indicators

### Attainment at Key Stage 1<sup>1</sup>

Number of registered pupils in final year of Key Stage 1  
for latest reporting year:

Year	Boys	Girls	Total
1999	9	5	14

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	7	7	9
	Girls	5	5	4
	Total	12	12	13
Percentage at NC Level 2 or above	School	85.7	85.7	92.9
	National	80 (78)	80 (79)	83 (82)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	7	9	9
	Girls	5	5	4
	Total	12	14	13
Percentage at NC Level 2 or above	School	85.7	100.0	92.9
	National	80 (79)	83 (82)	85 (84)

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<sup>1</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attainment at Key Stage 2<sup>2</sup>

Number of registered pupils in final year of Key Stage 2  
for latest reporting year:

Year	Boys	Girls	Total
1999	9	10	19

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	8
	Girls	9	9	9
	Total	15	16	17
Percentage at NC Level 4 or above	School	78.9	84.2	89.5
	National	63 (58)	62 (54)	68 (62)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	6	7	6
	Girls	6	7	9
	Total	12	14	15
Percentage at NC Level 4 or above	School	63.2	73.7	78.9
	National	63 (60)	64 (60)	69 (65)

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<sup>2</sup> Percentages in parentheses refer to the year before the latest reporting year

## Attendance

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

		%
Authorised Absence	School	4.3
	National comparative data	6.0
Unauthorised Absence	School	0.07
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	0
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	0.00
Satisfactory or better	100.00
Less than satisfactory	0.00

## **PART A: ASPECTS OF THE SCHOOL**

### **EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL**

#### **Attainment and progress**

5. In the most recent statutory tests pupils' attainment in reading at Key Stage 1 is just above the national average. At Key Stage 2 pupils' attainment in English is above the average at both key stages. In mathematics and science pupils' attainment is well above average. At Key Stage 2 standards in English are above the average when compared with all schools and similar schools. Pupils' performance in science and mathematics is well above the average when compared with all schools and with similar schools. However, small cohort sizes mean that there can be considerable year-on-year variation. Nevertheless, over the past three years the trend in results has been to remain above the national average.
6. During the inspection the scrutiny of pupils' work and observation in lessons show that at the end of Key Stage 1 pupils' attainment in English and mathematics is good and in science it is at least satisfactory. At the end of Key Stage 2 higher-attaining pupils are working above expectations for their age in both English and mathematics. Although pupils of other ability levels have not yet attained expected levels, they are on line to achieve these by the end of the key stage, except for pupils with special educational needs.
7. By the age of five almost all pupils do well across the range of their work. At Key Stage 1 and Key Stage 2 pupils' competency in information technology is about average. The work seen in history and physical education was broadly satisfactory but there are weaknesses in art and music in pupils' acquisition of skills. Not enough work was seen in design and technology and geography to make judgements about the standards achieved. All pupils, including those with special educational needs, make satisfactory progress at both key stages.
8. Standards in English have improved since the last inspection. At Key Stage 1 sentence structure and use of full stops was erratic, but this is not now the case. At Key Stage 2 there was a poor grasp of sentence structure with few examples of longer pieces of writing and pupils' presentation and handwriting standards needed improvement. Most of these areas show a good improvement but presentation of work and handwriting is not consistently satisfactory throughout the school. It is good in the infants' class and in the class with the oldest pupils but not so good in the other class.
9. By the end of Key Stage 1 pupils' attainment in English is above the national expectations. Good progress is evident for all pupils. High-attaining pupils can write at length with good quality content and spelling. In their writing higher-attaining pupils are using punctuation accurately, including question marks. Pupils are able to read a range of texts and to use their knowledge of the alphabet to find information in books. Middle-attaining pupils are working at levels expected for their age. They make good progress in their sentence construction, use of full stops and in spelling of common words. When they write stories a sequence of ideas is shown and they are developing their spelling skills so that common words are correct and others are phonetically plausible. Lower-attaining pupils make satisfactory progress in learning about sounds, in sequencing stories and copying accurately. Pupils at Key Stage 1 read accurately and with enjoyment. However, pupils of average and below-average abilities have limited strategies for tackling unknown words.
10. By the end of Key Stage 2 pupils' attainment in English is above the national expectations. For pupils of all abilities there is good progress in the acquisition of handwriting skills. Their handwriting is usually well formed and legible. They are beginning to write stories at length with interesting content and they are able to use a good range of writing for a variety of purposes, for example writing dialogue for plays, reports of events and experiments and good descriptive writing. Higher-attaining pupils are able to write at length, use chapters, state preferences and use speech marks, apostrophes, suffixes and prefixes. Middle-attaining pupils are able to write good descriptive writing using interesting and varied vocabulary and regular spelling patterns are used correctly. Lower-attaining pupils are using capital letters and full stops accurately in their writing and common words are usually spelt correctly and more difficult spellings are phonetically plausible. At Key Stage 2 pupils read a wide range of books and are enthusiastic readers. However, as is the case in Key Stage

1, lower-attaining pupils have limited strategies for tackling unknown words.

11. In mathematics in Key Stage 1 and upper Key Stage 2, pupils often make good progress and are well prepared for their next stage in education. Pupils in Key Stage 1 are developing a sound understanding of addition and subtraction. By the end of the key stage, they count in steps of different sizes and by odd or even numbers, recognising repeating patterns. High-attaining pupils have a good understanding of place value and quick mental recall when solving problems orally with numbers up to 100. They have a sound mathematical vocabulary in aspects of number, time, weight and shape. Pupils of all abilities are beginning to measure and develop an understanding of time in relation to everyday events. They know the names and simple properties of regular two-dimensional shapes such as square, triangle and circle and can name some solid three-dimensional shapes.
12. At lower Key Stage 2 pupils make satisfactory progress in their understanding of number and their attainment is as expected for their age. High-attaining pupils have quick mental recall, accurately calculating multiples of 2, 3, 5 and 10. They recognise that multiplication and division are opposites and use methods such as doubling to find the solution to problems. By the end of the key stage, overall attainment is broadly average but the full range is represented. The majority of pupils understand the equivalence of fractions and percentages. They solve number problems to two decimal places. They have a sound mathematical vocabulary and use such terms as axis, quadrant and origin when describing the position of shapes in relation to one another. High-attaining pupils are beginning to understand negative numbers and use them in plotting shapes. These pupils, who represent a quarter of the class, are achieving standards above those expected for their age. In other subjects, such as science, pupils use their mathematical skills to present their data in a variety of forms, including line and bar graphs.
13. In science pupils in both key stages make satisfactory progress and attain levels expected for their age. Pupils with special educational needs are integrated into groups and make satisfactory progress. By the age of seven pupils have a sound understanding of simple physical processes such as what people and animals need to survive. In one lesson, pupils used their senses well to investigate similarities and differences in food. They record the results of their investigations in a scientific manner, following the teacher's directions. By the time they leave school, most pupils have a sound understanding of what makes a fair test and use scientific language with reasonable accuracy. They conduct simple experiments, for example on changing solids to liquids and liquids to gasses. In their investigations they are beginning to associate cause and effect, such as in a lesson on sound when they adjusted the length of the elastic band to change its pitch.

#### **Attitudes, behaviour and personal development**

14. Pupils' attitudes to learning are usually good. The majority of pupils listen carefully to their teachers and show respect for and value the contributions of others. Pupils generally show an interest in their work and sustain concentration throughout lessons. However, on a small number of occasions when tasks are inappropriate, or the introductions to lessons are too lengthy, pupils' attention wanders and social chat adversely affects progress. Younger pupils freely co-operate with each other, though in some lessons pupils in lower Key Stage 2 lack the opportunity to develop their personal organisational skills. Older pupils often co-operate effectively in pairs and small groups. Some Year 6 pupils, eager to improve their attainment, set themselves targets such as a number of books to read, and organise their time after school to do homework.
15. Pupils like school and relationships between staff and pupils are generally good. The school operates as an orderly community. At lunch time and assemblies, on entering and leaving lessons, pupils follow the school routines carefully. Their commitment to the school is evident in the neat and tidy appearance of the premises and in the way resources and equipment are handled during lessons.
16. Monitors take their responsibilities seriously and perform their duties conscientiously. They have the confidence to take initiative when required. They know the school routines well and willingly accept responsibilities, such as returning registers, setting out and returning equipment and helping younger pupils. Year 6 pupils play a responsible part in Church services and in setting a good example to the rest of the school.

17. Good standards of discipline are evident throughout the school, but particularly in classrooms where it contributes positively to learning. Behaviour in and around the school is generally good and on the few occasions that it deteriorates, pupils respond quickly and appropriately to their teachers and other adults. Pupils are polite, friendly and have the confidence to talk to adults. Many older pupils have developed a caring attitude and a well developed moral code is evident in the way they support one another at work and at play.

### **Attendance**

18. Pupils' attendance is good throughout the school. Attendance levels are above national averages with no unauthorised absence. Most pupils come to school on time but a small number arrive late in the morning, missing the start of the daily collective worship.



## **QUALITY OF EDUCATION PROVIDED**

### **Teaching**

19. In the previous inspection there were lessons at both key stages in which teaching was unsatisfactory. Teaching has improved in the school so that there is now no teaching which is unsatisfactory. At Key Stage 1, 60% of teaching is good and the rest is at least satisfactory. Similarly at Key Stage 2, 30% of teaching is good and there is no teaching which is unsatisfactory. The quality of teaching varies between the classes for seven to eleven year olds and is better in the class with the older pupils. Teaching is at its best in literacy and numeracy and for the under fives. There is some good teaching in PSE and history at both key stages. There is no very good or excellent teaching in the school.
20. Teachers make good use of a range of interesting resources, for example in a history lesson at Key Stage 1 the teacher made good use of video material and whole-class questioning. She took time to set the scene and explore similarities and differences between the pupils' lives and the lives of children in the past. At Key Stage 2, the teacher of the older pupils made good use of census material to explore the similarities and differences between life in Ushaw Moor at the end of the last century and the present day.
21. Throughout the school teachers enjoy good relationships with their pupils and offer good praise and encouragement. As well as praise teachers use a wide range of stickers to reward good work and in one case, inappropriately, chocolate. In their marking of pupils' work teachers also use praise, supportive comment and occasionally smiley faces to encourage pupils to do better. However, they do not indicate in their marking what pupils need to do to improve.
22. The teacher of the Key Stage 1 class uses support well to provide for the needs of reception pupils.
23. Teachers have detailed plans for literacy and numeracy sessions which result in good responses from pupils in the Key Stage 1 class and older pupils at Key Stage 2. In the class with youngest Key Stage 2 pupils, although planning is detailed, it is not always adhered to. Different aspects of the lesson are identified in the planning, but occasionally the whole-class sessions were too long and the focus became confused so that some pupils, particularly the more able, became restless and did not maintain their concentration.
24. Clear objectives are identified in teachers' planning and these are shared with pupils at the beginning of lessons. This good practice could be further developed to have the objective written and on display to provide a focus for the plenary sessions.
25. The Key Stage 1 class and upper Key Stage 2 class provide a positive climate for learning with clear expectations and good questioning to include all pupils. In the Key Stage 1 class the introductions to lessons includes the reception pupils, at these times the teacher makes good use of focused questions to ensure that all are involved. All teachers match work to pupils' varying abilities, but in the class with the youngest Key Stage 2 pupils the more able are not always challenged enough. For example the literacy lesson on fact and opinion was well planned with some interesting resources, but the work for the more able was rather mundane, predictable and pedestrian.

### **The curriculum and assessment**

26. The school provides a broad and balanced curriculum that meets its aims. Teaching time is above the recommended minimum. English and mathematics account for most curriculum time, but pupils experience all subjects of the National Curriculum and religious education. All pupils have equal access to the curriculum, including those pupils with special educational needs.
27. The curriculum for children under the age of five is good and provides access to a full range of learning experiences appropriate to pupils of this age. Assessment and planned activities meet the needs of all pupils. The curriculum gives children a good start to their education.

28. At Key Stage 1 and Key Stage 2 the curriculum is well planned, particularly in literacy and numeracy. Since the last inspection, there are now curriculum policies and practical advice for teachers in all subjects. There are good opportunities for personal and social development integrated into the curriculum. The school prepares pupils well for the next stage of their education.
29. The curriculum plan provides a good framework to ensure that there is continuity and progression as pupils move through the school. The annual plan identifies key elements from the National Curriculum from which teachers construct detailed medium-term plans. Teachers prepare individual lesson plans that identify what pupils are to learn. Such plans for literacy and numeracy are having a positive impact upon the quality of teaching and learning. Lesson plans rightly identify activities for pupils of different attainment. However, where pupils of different key stages are in the same class, there is sometimes insufficient detail to ensure that teachers meet the needs of the youngest pupils. More generally, it is not always clear how activities help pupils with special educational needs meet the targets set for them in their individual education plans.
30. The school provides satisfactory support to pupils with special educational needs. Systems are in place to meet the code of practice though the lack of clarity in some individual education plans makes it difficult for teachers to plan to meet the needs of pupils with specific learning difficulties.
31. For its size, the school provides a good range of sporting activities, including coaching sessions for soccer and netball at the nearby Deerness Sports Centre. In addition, theatre groups, artists and visits to museums and places of interest in the region enrich the curriculum. There is an annual residential experience for Year 6 pupils to Middleton Field Study Centre and this contributes positively to pupils' learning and experience.
32. The school is in the process of implementing a new system of assessment. Teachers assess pupils each term in English, mathematics and science before setting targets for improvement. Teachers have begun to build up records of achievement for every pupil. Pupils' work books contain curriculum targets and the oldest pupils are beginning to use these to track their progress. Though this system is still in its early stages, it is providing a good basis for raising attainment. Regular marking of pupils' work provides them with praise and encouragement but too often fails to identify how they can improve upon what they have done.

### **Pupils' spiritual, moral, social and cultural development**

33. Provision for spiritual development is good and Christian values are clearly recognised in the daily life of the school.
34. Spiritual development is promoted through acts of collective worship, prayer, RE, PSE and history. In other lessons pupils experience the wonder of discovering something new, such as in a Year 6 lesson on physical processes when they first heard a tuning fork resonate. All staff provide opportunities in assemblies and in lessons for pupils to reflect upon the beliefs and values of the Catholic church; to share their feelings and look beyond their own lives to the lives of those in need.
35. Provision for pupils' moral development is good. Through its actions, the school places high priority on equipping pupils with a clear set of moral values. Pupils are developing a good understanding of the moral principles which help them distinguish right from wrong and the qualities of fairness and honesty. They are encouraged to consider the effect of their actions on themselves and others.
36. The school makes good provision for pupils' social development. The youngest pupils have "circle time" in which they learn to share personal experiences and develop self-respect and respect for others. A programme of personal, social education and well maintained school routines, ensure that pupils are well behaved and have the opportunity to develop their social skills. Pupils are polite and courteous, friendly and welcoming to adults and visitors. On many occasions, as at lunch time and play times, older pupils take an active interest in the welfare and well-being of younger pupils.

37. Pupils' cultural development is satisfactory. Pupils are made aware of their own cultural heritage through regular contact with their local community. Visiting performers and visits to museums and local theatres make a positive contribution. Pupils experience aspects of world cultures, ancient and modern, through RE, art, music, information technology, geography and history.

### **Support, guidance and pupils' welfare**

38. Overall, the school provides a satisfactory level of support, guidance and attention to pupils' welfare. Staff know their pupils well and are generally aware of their needs. They have good relationships with them which help promote pupils' learning and personal development. Parents are supportive of the caring ethos in school. They agree that the school's values and attitudes are having a positive effect on their children.
39. The school has good procedures for monitoring and promoting good behaviour. Pupils behave well and rarely need more than a word from their teachers to keep them on task. The monitoring of attendance is satisfactory.
40. The school takes good care of its pupils. There are suitable arrangements for the supervision of pupils at lunch time and breaks to try to cope with the difficulties of the layout of the school and the hard-play area on the adjoining field. Appropriate child protection procedures are in place and are known to all staff. The school is kept very clean and tidy. The health and safety concerns identified in the last inspection have been resolved.

### **Partnership with parents and the community**

41. The school has good links with parents and the community. Parents are supportive of the school and its family atmosphere. They appreciate the welcome they receive and are confident to approach the school if there is a problem. The parents' fund-raising group (CHOC) is active in organising events which provide much valued resources for the school. Some parents help effectively in classrooms, for example with craft activities. Parents help with their children's reading at home. The school has appropriate plans to provide more structured homework in other areas of the curriculum.
42. The school now provides a good range of information for parents. Parents agree that this has improved since the time of the last inspection but would like more information about what the school teaches. Regular well-produced newsletters now keep parents in touch with school matters and events. Annual reports give useful information to parents on their children's progress and on targets for improvement.
43. There are good links with the community, especially with St. Joseph's Church and Parish. These links enhance pupils' spiritual development as pupils are regularly involved in services and church events. The school has a commendable project to involve parents and the wider community in celebrating the Millennium by planting bulbs and trees in the school grounds. There is a good link with Deerness Sports Centre to help pupils' football and netball skills.

## **THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL**

### **Leadership and management**

44. The school's clear mission statement is evident in practice throughout the school in the common approach to behaviour and care of pupils.
45. As was the case in the last inspection the head teacher is well supported by the governing body which works in close harmony with the school. Governors make good use of individual expertise on the governing body and they meet their statutory responsibilities, except in the appraisal of teachers which was identified as an issue in the school's previous inspection. Governors are kept well informed by the head teacher's termly reports which contain updates on the progress of targets in the school management plan.
46. Following the previous inspection the governing body produced a detailed action plan to address the identified key issues and have reported to parents on its progress. There has been improvement in all areas except the appraisal of teachers. Curriculum documentation and resourcing has been completed, communication with parents has improved and new arrangements have been put in place for the pupils' entry and exit from school. Areas still needing improvement are the cost-effectiveness of spending issues in terms of their effect on standards, the pace and challenge of work for more able pupils and presentation of work. The school management plan has improved since the last inspection in that it now includes time scales and resource implications with reference to monitoring and evaluating the progress of its implementation and provides a strategic view of school developments beyond the current year. However, there is still room for further improvement to show how the identified targets in the plan will impact on standards.
47. Although the school has begun to address the monitoring of teaching and the curriculum there is still more progress needed. The chair of governors, co-ordinators for English, mathematics and science, and the head teacher have begun to monitor classroom practice but this needs to be developed and more focused. Subject co-ordinators do see teachers' medium-term plans but the co-ordinators' role is under-developed in terms of raising standards, ensuring curriculum entitlement and improving teaching in their subjects. The head teacher is still not systematically monitoring teachers' work in the classroom or checking progress and standards in individual classes.
48. Overall the management of the school has been effective in contributing to improvement but there is still more work to be done.

### **Staffing, accommodation and learning resources**

49. The school has suitably qualified and experienced staff to meet the demands of the curriculum. All teachers have several curriculum responsibilities, often based upon their interests or the needs of the school rather than initial subject qualifications. Since the last inspection, co-ordinators have concentrated on improving their subject knowledge in the core subjects and are now more confident in supporting their colleagues. Staff have job descriptions that the head teacher reviews regularly, but the absence of teacher appraisal identified in the previous inspection still exists.
50. Staff have good access to professional development. Their current priority, training in the planning and delivery of literacy and numeracy, is having a positive impact upon standards in the school.
51. The school has additional staff including a part-time nursery nurse and a part-time teacher for pupils with special educational needs. These make a significant contribution to the quality of education provided. Compared with similar small schools, the level of administrative support is low and at times during the week the head teacher has to take on administrative and clerical duties.
52. The school fully utilises the limited space available to support the curriculum.

53. The Key Stage 1 classroom is spacious and very well organised. Elsewhere, classrooms are smaller but, nevertheless, teachers make good use of space to effectively deliver the curriculum to mixed-age classes. The hall, however, contains too much furniture and there is a potential risk to pupils during PE lessons. In lessons, teachers adopt a good code of practice and to compensate for the small size of the hall, the school makes good use of the nearby sports centre. Concerns raised in the previous inspection about the effects upon the quality of learning by the dual use of the external classroom still exist.
54. The school has spacious grounds with hard surfaced areas and playing fields providing pupils with ample opportunities to enjoy outdoor activities. The building is in good repair. It is clean, tidy and well maintained.
55. The quality and range of resources are satisfactory overall. Most areas of the curriculum have suitable materials and equipment to support teaching and learning. The school has recently bought a good range of resources to support the teaching of literacy, numeracy, PE and information technology. The library contains a small but useful range of books. To supplement its resources, particularly in history, the school makes good use of artefacts and books from the Durham Learning Resources Centre.

### **The efficiency of the school**

56. Since the previous inspection the school management plan has been improved to address the cost implications of improvements. The school has an effective process for development planning which relates expenditure to targets for improvement and the resources to support these. Detailed planning is in place for the current year with outline planning for the year ahead. However, no effective system is in place for identifying the effect on educational outcomes from the spending decisions which are made. The deputy head teacher and governing body are fully involved in the financial planning process and all staff are involved in establishing priorities for resourcing their area of responsibility. Governors are kept up-to-date with the budget situation via regular statements at the termly governing body meetings.
57. At the time of the last inspection clerical support was insufficient; this situation is the same, but new technology has eased some of the difficulty. However, fifteen hours is still below the average for a school of this size. The full range of administrative procedures is in place and good quality clerical support provides efficient day-to-day administration which supports the day-to-day running of the school when the clerk is in school.
58. The school still has satisfactory budgetary control in place and the most recent auditor's report indicates that systems in place in the school are based on sound principles of financial control. The issues identified in this internal audit in 1998 have been addressed. Parents have given good support to the school in addressing the amendment of the data-base to include detail of stock and to put in place an annual stock check.
59. The school has a falling roll and a substantial amount of the school's reserves were used to address the shortfall in this year's budget. However, the school's carry-over figure at 13% of the total budget is still well above the recommended amount. There are plans to use some of this to support the continuing employment of a nursery nurse to support reception pupils. This is proving to be a cost-effective investment as the work with under fives is good.
60. On the whole, effective use is made of staffing, accommodation and resources by the school. As was the case in the last inspection the distribution of pupils is equable, although the wide age range in one class causes difficulties in ensuring suitable provision for all pupils.
61. The school has successfully addressed the issue of lost time identified in the last inspection by changing the organisation of the beginning of the day and lunch time arrangements.
62. In terms of the educational standards achieved and quality of education provided in relation to its context and income, the school provides satisfactory value for money.

## **PART B: CURRICULUM AREAS AND SUBJECTS**

### **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

63. The school makes provision for children under five in reception class alongside pupils in Years 1 and 2. At the time of the inspection there were eight children under the age of five in this mixed-age class.
64. Attainment on entry varies from year-to-year due in part to the small number of pupils entering the school. This academic year, baseline assessment indicates a broad range of attainment, but most children are above average in language, literacy and mathematics.
65. Children's personal and social development is good. They work well together, taking turns and sharing resources. In "circle time" and PE the majority confidently try out new things. Behaviour is generally good and most children apply themselves enthusiastically to their tasks.
66. Attainment in language and literacy is above expectations for their age. In this their first term, many know letters of the alphabet and the sounds associated with them. They are making good progress with the school's phonics scheme. They copy their names and high-attaining children recognise words from the reading scheme out of context. They enjoy books and the challenge of reading. In story time they listen attentively and join in with familiar phrases or sounds, for example when they read "Mrs. Wishy Washy" with the nursery nurse.
67. In mathematics, attainment is above expectations and children benefit from the short periods they spend with older pupils at the start of their daily mathematics lesson. Children chant their numbers to 10, know some number words and join in with number rhymes and songs. The majority of children sort objects accurately by size, shape or colour. Most children know the names of regular three-dimensional shapes such as cubes.
68. In the area of learning "knowledge and understanding of the world" attainment is in line with expectation for their age. They know about where they live and are beginning to relate past and present events to their lives, for example birthdays and holidays. Their knowledge about living things such as pets and plants is as expected for their age. The majority of children use the computer confidently to help with their reading and mathematics.
69. Children's attainment in "creative and physical development" is in line with expectations. In PE they move confidently, responding to music through simple dance. In their games they have developed sound skills of co-ordination and control of objects such as footballs. All children produce satisfactory work in art, including collage and painting.
70. Progress made by children under five is always at least satisfactory, and in mathematics and literacy it is more often good. This is mainly due to careful planning and good deployment of staff, including the nursery nurse, who makes a significant contribution to lessons.
71. Teaching for children under five is never less than satisfactory and in 60% of lessons it is good. The teacher has a good understanding of the needs of young children and has established good class routines that encourage pupils to take responsibilities and make choices. Relationships between staff and children are good and this makes a significant contribution to a positive working ethos.

## ENGLISH, MATHEMATICS AND SCIENCE

### English

72. In the 1999 national tests pupils' attainment in reading and writing at Key Stage 1 is in line with both the national average and in comparison with similar schools. At Key Stage 2 pupils' attainment in English is above the national average and in comparison with similar schools. Small cohort sizes mean that there can be considerable year-on-year variation. Nevertheless, over the past three years the trend in results has been to remain above the national average.
73. Standards in English have improved since the last inspection. At Key Stage 1 sentence structure and use of full stops was erratic but this is not now the case. At Key Stage 2 there was a poor grasp of sentence structure with few examples of longer pieces of writing and pupils' presentation and handwriting standards needed improvement. Most of these areas show a good improvement but presentation of work is not consistently satisfactory throughout the school. It is good in the infants' class and in the class with the oldest pupils, but not so good in the other class.
74. By the end of Key Stage 1 pupils' attainment is above the national expectations. Good progress is evident for all pupils. High-attaining pupils can write at length with good quality of content and spelling. In their writing higher-attaining pupils are using punctuation accurately, including question marks. Pupils are able to read a range of texts and to use their knowledge of the alphabet to find information in books. Middle-attaining pupils are working at levels expected for their age. They make good progress in their sentence construction, use of full stops and in spelling of common words. When they write stories a sequence of ideas is shown and they are developing their spelling skills so that common words are correct and others are phonetically plausible. Lower-attaining pupils make satisfactory progress in learning about sounds, in sequencing stories and copying accurately. In reading, pupils at Key Stage 1 read accurately and with enjoyment. However, pupils of average and below-average abilities have limited strategies for tackling unknown words.
75. By the end of Key Stage 2 attainment is above the national expectation. For pupils of all abilities there is good progress in the acquisition of handwriting skills. Their handwriting is usually well formed and legible. They are beginning to write stories at length with interesting content and they are able to use a good range of writing for a variety of purposes, for example writing dialogue for plays, reports of events and experiments and good descriptive writing. Higher-attaining pupils are able to write at length, using chapters, stating preferences and using speech marks, apostrophes, suffixes and prefixes. Middle-attaining pupils are able to write good descriptive writing using interesting and varied vocabulary and regular spelling patterns are used correctly. Lower-attaining pupils are writing using capital letters and full stops accurately and common words are usually spelt correctly and more difficult spellings are phonetically plausible. At Key Stage 2 pupils read a wide range of books and are enthusiastic readers. However, as is the case in Key Stage 1 lower-attaining pupils have limited strategies for tackling unknown words.
76. Pupils show very good responses to their work in English at Key Stage 1 and at the end of Key Stage 2. Less application is apparent sometimes in the class with youngest Key Stage 2 pupils when the pace of lessons is slow and there is not enough challenge for the more able pupil. Throughout the school pupils behave well in their English lessons and are able to work collaboratively. A good example of this was seen in the class with the oldest Key Stage 2 pupils when they were required to collaborate in completing a writing frame for a story. Some good beginnings were made with some interesting and imaginative writing.
77. Teachers are making good use of the framework for the literacy hour to plan detailed lessons. They have a good knowledge of the objectives which they generally share with pupils. In the Key Stage 1 class and the class with the oldest pupils, teachers have very clear expectations, keep lessons moving at a brisk pace, match work well to the range of abilities in their classes and use time and interesting resources well. Although teaching in English is satisfactory overall in the other class in the school, teaching is not so well focused on the objective of the lesson, the pace is often pedestrian and resources are not always well matched to the objective, there is also a lack of pace and challenge for the more able pupils which adversely affects pupils' progress. Where it is given, homework makes a positive contribution to pupils' progress in English but its use is not

consistent throughout the school



78. All pupils have equal access to English. It meets the needs of pupils with special educational needs and is planned for continuity and progression. Good procedures are in place to assess pupils' attainment in English with a useful self-assessment tool for pupils so that they can ascertain their own progress. Teachers use a large and detailed reading record which identifies which books pupils have read with room for comment from parent or teacher. However, it gives no indication of pupils' weaknesses or particular strengths in reading.
79. The school has a satisfactory range of texts and variety of books available, both fiction and non-fiction, which include stories from other cultures. Generous funding from the parents' group has enabled the school to buy a good range of books which particularly appeal to boys. Resources are efficiently and effectively deployed and accommodation is satisfactory, although the library area is small.
80. The co-ordinator acts as a consultant and a support to colleagues. She has begun to monitor the implementation of the literacy hour and fed back to teachers on their strengths and areas for development but this is in the early stages and needs to be strengthened. She is beginning to use data but the analysis is still crude and not in enough depth to identify differences in gender results, for example she has identified correctly the need to improve spelling and extended writing. The English scheme has yet to be revised in the light of the literacy hour.

## **Mathematics**

81. Overall, standards in mathematics are above the national average. The school's results of baseline assessment indicates that attainment on entry this year is above average though it varies from year-to-year. The results of national tests in 1999 show that by the end of both key stages, standards of attainment are above the national average and the average for similar schools. Taking the last three years together, attainment at Key Stage 1 was well above the national average and close to the national average at Key Stage 2. This should be viewed in the context of the small size of the Year 2 and Year 6 classes which vary from year to year. For example, this year's Key Stage 2 results will be adversely effected by the quarter of the class of twelve pupils having special educational needs.
82. In lower Key Stage 2 progress is satisfactory. In Key Stage 1 and upper Key Stage 2, pupils often make good progress and are well prepared for their next stage in education. The school has set ambitious targets for the next two years.
83. Pupils in Key Stage 1 are developing a sound understanding of addition and subtraction. By the end of the key stage, they count in steps of different sizes and by odd or even numbers, recognising repeating patterns. High-attaining pupils have a good understanding of place value and quick mental recall when solving problems orally with numbers up to 100. They have a sound mathematical vocabulary in aspects of number, time, weight and shape. Pupils of all abilities are beginning to measure and develop an understanding of time in relation to everyday events. They know the names and simple properties of regular two-dimensional shapes such as square, triangle and circle and can name some solid three-dimensional shapes.
84. At lower Key Stage 2 pupils make satisfactory progress in their understanding of number and their attainment is as expected for their age. High-attaining pupils have quick mental recall, accurately calculating multiples of 2, 3, 5 and 10. They recognise that multiplication and division are opposites and use methods such as doubling to find the solution to problems. By the end of the key stage, overall attainment is broadly average, but the full range is represented. The majority of pupils understand the equivalence of fractions and percentages. They solve number problems to two decimal places. They have a sound mathematical vocabulary and use such terms as axis, quadrant and origin when describing the position of shapes in relation to one another. High-attaining pupils are beginning to understand negative numbers and use them in plotting shapes. These pupils, who represent a quarter of the class, are achieving standards above those expected for their age. In other subjects, such as science, pupils use their mathematical skills to present their data in a variety of forms, including line and bar graphs.

85. Pupils throughout the school have good attitudes towards mathematics. Their behaviour in lessons is consistently good and this makes a significant contribution to their attainment and progress. In the majority of lessons pupils listen to their teachers and complete the activities they are set. In a small number of lessons, however, high-attaining pupils lose concentration. This sometimes occurs where parts of the introduction to a lesson fails to challenge them or where over-elaborate explanations leave them with little to do for themselves.
86. In mathematics, teaching in the majority of lessons at Key Stage 1 is good. Lesson planning is good and clearly identifies opportunities for pupils to take part in oral, mental mathematics and work independently on a range of activities. Questions are well prepared to challenge pupils of all abilities and encourage them to participate in discussion. Opportunities are provided for pupils to explain their answers and learn from their mistakes.
87. Teaching in lower Key Stage 2 is satisfactory overall but occasionally plans are not carefully followed and lesson time is not used effectively. At times, insufficient account is taken of the wide range of age and ability within the class. At the end of Key Stage 2, teaching in mathematics is often good. Routines to foster good work habits have been established and the teacher sets appropriate tasks that challenge the knowledge and understanding of all pupils. Lessons end with teachers briefly highlighting successful learning and giving pupils the opportunity to consolidate their understanding. Time and resources are generally managed well, though occasionally over-elaborate explanations leave little challenge for high-attaining pupils.
88. Throughout the school planning for mathematics is detailed and lessons well resourced. The national numeracy framework is helping teachers focus upon what pupils are to learn and the order in which topics should be taught. Arrangements for the assessment of mathematics are satisfactory. The co-ordinator monitors curriculum plans and resources to ensure that pupils receive a balanced mathematics curriculum but does not sufficiently evaluate standards or the quality of mathematics teaching across the school. Resources are good, accessible and well organised.

## Science

89. Pupils' attainment in the 1999 national tests at the end of Key Stage 2 was above the national average. Results over the last three years show that attainment at the end of Key Stage 2 is consistently above the national average and the average for similar schools. Pupils' performance at the end of Key Stage 1, based upon teachers' assessment, is very high at the expected level and average at the higher level.
90. From observation of lessons and scrutiny of work, pupils in both key stages make satisfactory progress and attain levels expected for their age. Pupils with special educational needs are integrated into groups and make satisfactory progress. By the age of seven pupils have a sound understanding of simple physical processes such as what people and animals need to survive. In one lesson, pupils used their senses well to investigate similarities and differences in food. They record the results of their investigations in a scientific manner, following the teacher's directions. By the time they leave school, most pupils have a sound understanding of what makes a fair test and use scientific language with reasonable accuracy. They conduct simple experiments, for example on changing solids to liquids and liquids to gasses. In their investigations they are beginning to associate cause and effect, such as in a lesson on sound when they adjusted the length of the elastic band to change its pitch.
91. Pupils' attitude to science is generally good. In most lessons they are attentive and show interest in their work. However, where the pace of a lesson slows as in a lesson on nutrition, a small number of pupils lose concentration. The youngest pupils enjoy science and respond to the teacher enthusiastically. Pupils at the end of Key Stage 2 work purposefully and with sustained concentration. They co-operate in small groups, sharing ideas and resources sensibly.

92. Teaching is always at least satisfactory. Lesson planning is detailed, clearly showing the knowledge and skills pupils will learn. In the majority of lessons, teachers make good use of their planning to ensure that pupils make progress in their knowledge and understanding. Where lesson plans are not followed, high-attaining pupils are not sufficiently challenged and there is insufficient time for pupils to complete their work. In all classes, teachers prepare resources conscientiously and in the majority of lessons use them imaginatively to maintain pupils' interest and attention. In the best lessons, teachers give skilful demonstrations, pose challenging questions and provide time to review what pupils have learned at the end of the lesson.
93. The previous inspection commented on the need to develop subject guidance for teachers to promote continuity, progression and aid assessment. Curriculum guidance is now in place and the school has adopted a published scheme to support non-specialist teachers. However, though there is a new scheme of work for science, in recent years the subject has not been a school priority and curriculum development has been maintained at a level below that of literacy and numeracy. Though teachers are confident in teaching science to their own class, the level of subject knowledge and expertise in the school is limited and is restricting the effective use of a wide range of experimental, investigative and research-based methods. Resources for science are satisfactory and suitably organised and managed.

## **OTHER SUBJECTS OR COURSES**

### **Art**

94. Only one lesson of art was observed during the inspection, however, from scrutiny of work on display it is evident that standards in art are not reaching expectations by the end of Key Stage 2. Art is used well throughout the school to support work in other subjects, for example a satisfactory lesson was observed in Key Stage 2 where pupils produced replicas of Greek pots using a limited palette but working with templates provided by the teacher. Examples of “modern art” were seen at the end of Key Stage 2 but the pupils’ representations were crude and unsophisticated for pupils of their age. Not enough emphasis is placed on the development of pupils’ skills throughout Key Stage 2. Pupils enjoy art and participate with enthusiasm but are inclined to rush the work they are doing which results in a loss of quality.

### **Design and Technology**

95. Not enough evidence was available during the course of the inspection to make a secure judgement of pupils’ attainment and progress in this subject.

### **Geography**

96. Not enough evidence was available during the course of the inspection to make a secure judgement of pupils’ attainment and progress in this subject.

### **History**

97. By the end of Key Stages 1 and 2 pupils are reaching levels expected for their age. At Key Stage 1 pupils can put a series of pictures into order and are able to distinguish differences between aspects of their lives and those of people in the past. They make good progress. By the end of Key Stage 2 pupils are able to extract information from original evidence and to make deductions. They have good knowledge of the Victorians and how they lived with good references to their own locality. Pupils enjoy their history lessons, pay good attention and work hard at their given tasks. Teachers plan history well, make good use of an interesting range of resources and structure their lessons well to address clear learning objectives.

### **Information Technology**

98. Pupils’ attainment in information technology is broadly in line with national expectations. By the end of Key Stage 1 most pupils are able to enter information via the keyboard or a mouse, use menu bars, explore real and imaginary situations with a range of suitable software. By the end of Key Stage 2, pupils further develop skills in word-processing and use the computer to support their studies in English, mathematics, science and history.
99. Pupils’ progress in information technology is satisfactory. This is particularly evident in their ability to use equipment confidently and to talk about and reflect on their use of software.
100. Pupils use computers enthusiastically. They work co-operatively and act responsibly, sharing resources, taking turns and contributing to discussions. Equipment is well cared for.
101. The quality of teaching is sound overall. Plans have been produced for teachers to guide them in developing pupils’ skills as they move through the school. Since the last inspection, teachers have increased their confidence to teach skills and use computers more often to support pupils’ learning.
102. Satisfactory progress has been made since the last inspection with the purchase of new computers and programs. New curriculum plans and in-service teacher training has contributed to raising standards in information technology.

## **Music**

103. By the end of Key Stage 1 pupils are reaching levels expected for their age. They sing confidently a range of songs and are able to recognise the beat. They listen carefully to sounds and pieces of music. They particularly enjoy using the interactive program on the computer. By the end of Key Stage 2 pupils are working towards a planned effect using rhythm and can recognise simple notation. They are working towards the end of key stage expectations but only a minority will achieve them. There is still an issue about teachers' confidence in teaching music which was identified in the last inspection. However, the school has come some way to addressing the issue by providing a structured programme to support teachers.
104. Teachers plan their lessons well with appropriate activities to support the learning objective. However, they are not secure enough in their subject knowledge to fully explain musical aspects to pupils.
105. A good range of music is used to set the mood for assemblies but this is not exploited to the full to develop pupils' understanding of a range of music.

## **Physical Education**

106. During the inspection it was not possible to observe the full breadth of the PE curriculum. A small number of lessons were observed and additional evidence is drawn from teachers' planning, interviews with staff and pupils.
107. Attainment and progress in PE is generally in line with national expectations.
108. By the time they are seven, pupils have a sound awareness of space and show variety in their dance movements. They interpret the rhythm and mood of music with appropriate actions. In games lessons, they develop skills in throwing and catching, often working well with a partner.
109. By the age of eleven, pupils have developed sound skills, techniques and levels of performance in a range of activities which include games and swimming. Attainment in dance, however, is below expectations for their age.
110. In lessons, pupils listen carefully, follow instructions and demonstrate a sound awareness of safety procedures and routines.
111. Teaching in PE is satisfactory. Teachers prepare their lessons well using the local authority's scheme and commercial resources. The pace of lessons is generally satisfactory and teachers provide sufficient time for pupils to practice their skills but insufficient opportunity to evaluate each other's performance.
112. The multi-purpose hall is small and teachers work hard before and during lessons to ensure a safe environment for the pupils. The school has good outdoor facilities for PE and makes very good use of facilities at the nearby sports centre.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

113. The inspection was carried out by a team of 3 inspectors. During the week of the inspection 61 lessons or parts of lessons were observed. In addition observations were made during registration, assemblies, break times and lunch time. A cross-section of pupils in every year group was heard to read. Samples of work were examined from all classes and teachers' planning files inspected. Discussions were held with pupils, staff, parents and the chair of governors.
  
114. The documentation provided by the school was analysed both before and during the inspection and budget figures and other financial information were examined. The inspectors also considered the views of parents, expressed in response to a questionnaire and at a meeting held at the school.

## DATA AND INDICATORS

### Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR - Y6	86	1	27	20

### Teachers and classes

#### Qualified teachers (YR - Y6)

Total number of qualified teachers (full-time equivalent)	4
Number of pupils per qualified teacher	21:1

#### Education support staff (YR - Y6)

Total number of education support staff	1
Total aggregate hours worked each week	12

Average class size:	28.6
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## Financial data

Financial year:

1998
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	£
Total Income	166,783.00
Total Expenditure	166,783.00
Expenditure per pupil	1,774.00
Balance brought forward from previous year	5,232.00
Balance carried forward to next year	5,232.00



**PARENTAL SURVEY**

Number of questionnaires sent out:	58
Number of questionnaires returned:	22

**Responses (percentage of answers in each category):**

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	27.3	59.1	9.1	4.5	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	63.6	31.8	4.5	0	0
The school handles complaints from parents well	13.6	63.6	22.7	0	0
The school gives me a clear understanding of what is taught	13.6	68.2	4.5	13.6	0
The school keeps me well informed about my child(ren)'s progress	36.4	54.5	0	9.1	0
The school enables my child(ren) to achieve a good standard of work	31.8	59.1	4.5	4.5	0
The school encourages children to get involved in more than just their daily lessons	36.4	36.4	22.7	4.5	0
I am satisfied with the work that my child(ren) is/are expected to do at home	13.6	59.1	13.6	13.6	0
The school's values and attitudes have a positive effect on my child(ren)	50.0	50.0	0	0	0
The school achieves high standards of good behaviour	40.9	50.0	9.1	0	0
My child(ren) like(s) school	54.5	45.5	0	0	0