

INSPECTION REPORT

Copeland Road Primary School

West Auckland

LEA area: County Durham

Unique Reference Number: 114187

Headteacher: Mr L R Beckler

Reporting inspector: Mr A S Kingston 21585

Dates of inspection: 18 –20 October 1999

Under OFSTED contract number: 707256

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

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INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
Type of control:	County
Age range of pupils:	4 - 11
Gender of pupils:	Mixed
School address:	Copeland Road West Auckland County Durham DL14 9JJ
Telephone number:	01388 832576
Appropriate authority:	The Governing Body
Name of chair of governors:	Mr J Morrell
Date of previous inspection:	30 October – 3 November 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr A S Kingston RgI	Areas of learning for children under five; English; History; Religious Education.	Attainment and progress; Teaching; Leadership and management; The efficiency of the school.
Mr A Hardwicke	Mathematics; Geography; Information and Communication Technology; Physical Education; Equal Opportunities.	Curriculum and assessment; Staffing, accommodation and learning resources;.
Mrs H Monaghan	Science; Art, Design and Technology; Music, pupils with special educational needs.	Spiritual, moral, social and cultural development.
Mrs K Anderson, Lay Inspector		Attitudes, behaviour and personal development; Attendance; Support, guidance and pupils' welfare; Partnership with parents and the community.

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MAIN FINDINGS

What the school does well

- The proportion of pupils achieving standards of attainment in line with the national average in reading and writing by the end of Key Stage 1 has been raised from below the national average to above the national average
- The proportion of pupils achieving standards of attainment in line with the national average in English and mathematics by the end of Key Stage 2 has been raised from below the national average to above the national average.
- The proportion of pupils achieving standards of attainment in line with the national average in science by the end of Key Stage 2 has been raised from below the national average to broadly in line with the national average.
- The effectiveness of the school's implementation of the National Literacy Strategy is very good and is having a positive influence on standards of attainment.
- The effectiveness of the school's implementation of the National Numeracy Strategy is good and is having a positive influence on standards of attainment.
- The provision for children under five is very good.
- Overall, the quality of teaching is good.
- Procedures for assessing pupils' attainment are good.
- Throughout the school there is very good provision for pupils with special educational needs
- The provision for pupils spiritual, moral, social and cultural development is good.
- Procedures for promoting pupils, good behaviour, positive attitudes to learning, relationships with one another and personal development are good.
- The procedures for supporting, guiding and caring for pupils' well-being are good.
- The partnership which the school has with parents is good.
- There is a good, caring and supportive ethos.
- The school's budget is planned very well

Where the school has weaknesses

- I. Whilst attainment in mathematics and science has improved over the past three years there is insufficient challenge being offered to the higher attaining pupils. Thus, the proportion of pupils reaching the higher levels in these subjects is well below the national average.
- II. The attainment of boys is significantly below that of girls.
- III. The role of subject co-ordinators in the monitoring of teaching, the effective implementation of schemes of work and standards of attainment throughout the school is in need of further development

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

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How the school has improved since the last inspection

The school has made significant improvements since the last inspection in 1995 by:

- IV. developing a well-considered school management plan which has provided the basic framework for a wide range of improvements.
- V. improving standards of attainment in reading and writing at Key Stage 1 and English and

mathematics at Key Stage 2.

- VI. completing clearly written and well-structured policies and schemes of work for all areas of the National Curriculum which provide teachers with effective guidance and support in the planning of a coherent curriculum which now promote continuity of learning throughout the school.
- VII. improving the quality of teaching throughout the school.
- VIII. successfully implementing the literacy hour which is now well established and is making a positive impact on the attainment and progress of the majority of pupils.
- IX. implementing effective procedures to raise the quality of pupils' behaviour throughout the school
- X. improving effective links with the community.

Standards in subjects

This 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	A	A	<i>well above average</i> A
Mathematics	C	A	<i>above average</i> B
Science	D	C	<i>average</i> C
			<i>below average</i> D
			<i>well below average</i> E

The information shows that in 1999:

Standards in English were well above the national average and well above average in comparison with schools with pupils from similar backgrounds.

Standards in mathematics were broadly in line with the national average and well above average in comparison with schools with pupils from similar backgrounds. However, the proportion of pupils achieving the higher levels is well below the national average.

Standards in science were below the national average but are in line with the average of schools with pupils from similar backgrounds. However, the proportion of pupils achieving the higher levels is well below the national average.

Quality of teaching

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

Teaching was satisfactory or better in all lessons seen throughout the school. Teaching of children under 5 was consistently good or very good. In Key Stage 1 and 2, teaching was good or very good in about 6 out of 10 lessons.

In the classes in which under-fives are taught the quality of teaching is very good in 25 per cent of lessons and good in the remaining 75 per cent of lessons. At Key Stage 1, teaching is good in 60 per cent of lessons and sound in the remaining 40 per cent of lessons. At Key Stage 2, teaching is very good in 5 per cent of lessons, good in 50 per cent of lessons, and satisfactory in the remaining 45 per cent of lessons. The teaching of children with special educational needs is very good.

The quality of teaching is better overall than that found in most schools. This is a notable feature.

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 overall. The great majority of pupils exhibit good behaviour in all areas of the school
Attendance	Good.
Ethos*	Good. Pupils have positive attitudes towards their work and relationships are good throughout the school. Teachers and adults within the school provide good role models. All staff show commitment to raising standards further.
Leadership and management	Good. There is good educational direction provided by the headteacher and the governing body. However, the role of subject co-ordinators to offer appropriate support to other colleagues is in need of further development.
Curriculum	Sound overall. Curriculum provision and planning to meet the needs of the under-fives is good. At Key Stage 1 and Key Stage 2 the school provides a broad and balanced curriculum in all subjects. Procedures for assessing the attainment of pupils is good. The use of
Pupils with special educational needs	The provision for pupils with special educational needs including pupils with statements of special educational need is very good. The pupils make good progress towards most of the targets in their individual educational plans. They receive good support from their teachers and classroom assistants.
Spiritual, moral, social and cultural development	Good. Pupils are encouraged to reflect and express their feelings. They know the difference between right and wrong and consider the effect of their actions on the lives of others. Good use is made of places of interest to extend cultural development
Staffing, resources and accommodation	There is sufficient staffing with a good range of expertise. The quality and quantity of learning resources although good in English and mathematics is satisfactory overall.
Value for money	Overall, in terms of the standards attained by pupils, their personal development, the quality of education provided and the efficient use of resources, the school provides good value for money

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
XI. The encouragement the school gives to parents to play an active part in the life of the school. XII. It is easy for parents to approach the school with questions or problems to do with their children. XIII. The school keeps parents well informed about their children's progress XIV. The school enables their children to achieve a good standard of work. XV. The positive effect that the school's values and attitudes have on their children. XVI. Their children enjoy going to school	XVII. The school does not encourage

The inspectors' evidence and judgements support the parents' views on what they like about the school.

Whilst the number of extra-curricular activities are limited the school does, within the limited resources available to it, provide opportunities for pupils to become involved in more than their daily lessons.

KEY ISSUES FOR ACTION

The governing body, headteacher and staff should:

- (a) improve the attainment of higher attaining pupils in mathematics and science by:
 - (i) matching learning objectives more precisely to the capabilities of these pupils; (10, 27, 106)
 - (ii) matching work more precisely to the needs of pupils to provide appropriate challenge; (10, 12, 27, 38, 106, 110, 116)
 - (iii) providing a structure through which the school can better monitor the quality of teaching and the progress pupils make in these subjects. (44, 63, 110, 120)

- (a) improve the performance of boys by:
 - (i) analyzing baseline, national test results at Key Stage 1 and Key Stage 2 and achievements in their everyday work to better identify appropriate learning objectives; (103)
 - (ii) raising the expectations that teachers have of them; (12, 103)
 - (iii) boosting their rate of progress by increasing the steps they take towards their learning objectives;
 - (iv) matching work which meets their needs more precisely and provide appropriate challenge. (12)

- (c) improve the leadership and management of the school by developing the role of coordinators to monitor and evaluate the quality of teaching, the standards of pupils' attainment and their rate of progress as they move through the school. (27, 63, 75, 102, 120)

INTRODUCTION

(iv) Characteristics of the school

1. Copeland Road Primary School has 142 pupils on roll and there are 5 classes. Although attainment on entry is in line with that standard expected for children of this age there is considerable variation. The school is situated in a closely populated area which spans a wide range of socio-economic groupings. There is a relatively new private housing estate, local authority housing and older private housing all served by the school. The school also receives pupils from a wider geographical area including St. Helens Auckland. The school, built in 1929, surrounds a pleasant quadrangle in which children can work and, during warm weather, eat their lunches. Just over 18 per cent of pupils are entitled to free school meals. This is broadly in line with the national average. There are 29 pupils identified with special educational needs. This represents 20 per cent of the school's population and is slightly above the national average. Four pupils have Statements of Special Educational Needs.

2. The aims of the school are to:

- achieve quality education by providing access for all children to experience the following educational areas
 - (a) aesthetic and creative
 - (b) linguistic
 - (c) mathematical
 - (d) scientific
 - (e) technological
 - (f) information handling
 - (g) social
 - (h) spiritual
- prepare pupils for their next stage of education; their role as adults at home, at work, at leisure; and as valuable members of society;
- help pupils to
 - (a) appreciate their place in the community and in the world at large;
 - (b) appreciate and experience some of the range of opportunities available in the world around them;
 - (c) foster the development of an enquiring mind;
- develop a safe and caring environment by:
 - (a) encouraging social and cooperative skills;
 - (b) ensuring that each pupil has equal opportunities;
 - (c) taking positive action against any form of bullying;
 - (d) encouraging positive attitudes and a reasoned set of values and beliefs;
 - (e) helping pupils to develop aesthetic qualities;
 - (f) helping pupils develop an understanding on the concept of respect.

In the school development plan the following key curriculum priorities have been identified in the current school year:

- (●) To consolidate and improve on the good practices introduced through the National Literacy Strategy;
- (●) To implement the additional literacy strategy scheme for Year 3 and Year 4 pupils and provide appropriate training for all staff;
- (●) To implement in full the National Numeracy Strategy;
- (●) To continue with the development of the new information and communication technology room and encourage its effective use in all areas of the curriculum;
- (●) To assess the demands of the new National Curriculum and amend the school's curricular provision and documentation accordingly;
- (●) To complete and implement the 'Pathways' scheme so that the teaching of citizenship is enhanced.

Key indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	12	11	23

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	10	9	11
	Girls	11	10	11
	Total	26	19	22
Percentage at NC Level 2 or above	School	91	83	96
	National	82	83	87

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	9	11	11
	Girls	10	10	9
	Total	19	21	20
Percentage at NC Level 2 or above	School	83	91	87
	National	82	86	87

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	12	13	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	7	7	8
	Girls	12	11	9
	Total	19	18	17
Percentage at NC Level 4 or above	School	76	72	68
	National	70	69	78

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	5	5	8
	Girls	11	10	10
	Total	16	15	18
Percentage at NC Level 4 or above	School	64	60	72
	National	68	69	75

Attendance

Percentage of half days (sessions) missed

through absence for the latest complete reporting year:

		%
Authorised Absence	School	5.8
	National comparative data	5.7
Unauthorised	School	1.0

Absence	National comparative data	0.5
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• **Exclusions**

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

	Number
Fixed period	2
Permanent	0

• **Quality of teaching**

Percentage of teaching observed which is:

	%
Very good or better	5
Satisfactory or better	100
Less than satisfactory	0

· **PART A: ASPECTS OF THE SCHOOL**

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

· **Attainment and progress**

1 Since the previous inspection the school has improved pupils' levels of attainment in all subjects other than design and technology. In the core subjects of English, mathematics and science at both key stages the improvement in pupils' level of attainment over the past three years has been significantly better than the national trend. This improvement is reflected in the pupils' achievements in national tests at the end of Key Stage 2. Here, in the past three years, standards of attainment have risen from below the national average to being in line with the national average in English, mathematics and science. This is a notable achievement.

2 Children's attainment on entry to the class receiving reception children is broadly in line with that expected for four year olds. Children get a particularly good start to their education in this class. They receive an extremely high level of care, make good progress in all areas of learning and quickly learn to work and play together. Good routines are established in the class accommodating children of reception age and they are well prepared to meet the requirements of the National Curriculum at Key Stage 1 and the Agreed Syllabus for religious education.

3 By the age of five attainment is above expectation for their age in language and literacy and numeracy for the majority of children. Attainment in their personal and social development, knowledge and understanding of the world, creative work and physical skills is broadly in line with that expected for children of their age.

4 Children's speech develops rapidly. This progress is a direct result of the many opportunities taken by the teacher to engage children in purposeful discussions of high quality. The teacher's high expectations of behaviour and her effective management of discussion periods help children to focus their attention more clearly on other speakers and develop listening skills well.

5 In the 1999 national tests for seven year olds, attainment in reading was in line with the national average. However, the proportion of pupils achieving the higher levels was below the national average. In writing, attainment was above the national average. In mathematics attainment was well above the national average. The proportion of pupils achieving the higher levels in mathematics was above the national average also. In the teacher assessments for science, attainment was well above the national average. In comparison with similar school, standards of attainment were well above average in reading, writing and mathematics. Over the last three years, there have been significant improvements in reading, writing and mathematics standards.

6 Current standards of attainment in English and mathematics at Key Stage 1 are in line with the national expectation. In science, pupils' standards of attainment are above the national expectation. In English pupils read their reading scheme books with accuracy and enthusiasm. They enjoy reading at home, often with parents. Where this is done regularly and well the impact on pupils' reading standards and the enjoyment they gain from books is clearly evident. They speak clearly and write with a growing understanding of grammar, punctuation and the simple sentence. In mathematics pupils add, take away and use 2, 5 and 10 times tables confidently. In science pupils have a good understanding of forces, life and living processes and materials and their properties. They can also carry out simple science investigations saying what they think will happen and can record their findings simply, neatly and accurately.

7 By the end of Key Stage 1, pupils' skills in literacy across the curriculum are in line with the national expectation for seven year olds. Inspection evidence indicates that skills in reading and writing are improving in this key stage. Pupils' use of numeracy skills in other subjects is also in line with national

expectations for seven year olds.

8In the 1999 national tests for eleven year olds attainment was well above the national average in English and the proportion of pupils achieving the higher levels was in line with the national average. In mathematics the attainment of pupils was in line with the national average. However, the proportion of pupils achieving higher levels was well below the national average. Similarly in science, although the proportion of pupils reaching the expected level for eleven year olds was broadly in line with the national average the proportion of pupils achieving the higher levels was well below the national average. The school is aware of the issue concerning the low proportion of pupils achieving the higher levels in mathematics and science in the national tests but has not, as yet, successfully addressed it by providing more challenging work in these subjects to the higher achieving pupils. In comparison with similar schools, standards of attainment were well above average in English and mathematics. In science, when compared with similar schools, the standard of attainment is average overall. Over the last three years, there have been significant improvements in the standards achieved by pupils in the National Curriculum tests for English, mathematics and science. Indeed, the rate of progress and improvement has been better than the national trend. This is a commendable achievement.

9Current standards of attainment in English, mathematics and science are in line with the national average for eleven year olds by the end of Key Stage 2. Progress in English is satisfactory throughout the school. Almost all pupils attain standards in speaking and listening which are in line with national expectations. Pupils speak clearly in a wide variety of situations. They are good at holding conversations on a range of subjects and make good use of expression to make discussions interesting and to make their meaning clear. Most pupils are fluent and accurate readers, helped by the school's consistent approach to the teaching of reading and the effective and regular use of reading diaries and reading journals. Pupils have sound research skills and competently use books to find information. Writing skills are average in the use of punctuation and grammar and in producing lively and interesting narrative in a range of styles. At both key stages, pupils' handwriting shows fluency and they make competent use of joined script in all other subjects.

10In mathematics, attainment by the end of both key stages is, overall, in line with the national average. Progress is satisfactory throughout the school. However, as a consequence of higher attaining pupils receiving insufficient challenge, the proportion of pupils achieving standards of attainment above that level expected for eleven year olds is well below the national average. There is also a significant difference in the performance between boys and girls at both Key Stage 1 and Key Stage 2 with girls achieving a standard which is notably higher than that achieved by boys. The school's good attention to numeracy is now beginning to make a positive impact, most particularly on pupils' ability to perform mental arithmetic calculations. Pupils' work in number and data handling is linked effectively to other areas of the curriculum such as history where Year 5 and Year 6 pupils, for example, use their understanding of simple statistical methods to research family size and the most common occupations in Victorian times.

11In science, attainment is above national expectations in all areas of science at Key Stage 1 and progress is good. Of particular note is the confidence pupils show in their knowledge and understanding life and living processes. At Key Stage 2 the rate of progress slows down and by the age of eleven the overall attainment of pupils is in line with the national average.

12In information and communication technology the standard of attainment is in line with national expectations at the end of both key stages. As pupils move through the school they make satisfactory progress and employ their skills, knowledge and understanding of word processing and data handling to good effect in English, mathematics and history. For example, pupils use the computer well as a word processor on which they can create and re-tell stories; use number and reading programs confidently to consolidate previous learning and employ the digital camera effectively to record the main features of educational visits to places of historical interest.

13In religious education, pupils' attainment is in line with the requirements of the locally Agreed

Syllabus. Throughout both key stages, progress is satisfactory.

14 Pupils with special educational needs make good progress towards their targets at both key stages. This is because staff support them well in groups and match tasks to attainment well. Pupils with statements of special educational needs make good progress because of the skilled and dedicated individual support. Teachers and support staff have high expectations of what these pupils can achieve.

16 **Attitudes, behaviour and personal development**

17 Pupils' attitudes to work are good. In all lessons observed pupils' response was satisfactory or better and in fifty-five per cent of lessons it was good. Pupils enjoy their work and are willing to talk about it, for example Year 6 pupils describe how they had made wind wheels and then conducted an experiment to discover which one flew the furthest. Pupils enjoy coming to school. Attendance is good and most pupils arrive at school on time.

18 Pupils' behaviour in class, as they move around the school and in the playground is good. The school's positive behaviour policy has had a beneficial effect since the last report. Pupils know the difference between right and wrong and understand the school rules. Pupils are attentive to the teacher and generally maintain concentration well. Potentially disruptive pupils are well handled and so their behaviour does not get out of hand. Discussions with parents before and during the inspection, together with analysis of the parents' survey, indicate that parents feel the school achieves a high standard of good behaviour. Pupils enjoy the variety of award systems and take pride in their achievements which are celebrated in assembly. Pupils move about the school in an orderly way. They are polite and friendly and display a respect for property. Mealtimes are animated and pupils sit well at table, use knives and forks correctly and enter and exit the canteen in an orderly manner. Behaviour in the playground, though lively, is good.

19 Relationships between staff and pupils are good. All staff provide good role models. Where opportunities are given pupils work well together in groups. An example of this was observed in a Year 3 numeracy lesson where pupils were asked to make up a grid and then to instruct a friend to draw an item in a specified square. Pupils support each other well. Several occasions were observed when pupils who were upset in the schoolyard were accompanied by others to see a member of staff. The personal and social education programme gives pupils a good understanding of issues surrounding bullying or harassment and when incidents occur the school handles them promptly and effectively.

20 Throughout the school and in all lessons pupils demonstrate a good level of ability to listen to others, to comment thoughtfully and respect their feelings. For example, Year 5 and Year 6 pupils discussed sensitively and expressed feelings of sadness for the victims and families of catastrophes such as the Paddington train disaster and the Turkish earthquake. In a Year 1 and Year 2 music lesson, pupils took turns to clap a rhythm whilst others listened attentively and responded appropriately to questions asked by the teacher. Studies of other religions and cultures in the religious education programme result in pupils gaining a good understanding of the values and beliefs of others.

1 When pupils are given opportunities to take on responsibilities such as register monitor, temperature monitors and classroom helpers they do so with care and pride. They take their roles of responsibility seriously and there were several occasions during the inspection when older pupils were observed helping younger ones and taking a sensitive lead in the organisation of their games during playtimes. A further example of the willingness of pupils to use their initiative and accept roles of responsibility is the school's excellent record of first aid achievements. All Year 6 pupils attend a first aid course and enter local and regional competitions, in which the school has been extremely successful.

2 In collaboration with the other schools in the cluster the school has devised a 'Pathways Scheme for Developing Citizenship'. This is a new and exciting initiative through which pupils keep their own file and record their personal and academic achievements.

3The majority of pupils willingly undertake the homework set for them, usually in the form of reading, spelling and the learning of multiplication tables and most pupils keep an up-to-date and accurate account of their reading through the maintenance of their reading journals. However, the approach to the setting of homework in Key Stage 2 is inconsistent and provides only limited opportunity for pupils to develop their capacity for personal study.

23 **Attendance**

24 Attendance is good. Parents generally comply with the school's request to notify them of reasons for absence. Registers are completed tidily and consistently according to school's policy using symbols to record reasons for absence. Punctuality is generally good and lessons start on time.

23

23 **QUALITY OF EDUCATION PROVIDED**

23

Teaching

4The quality of teaching is good. Since 1995 it has improved significantly throughout the whole school, the majority of lessons being judged to be good or better and no lessons being less than satisfactory. Overall, teaching was observed to be very good in 5 per cent of lessons, good in 50 per cent of lessons and satisfactory in the remaining 45 per cent of lessons.

5In the classes in which children under-five are taught the quality of teaching is very good in 25 per cent of lessons and good in the remaining 75 per cent of lessons. At Key Stage 1, teaching is good in 60 per cent of lessons and sound in the remaining 40 per cent of lessons. At Key Stage 2, teaching is very good in 12 per cent of lessons, good in 46 per cent of lessons, and satisfactory in the remaining 41 per cent of lessons.

6Overall, teachers present their lessons well with due regard for the accurate use of English. They make good use of books and resources to support the day-to-day work of the pupils. Teachers are dedicated, caring and very committed. They plan well together in their key stage groups and as a team. With the headteacher they have worked hard to produce policies and schemes of work to guide and support their teaching and to improve the progression and continuity of pupils' learning as they move through the school. The valuable contribution of non-teaching staff and support staff of those pupils with special educational needs also make a positive impact on the work of the school.

7Teachers' subject knowledge and understanding is good, other than in design and technology. It is particularly good in English and mathematics. Teachers' subject expertise is not, however, used sufficiently well to support teaching and planning throughout the school and thus raise the level of pupils' attainment further.

8For the children under five all areas of learning are covered, with an appropriate emphasis upon language and literacy and numeracy. Work is planned so that it stimulates pupils and is challenging for the wide range of their abilities. This is not, however, reflected throughout the whole school, particularly at Key Stage 2 in mathematics and science. Here, although teachers' expectations of the lower and average attaining pupils and the work they set for them is well matched to their needs, the work set for higher attaining pupils is insufficiently challenging. This is reflected in the national tests where only a very small proportion of pupils achieve standards of attainment above that expected for eleven year olds.

9Careful planning throughout the school results in teachers having a clear programme of work for their pupils in all subjects other than design and technology. The efforts amongst teachers to ensure that the Literacy Hour is effective is reflected in their planning. The good quality of the discussions in the

Literacy Hour reflects the effective use of questioning skills by teachers.

10 Throughout the school a wide range of teaching methods is employed effectively. The organisational strategies of whole class teaching, group work and individual teaching are used well. They are used selectively and effectively to achieve the planned educational outcomes which, particularly in literacy and numeracy, are shared with the pupils. For example, the introductory stages of these lessons frequently assess, revise and consolidate pupils' knowledge and set the lessons in the context of previous learning. When pupils have been working in groups it is common practice in the majority of classrooms for each group to report back to the rest of the class at the end of the lesson. This is often well structured and provides a useful opportunity for teachers to emphasise important points. Particularly good examples of this were observed in Year 1 where pupils read out their invented verses for '*Springtime Rock and Roll*' and in Year 6 where, in history, groups of pupils reported on their investigations into the average size of Victorian families and the most common type of occupations during the Victorian period. A further notable feature of the good standard of teaching is the sensitive and astute teacher interventions which challenge thinking, pose leading questions, provide constructive feedback to enable pupils to improve their performance and focus pupils' attention back on their work. Relationships between teachers and pupils are caring and supportive.

11 Teachers make very good provision for pupils with special educational needs. Lesson plans have due regard to these pupils' targets and individual education plans are referred to. The quality of teaching for pupils with special educational needs is very good. Groups of pupils are withdrawn from literacy lessons and taught in a specialist room. Lessons are very well planned and supported by extremely good resources. These are often personalised for individual pupils. Pupils are grouped according to their particular needs. Teaching is clear and the pace of lessons is good. Teachers' expectations of standards and behaviour are high, and activities are well matched to extend the concentration span of pupils. Work is regularly and carefully marked, achievements commended and next steps for teaching identified.

12 Classrooms are very well managed. Resources within classrooms are well organised, readily accessible and used effectively. Teachers work conscientiously to organise classrooms so that pupils can take responsibility for collecting their own resources and tidying them away. Displays are used effectively. In Years 4, 5 and 6 there are particularly good examples of inter-active display, which not only celebrate pupils' achievements but also provide reference points for further learning, by asking pupils to respond to questions and encouraging them to use reference books for fun.

13 Overall, the quality of day-to-day marking is satisfactory. There are, however, some good examples where comments are constructive and help pupils to improve their performance or pose leading questions and encourage pupils to undertake further investigative work in the reference library. Reading and spelling tasks which pupils are asked to complete at home are sufficiently well organised and well supported by the majority of parents. They have a substantial impact on pupils' rate of reading progress.

33 **The curriculum and assessment**

14 The school provides a curriculum which is balanced and broadly based. It provides appropriate coverage of the National Curriculum at both key stages and also French in Year 6. The school's provision for pupils under the age of five is good. These pupils are given a range of planned activities which demonstrate a good awareness of the recommended areas of learning and desired learning outcomes.

15 Much work has been done since the school's last inspection to ensure that policies and schemes of work are in place for all subjects. All policy documents have a section on entitlement which promotes equal access to the full range of opportunities that the school provides. During the inspection week teachers were seen to work in a sensitive manner with pupils with special educational needs, and show good awareness and understanding of equal opportunities issues in their day-to-day work. When pupils

are grouped for activities, for example, boys and girls are placed together and work well without self-consciousness.

16The school makes good provision for pupils with special educational needs. They are supported both by the provision of differentiated work, and through the work of support assistants. Individual education plans are kept to hand and used well by staff.

17Over the last year much of the school's attention has been directed to the introduction of the literacy hour. This term the focus has been on the introduction and implementation of the numeracy hour. It is a tribute to all the staff at the school that both of these initiatives have been taken on with enthusiasm and professionalism. The implementation of these two major initiatives has been successful and they are having a positive impact on the attainment of pupils.

18The school uses a carefully designed two-year cycle of topics which covers the needs of pupils as they move through mixed-age classes and ensures that there is continuity and progression for all. However, in some subjects, particularly mathematics and science, the needs of more able pupils are not given sufficient attention. Teachers work hard and plan the curriculum in detail. Termly key stage planning meetings are held and these enable teachers to ensure comparability in mixed age classes and provide opportunities for subject co-ordinators to monitor the work in their subjects.

19Sex education is taught on the basis of individual need, partly by teachers and partly by the visiting school nurse. Religious education is taught in accordance with the local education authority's agreed syllabus.

20The school provides a satisfactory range of extra curricular activities. Sporting activities include football for boys and girls, netball, and swimming. There is also a cookery club, and two recorder groups. Small groups of pupils are also learning instruments such as the guitar.

21For homework pupils are encouraged to take reading books home regularly. Although some other homework is given, present practices do not make sufficient use of homework, nor do they encourage pupils to see homework as a natural and useful extension of their work in school.

22Since its last inspection much has been done to develop the school's approach to assessment. The positive picture given in the last report is borne out by the findings of the present inspection. Baseline assessment is used effectively to determine pupils' levels of attainment on entry to the school. There is an effective marking policy, and the day-to-day assessment of pupils work is used appropriately to extend learning and to acknowledge achievements. There is, however, some variation in the degree to which teachers make use of the marking policy to provide useful feedback to pupils. Teachers keep useful files of day to day assessments, as well as the results of more formal tests, and these are readily to hand in classrooms.

23The school's revised assessment policy provides useful guidelines on all aspects of assessment, recording and reporting, including the required assessments in each subject which contribute to pupils' portfolios of assessed work. There has been an ongoing commitment to in-service training in this area, so that time has been given in staff meetings, assessment days where work is compared and levelled, and general staff discussions on assessment issues. Subject co-ordinators monitor work in their subjects, largely by means of the termly key stage planning meetings, but they do not have sufficient time to observe or work alongside colleagues. The headteacher and local education authority link inspector have made some classroom observations, but this aspect of the co-ordinator's role is insufficiently developed.

43 Pupils' spiritual, moral, social and cultural development

24The school provides well for pupils' spiritual, moral, social and cultural development. The school is a caring community in which spiritual moral social and cultural aspects of education are valued. It

provides a Christian background supported by regular visits from local ministers. It also provides pupils with planned opportunities to develop an understanding of other faiths including Buddhism, Sikhism and Judaism. The daily acts of worship are well planned to provide an appropriate balance and the beliefs of others are sensitively treated. Pupils show interest in the different faiths and the school values these opportunities to develop a reflective approach to life.

25 Moral development is promoted well. Pupils receive consistent messages about right and wrong in all aspects of the life of the school. They develop a clear understanding of how these should affect their behaviour and relationships. Teachers expect high standards. The many displays in corridors and around the school include some artefacts, which the children are trusted to handle with care. There is an effective rewards system in place. It is well understood and respected by all pupils and impacts very positively on behaviour and academic achievement.

26 Pupils relate positively to others. They are welcoming and helpful to visitors and eager to demonstrate their interests and skills. Pupils take responsibility from an early age. They are encouraged to care for each other and for the school. For example, reception aged pupils put away their books and equipment carefully and Key Stage 2 pupils happily help to supervise the younger ones during wet playtimes.

27 Pupils are taught an appreciation of their own cultural traditions. They have explored ancient customs and traditions such as those relating to the making of corn dollies and have developed a real pride in the history of their local area. The awareness and appreciation of different cultures is developed particularly through the music and art curriculum. Paintings and artefacts from European countries are studied and the rhythms from Africa, the Caribbean and Latin America enrich their musical appreciation.

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

28 The school provides effective support and guidance for its pupils. It is a welcoming and attractive environment which creates a caring climate for children. The staff provide good role models and the positive ethos helps pupils to work hard and make good progress. All staff know their pupils well and are sensitive to their differing needs, providing good support to those who require it. Support for pupils with special educational needs is a particular strength of the school. Personal and social education is time-tabled through the week and is effective in preparing pupils well for the opportunities, responsibilities and experiences of adult life.

29 Monitoring of pupils' academic progress is well established and used to support and advise. Pupils are offered increasing opportunities for personal development through, for example, the delegation of responsibilities around the school, undertaking a first aid training course and by taking an active part in the extra-curricular programme. In collaboration with the other schools in the cluster, the school has devised a 'Pathways Initiative' through which pupils are able to monitor their own personal and academic development. Support for pupils transferring into and out of the school is well established and generally results in a smooth transfer.

30 Teachers expect a high level of commitment to work and good standard of behaviour from their pupils. A variety of awards, stars and treats are effectively used to monitor and promote this. The majority of parents believe the school's values and attitudes have a positive effect on their children. Movement around school is orderly and pupils are well supervised both in school and in the playground. Classrooms, cloakrooms and corridors are tidy. Exit from and entry to the school at the beginning and end of break times is well managed. A large tarmac area, painted with games, provides a safe area for out-door play and the school enjoys an extensive grassed playing field which the pupils use in dry weather. Effective procedures are in place for the handling of any incidents of harassment or bullying.

31 Procedures for monitoring and promoting good attendance are effective. Registers are completed according to the school's policy with reasons for absence recorded. Any emerging patterns of poor

attendance are noted and acted upon. The Education Welfare Officer visits the school on a regular basis and is very supportive when the need arises.

32 Annual inspections and audits of equipment take place. Although no annual health and safety audit is carried out the teacher and governors responsible for safety are constantly vigilant and any potential hazards are quickly rectified. The standard of caretaking is high. Fire drills are held termly and logged and systems are in place for handling accidents. The school is a non-smoking area.

33 Suitable child protection procedures are in place. The headteacher is the designated person with responsibility for this area.

53 **Partnership with parents and the community**

34 The school provides good quality information to parents through such means as the school brochure, regular and informative newsletters and reports. Parents are happy with the level of information sent to them, the majority indicating on the parents' questionnaire that the school gives them a clear understanding of what is taught. The headteacher and his staff make every effort to encourage parents to become involved in the life of the school. They maintain a steady stream of useful information through newsletters, letters home, reports and comments in pupils' reading journals. Meetings for parents to discuss their child's progress are held each term and are well attended. Last year the school held a literacy week when it invited parents to sit in classes during a literacy hour. A similar week to make parents more aware of the National Numeracy Strategy is planned to take place later this year. Parents receive information about other subjects at the open evenings. Annual reports to parents on individual pupils' performance are well presented, informative, readable and comply with statutory requirements. Parents feel that these reports are helpful. All reception pupils receive an induction booklet which contains useful information and advice about how parents can help their children at home. Signposts in the school are clear and this ensures that visitors can find their way around.

35 Parents' involvement with the school and with their children's learning is satisfactory. A few parents help within school and more are willing to assist with out of school visits and specific projects such as making costumes for plays or making the story sacks. Parents and pupils have signed a home-school agreement which confirms their commitment to the partnership. The majority of parents feel that the reading journals are a useful means of communication between the school and the home. These journals are well maintained. However, the quality and usefulness of the comments made by teachers within these journals are inconsistent. Whilst some teachers provide constructive comments which inform parents how they can help their children with their reading at home, others do not.

36 There is no formal parents and teachers association but parents are very helpful in organising and running fund raising events, the proceeds of which are used to benefit all pupils. This fund has provided computers, numeracy resources and reading books. Currently a governor is raising money for the Millennium project to provide computer equipment. Responses from parents and sponsors have been very good.

37 Pupils transfer to four different comprehensive schools and liaison is well established with all. Reciprocal visits are made by staff and pupils. The proposed electronic link will further increase the effectiveness of this liaison and communication. During the week of the inspection the headteacher and head of the music and drama department from Bishop Barrington Comprehensive attended an assembly to award certificates to Year 6 pupils who had attended a music and drama week and a science and technology week held at their school. These weeks provided pupils with excellent opportunities to become familiar with the site and meet staff and other pupils of one of the schools to which they may transfer at the end of Year 6. Links with the main feeder nursery is also well established. Pre-school children visit the reception class on several occasions before entry at the beginning of September and parents are invited to an evening meeting where school routines can be outlined and effective partnerships established. The systems in place ensure that pupils benefit from a smooth transfer both

into and out of the school.

38The school has improved its links with the local community since the last inspection report. Satisfactory use is made of the community for out of school visits to support topic work and promote cultural development. For example, pupils have visited local supermarkets and museums and the Parish Priest and Methodist Minister regularly conduct assemblies. Pupils nominate elderly members of the community to receive harvest festival produce and they deliver the goods by hand. These experiences, together with visitors to the school, enable pupils to develop a greater understanding of working life and the wider community. The school receives regular sponsorship from three local businesses and others have donated a considerable amount of money to the Millennium fund. The local press prints articles about notable events in the school such as the recent success of the first aid team in the St John's Ambulance regional competition. The school also supports several charities. All these experiences serve to increase pupils' awareness of, and broaden their knowledge and understanding of, the wider community.

58 THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

58

58 Leadership and management

39The headteacher provides caring and effective leadership and sets the tone for the school. He provides clear educational direction and receives a high level of support from the governing body and the deputy headteacher. In addition to this, very good support is provided by the highly committed and hardworking staff in establishing a strong and positive ethos. The consultative approach of the headteacher towards development planning results in all staff as well as governors playing a full part in the identification of, and working towards, relevant targets and priorities. The open lines of communication which have been established account for the very good working relationships evident in the school. The school's effective management is further strengthened by the strong link between the headteacher and the chair of governors. The day-to-day organisation of the school is good and supported well by the very good work of the school secretary who provides highly efficient service.

40The school has an appropriate set of aims. Parents support for these aims is high. In achieving most of these aims the school is successful. For example, in the returns of the parents' questionnaire ninety-two per cent of parents are happy with the attitudes and values the school teaches and ninety-three per cent agree that the school enables their children to achieve a good standard of work. Equality of opportunity is evident in all aspects of the school's work.

41Clearly reflected in the school's management plans are the series of improvements which have been successfully completed since the last inspection. Of particular note are the now well-established guidelines and procedures for improving pupils' behaviour, the completion of schemes of work for all subjects and the development of a wider and more effective range of teaching strategies. The school management plan is prepared very carefully by the headteacher, his staff and the governing body. It is a very good document, providing the school with a positive structure and clear direction through which further improvements can be made.

42Subject co-ordinators have developed good, clear and informative policies and schemes of work. These provide teachers with appropriate support and guidance in the planning of a coherent and continuous programme of study for all subjects of the curriculum. This is a significant improvement since the last inspection in 1995. The role of subject co-ordinators is, however, under-developed. Although they act as consultants to whole key stage and curriculum planning teams and scrutinise teachers' planning, they are provided with too few opportunities to monitor the quality of teaching, the effectiveness of the implementation of agreed schemes of work and pupils' standards of attainment and progression. This not only limits their influence on the work of the school but inhibits also the degree to which the knowledge and expertise of staff can be employed in the professional development of other teachers. Other procedures for staff development are satisfactory.

43 Management, leadership, planning and provision for pupils with special educational needs are very good. Children requiring increased differentiation are identified at an early stage. An action plan is prepared and is shared with parents who are kept well informed throughout. All children at stage two on the special educational needs register and beyond have individual education plans and these are outlined to parents. Individual education plans are clear and detailed. They identify appropriate targets for each pupil and are linked to a timescale. They are prepared, discussed and updated by class teachers and support teachers every half term at staff meetings set aside for special educational needs. The special educational needs co-ordinator monitors the provision and has some time allowed to complete the necessary paperwork which is kept up to date.

44 Liaison with outside specialists is effective. The educational psychologist follows up requests from the school and takes swift and appropriate action.

45 Pupils are well motivated and well behaved. They relate well to teachers and other adults. Pupils work with increasing confidence and independence, they are well supported by class teachers and make good progress. They are well integrated into classes, taking a full part in lessons and in all aspects of school life.

65 Staffing, accommodation and learning resources

46 The school has an adequate number of teachers to meet the needs of the curriculum, and they are generally well qualified and experienced to carry out their duties. Support staff, although recently reduced in numbers, are well deployed. The school secretary and caretaker both make effective contributions to the smooth running of the school.

47 There is a good, close working relationship between teachers, support staff and the special needs co-ordinator.

48 In the past year in-service training for teachers has concentrated largely on the introduction of the literacy hour, and, more recently, the numeracy hour. This has been a major undertaking, which teachers have adopted in a very positive way. The day-to-day operation of these new initiatives was seen to be a positive feature of the work of the school during the inspection. The school carries out professional development interviews with all staff and the analysis of these is used to determine in-service training needs. The results of these interviews also provide agreed starting points for appraisal interviews. The induction procedures for newly qualified teachers are of good quality, and local authority guidelines are well followed. Overall the arrangements for the professional development of all staff are good.

49 The school building and its surroundings provide facilities which are good. In Years 5 and 6 the physical size of the pupils makes some practical activities difficult in the confines of the classroom. Apart from this, however, the school has good space for all activities. A spare classroom is currently being converted into an information and communications technology room. There is also a large and well-equipped library, as well as a spare room where the television is located, and in which large resources are currently stored. The hall is spacious and well suited for physical education, assemblies and other whole-school activities. Some classrooms do not at present have running water available, and this could inhibit some practical activities. Outside, the school has a large, well-surfaced playground with markings for a range of outdoor games, as well as a grassed area with sitting and 'wildlife' areas. Beyond this there is also a large sports field. There is also a separate canteen in which dinners are served. Overall the school has very good accommodation for all aspects of the curriculum.

50 The classrooms, corridors and communal areas of the school, both inside and out, are well maintained and in good decorative order. The caretaker and cleaning staff work hard and make a positive contribution to the effectiveness of the work of school.

51 Learning resources are generally at least adequate, except in design and technology, where they are insufficient in quantity, not easily accessible, and under-used. In English and religious education resources are good. The deputy head acts as resources manager, and she is effective in ensuring that all curriculum areas receive adequate resources, in line with the requirements of the school development plan. In most subjects there are no up-to-date inventories of resources, and this can result in staff being unaware of what is available.

52 The storage of resources is well organised, so that most are readily accessible, either in a central corridor, in the staff room, or in the television room. All resources are safely stored with lockable cupboards.

72 **The efficiency of the school**

53 Finances are very well managed by the headteacher and governors. Their very good financial management within the restrictions of a tight budget caused through a small reduction in the number of pupils attending the school provides particularly helpful support to the school. They dealt very effectively and efficiently with the previous in-year deficit without reducing the quality of the teaching, educational standards or the school's learning resources. The school receives an annual budget and, as in most schools, 80 per cent is spent on staffing. The remaining amount is spent appropriately and efficiently, including funds earmarked for the support of pupils with special educational needs, the induction of a newly qualified teacher, additional literacy support and booster classes.

54 The school management plan provides purposeful targets. It is a very good document. It includes appropriate and detailed targets, costings, timescales and success criteria. However, formal procedures to monitor and evaluate the effectiveness of the school's initiatives and developments are not sufficiently well developed to provide accurate information on which to base future planning. The headteacher and governing body are aware of this and recognise the steps that need taken to improve the school management plan and thus improve further the efficiency of the school.

55 Staff are well deployed and the accommodation is used effectively to support pupils' learning. The level of staffing to support pupils with special educational needs is adequate and the school makes good use of the support available. The school employs a part time special needs support teacher, a support assistant and an additional language support teacher works with those children identified as requiring extra help following Key Stage 1 tests. The school has very good liaison with the local secondary schools and teachers regularly meet together with their counterparts in local primary schools.

56 The day-to-day running of the school is good and in this the highly efficient work of the school secretary provides excellent support. The efficient management of the school's resources supports the improving educational standards achieved by the end of Key Stage 2.

57 Overall in term of standards attained by pupils, their personal development, the quality of the education provided and the efficient use of resources, the school provides good value for money.

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

58 Provision made for children under five is a strength of the school. Children enter a mixed reception and Year 1 class, at the beginning of the academic year in which they attain the age of five. In this class children get a positive start to their education and make good progress in language and literacy and mathematics. In all other areas of learning they make sound progress. The very high priority given to literacy and numeracy is reflected in the children's growing confidence. The good work of the teacher and the assistance offered by her assistant and parental help support the children's development considerably. By the age of five the attainment of children is in line with what might be expected at this age in all areas of learning. Emphasis is appropriately placed upon the successful acquisition of reading, writing and number and the ability to speak with confidence and listen carefully. In this the teacher is successful and children are well on the way to becoming sound readers, neat and accurate writers and are able to use numbers.

59 The provision for personal and social education is sound. Children's attainment in personal and social education is in line with what might be expected for children of this age and they make satisfactory progress in this aspect of learning. Children learn how to work, play and cooperate successfully. For example, during the inspection a group of children used the resources in the dressing-up and role play area well. They co-operated together to go shopping and determined what to buy from the shop in the role-play area.

60 There is good provision in language and literacy and by the age of five, children's attainment overall is in line with what is expected for their age. Children develop good language and literacy skills through a variety of activities which encourage them to listen and to speak with growing confidence and to become familiar with books. A good feature of the class is the range of displays of interesting books with colourful illustrations associated with the classroom displays such as, for example, autumn. Children talk confidently about and respect their reading books. They are proud to demonstrate their emerging reading skills to adults. They practise their writing in many areas of the curriculum and their work is displayed well and valued.

61 There is good provision in mathematical development and by the age of five, children's attainment is, overall, in line with what is expected for their age. In their mathematical development, children make good progress. There is a wide range of opportunities to count, measure, and learn about shape. For example, children can already name three-dimensional shapes such as cones, cubes, cuboids and spheres and some can identify a number of their properties. Children use mathematical equipment successfully for counting and experimenting with shape and space. Counting rhymes, games and shopping activities in the role-play area all help to widen the children's mathematical language.

62 There is sound provision for developing children's knowledge and understanding of the world through a variety of practical activities. By the age of five the attainment for the majority of children is in line with what is expected for their age. Children use their senses appropriately to explore materials and their environment. For example, exciting displays on autumn, growing acorns and mini-beasts encourage them to interact with their surroundings and to use their senses of sight and touch to investigate them further. They use brushes, tools and a range of materials with confidence and produce imaginative three-dimensional models and paintings of themselves to portray human emotions such as shyness, tiredness, pride and fright.

63 The provision for creative development is satisfactory and the attainment of the majority of children

is in line with what is expected for children of this age. Creative activities occur regularly with particularly good opportunities being provided for role-play, art work and play with small and large construction toys.

64The provision for physical development is satisfactory. Very good use is made of the space in the classroom, in the school hall and, in the spring and summer months, in the central quadrangle. Children move confidently from one activity to another with increasing control. They make sound progress and by the age of five their attainment is in line with what is expected for their age.

65The quality of teaching is good. The teacher offers a high level of care and in this receives good support from her assistant and parental help. Teaching is particularly good when the teacher encourages the children to share their thoughts about the activity they are involved in. Here, speaking, listening and social skills are developed well. For example, in a discussion with the teacher on shape children were able to learn, use accurately and consolidate relevant and descriptive mathematical vocabulary. Class discussions also provide good support for children's spiritual, moral, social and cultural development. The teacher knows her pupils very well and makes good use of assessment procedures to support the development of the children.

66The classroom is well planned with areas set out for a wide range of experiences. Children are learning new techniques and skills in all areas of learning and whilst there is due emphasis upon the acquisition of language, literacy and numeracy, the curriculum includes good opportunities for personal and social development and creative work. The class teacher has created a secure and stimulating environment. The first experiences of school life received by the children in the reception class provide them with a positive attitude to their work and a confident start in preparing them for the National Curriculum.

86 **ENGLISH, MATHEMATICS AND SCIENCE**

86 **English**

67Standards in the 1999 national tests at the end of Key Stage 1 were broadly in line with the national average in reading. The proportion of pupils reaching standards above the national expectation for seven year olds was, however, below the national average. Writing standards were above the national average. In comparison with similar schools, standards in reading and writing were well above average in 1998. This is a significant improvement since the last inspection in 1995 when standards in both reading and writing were below the national average.

68Standards in the 1999 national tests for English at the end of Key Stage 2 were well above the national average. The proportion of pupils achieving the standard expected for eleven year olds was considerably greater than the proportion gaining this standard nationally. The proportion of pupils achieving the standard above that expected for their ages was in line with the national average. At Key Stage 2, pupils' standards in these tests over the last three years have improved significantly. This is a notable achievement.

69By the end of both key stages present standards are, overall, in line with the national expectation. Standards in reading are higher than those in writing by the end of both key stages. Girls achieve higher overall standards than boys, reflecting a national pattern.

70Since the last inspection significant improvement throughout the whole school has been made in pupils' speaking and listening skills. By the end of Key Stage 1 pupils willingly join in class discussions and speak clearly. They listen well to teachers and to each other, offering appropriate answers to questions and opinions which reflect their personal experiences. They follow and understand instructions and explanations, remembering to take turns when speaking. Higher and average attaining pupils form clear sentences to ask and answer questions.

71 By the end of Key Stage 2 pupils follow detailed introductions and directions for work. They understand different points of view in discussions and speak clearly and confidently to visitors. Year 6 pupils talk enthusiastically about their reading, compare books and give reasons for their opinions and choices.

72 Progress in speaking and listening is good. Pupils try to raise the level of their oral communication to the high quality of speech and expression demonstrated by their teachers. The literacy hour improves the frequency and quality of opportunities for pupils to listen to individuals and to talk to the whole class. In group work teachers guide conversation skilfully and so create further opportunities to successfully develop pupils' speech. Confidence and clarity also improve through regular experience in presentations. For example, Year 3 pupils talk confidently when comparing their own lives with those of children who worked in Victorian factories; Year 4 pupils discuss the similarities of different faiths with sensitivity and appropriate vocabulary and Year 6 pupils present their findings relating to historical research on the size of Victorian families clearly and confidently. Pupils with special educational needs make good progress, particularly when discussion occurs in small group situations.

73 By the end of Key Stage 1 nearly all pupils read accurately by themselves from their reading scheme books. They use dictionaries, contents pages and simple indexes to find information, meanings and spellings. Most pupils phrase and enliven text with animation when reading aloud. Most pupils read with adults at home. This practice, as the home and school reading diaries attest, is well supported by the majority of parents and is successful in raising pupils' reading standards and love of books. Furthermore, the up-to-date and well kept reading diaries confirm the good communication between the home and the school.

74 By the end of Key Stage 2 pupils are confident and independent readers. They read regularly at home and most keep well documented reading journals which include thoughtful synopses of books and pupils' own personal critiques, many of which show a developing maturity with regard to the qualities of a good book. Reading skills improve pupils' knowledge in most lessons, for example by using worksheets and textbooks for personal research in subjects such as history.

75 Pupils' good progress in reading at both key stages improves understanding in most subjects. Pupils build on their good groundings in phonics at Key Stage 1. The school continues individual reading as well as the literacy hour and guided reading. Teachers monitor carefully the amount and the range of reading undertaken by each pupil. These three factors improve and consolidate the progress pupils' make in their reading and widen the range of words they recognise and use. All pupils make satisfactory progress in developing their reference and library skills.

76 By the end of Key Stage 1 most pupils write in sentences. Nearly all use capital letters and full stops when reminded. Pupils join up letters carefully in handwriting practice and space words out correctly. This practice is transferred with success to all other subjects and as a result most work is presented neatly and with pride. Pupils begin to write for different purposes and in a variety of forms. For example, Year 2 pupils write directions, labels, poems, stories and summaries of school events and visits and personal experiences.

77 By the end of Key Stage 2 pupils experience a wide range of writing, the standard of which is in line with the national average. They have a good understanding of a variety of written forms. For example, the scrutiny of work and classroom observation showed very competent use of alliteration, poetry, characterisation and setting, a variety of non-fiction writing including bullet points, contents pages and indexes and writing for a range of audiences. Most Year 3 pupils understand dialogue and use it in their writing appropriately. Year 4 and Year 5 pupils, as demonstrated in their sensitive and descriptive use of language when undertaking work on 'Frost', show a good understanding of poetry and Year 6 pupils can write in the appropriate style of a biography and an autobiography. Pupils record learning clearly in paragraphs in their history, science, religious education and English work. For example Year 3 pupils successfully completed a report for Lord Shaftsbury on the use of child labour during the Victorian era as if they themselves had observed the employment conditions. This they followed up by

creating their own 'Parliamentary Laws' attempting to curb the long hours worked by children and the dangers inherent in the working conditions. Pupils use word processors well to type and revise some of their work.

78Pupils make satisfactory progress at both key stages. Regular homework and weekly spelling tests maintain progress in spelling. The literacy hour increases pupils' understanding of writing skills and the use of standard English. Pupils with special educational needs make good progress. Lower attaining pupils make good progress as a result of skilled support and the very good use made of the time made available by the Additional Literacy Support initiative and the accompanying learning resources.

79Pupils respond well to the literacy strategy and other English activities. Whole class guided reading strengthens interest in books, writing, words and meanings. Nearly all pupils read at home for enjoyment. The school's strong support for reading is evident in the reading abilities of the pupils, the progress they make and the enthusiasm that the majority of pupils have for story and poem.

80The quality of literacy teaching is good. During the inspection teaching was very good in thirty-eight per cent of lessons, good in fifty per cent and satisfactory in the remaining twelve per cent of lessons. Good resourcing, preparation and organisation help pupils to switch easily from class to group work. In the good lessons teachers' knowledge, insistence on full concentration and careful planning leads to good progress being made by the majority of pupils, of whom teachers have appropriate expectations. However, teachers do not always have sufficiently high expectations of the higher attaining pupils and as a result do not provide them with sufficient opportunities for extended writing.

81The subject is very well led. The co-ordinator's knowledge and expertise, accompanied by the hard work of the teachers and their enthusiasm have got the literacy hour off to a good start. Careful target setting throughout the school has improved progress of the lower attaining pupils by focusing support. Arrangements to monitor and then improve teaching quality and standards of attainment are at early stage and as a consequence the co-ordinator is, at yet, unable to influence further improvements rapidly.

101 **Mathematics**

82In the 1999 National Curriculum assessments, at Key Stage 1, results overall showed attainment to be above the national average for pupils attaining Level 2 or above both in comparison with schools whose pupils are from similar backgrounds, and with all schools. For pupils attaining Level 3 or above, however, attainment was less good, being still above the national average, but not to the same extent. There was also a noticeable difference between the performance of girls and boys, the boys being just below the national average, while the girls were above. This picture of attainment overall was similar in the previous two years.

83At Key Stage 2, on the basis of National Curriculum tests and of teacher assessments, the percentage of pupils attaining Level 4 or above was above the national average, while the number attaining Level 5 or above was well below. These findings show that the trend in attainment in Key Stage 1 is further accentuated in Key Stage 2. Here also, the relative performance of girls and boys remains broadly as it was at Key Stage 1. The picture over the last three years has been of standards remaining at, or slightly below the national average. The school is therefore maintaining satisfactory standards overall in the subject, but is not remedying either the relative underperformance of boys, or of the more able pupils.

84The whole staff has worked hard to ensure the smooth introduction of the National Numeracy Strategy, and this has both contributed to standards of attainment, and resulted in the sharing of expertise and good practice throughout the staff.

85Inspection evidence confirms that standards are in line with the national average at the ends of both key stages, and that pupils make satisfactory progress overall as they move through the school. Pupils under five make good progress. In most lessons teachers and support staff give effective help to their less able pupils, while those of average ability are given appropriate work. In these lessons, more able

pupils are not given work which is sufficiently challenging, and consequently their progress is less good.

86 Baseline assessments carried out shortly after pupils enter the school show attainment to be broadly in line with those expected of children of this age. By the end of Key Stage 1 pupils are developing their understanding of telling the time. They use correct language in context, for instance when talking about 'o'clock' and 'half-past'. They are also developing their number skills, and can choose appropriate methods for carrying out addition and subtraction problems. They know the meanings of simple mathematical terms and can use them in discussing their work.

87 By the end of Key Stage 2 pupils can understand place value and use this understanding in multiplying and dividing numbers by 10 and 100. Most pupils can select appropriate mathematical strategies for problem solving. They use mathematical language appropriately when recording their observations.

88 Pupils generally enjoy their work in mathematics. They are able to work well together, sharing and taking turns appropriately. They concentrate and listen well to the opinions of others and can sustain their concentration to overcome difficulties. In a Year 6 lesson on decimal notation, there is an atmosphere of involvement and interest. Pupils are keen to answer questions and to do their best for their teacher.

89 The teaching of mathematics is good overall throughout the school. The well-organised and carefully planned introduction of the numeracy hour has contributed to teachers' confidence and to the good standard of teaching. Teachers generally capture the enthusiasm of their pupils by providing well-planned, enjoyable activities which are well matched to most pupils' abilities. In most lessons teachers do not provide sufficient challenge for their more able pupils.

90 A feature of many lessons seen was the promotion of positive attitudes towards mathematics which teachers pass on to their pupils. In a Year 1 and 2 lesson, for example, pupils were learning to count in fives. A lively pace of work was maintained, pupils were given time to listen to each others' ideas and to discuss them, and the lesson was well organised. This practice makes a positive contribution to standards.

91 The curriculum provided is broad and balanced. The policy and schemes of work ensure that all aspects of the curriculum are covered and the development of the National Numeracy Strategy has ensured a consistent approach throughout the school. The recent development of the information and communications technology room is now allowing teachers to plan for and provide better opportunities for pupils to use information technology appropriately to support their work in mathematics. Opportunities for the use of numeracy across the curriculum are being taken, for instance when Year 3 pupils use their understanding of co-ordinates in a geography lesson on the cities of the United Kingdom. This is an effective practice which presents pupils with opportunities to understand and use mathematics in a wider variety of meaningful contexts.

92 Formal assessments are carried out efficiently at all stages and careful records kept. Although some teachers use constructive comments in their marking to suggest ways in which pupils' can improve their work this approach is not consistently applied throughout the school. The school has been addressing assessment issues in mathematics through in-service training activities such as agreement trialing. The school is continuing to develop this form of effective assessment so that the results can be used to inform planning for individuals and thus identify and target better the higher attaining pupils.

93 The subject is effectively co-ordinated and the co-ordinator has a clear job description. She has taken part in a range of in-service training activities, such as the Newcastle University course for Key Stage 1 and Key Stage 2 teachers on mental mathematics. This proved of benefit in the development of the school's approach to mental mathematics. The introduction of the numeracy hour has been well managed.

94The school has sufficient staff for the subject and its accommodation is generally appropriate. The subject is well resourced. Resources are well organised in cupboards and on shelves in a central location and so are easily accessible to all. There is no up to date inventory of resources and so staff may not be aware of what is available.

114 **Science**

95The 1999 teacher assessments show that standards of achievement at Key Stage 1 are above national expectations in all areas of science. This is confirmed by findings of the inspection. Pupils are most confident in their knowledge of life and living processes. All children can sort materials according to their properties and draw and label accurately the parts of a plant. They explore forces in relation to pushes and pulls and understand how they can be applied to change the shape of objects. They relate their knowledge to everyday experiences through class teaching and discussion. At Key Stage 2, national tests show that standards overall are in line with the national average but the percentage of children attaining at the higher level is well below the national average. Children carry out some investigations, for example comparing the distance cars move on different surfaces and relate this to their experience of friction. They sometimes use information technology to display their results in the form of bar charts. Pupils learn about life and living processes. They know the conditions seeds need in order to grow and can use scientific language correctly to explain the difference between germination and growth. By the end of Key Stage 2 all pupils can use electrical components to light bulbs in series and parallel circuits, explain their observations in terms of the flow of electricity and represent their circuits using diagrams.

96Pupils make good progress at Key Stage 1. They record their work in a variety of ways and use reference books well, for example when identifying centipedes, woodlice and spiders found in the school garden. At Key Stage 2 progress is slower. Practical activities are generally well matched to children's ability but photocopied worksheets for all pupils and extension activities for the more able pupils are often insufficiently challenging. Pupils with special educational needs are well supported and make good progress.

97Children enjoy practical science lessons. At Key Stage 1 pupils co-operate together sharing equipment and are eager to talk about their work. At Key Stage 2 pupils work collaboratively in small groups over sustained periods of time. They do not, however, always appreciate the need for precision in recording, for example, when drawing circuits and circuit diagrams. Their oral work and attempts to apply their scientific knowledge to explain what they observe are very good.

98The quality of teaching at Key Stage 1 is good and at Key Stage 2 it is sound and sometimes good. Teachers plan their lessons thoroughly and teachers of older children share lesson objectives with the class. Introductions to lessons are clear and concise and children are well supported during group practical work. Good use is made of plenary sessions. In these pupils are encouraged to describe and try to explain their observations and teachers help them to relate to their scientific knowledge and understanding. Equipment is well stored and carefully used. Good use is made of the county loan service and the school grounds are employed effectively as a rich educational resource.

99There is a science policy and scheme of work which identifies a detailed plan of learning through a two-year rolling programme of science topics. Safety and cross-curricular links are well documented and assessment is built into planning with tasks identified for the end of each topic. Teachers in each key stage work together in order to plan for continuity and progression. At present there is no strategy for monitoring teaching and not all the work planned for a term is always completed. The pace of work through the structured plan is slow at the beginning of Key Stage 2. This leaves a disproportionate amount to be covered in the later years. Consequently there is insufficient time for an appropriate emphasis on experimental and investigative science.

119 **OTHER SUBJECTS OR COURSES**

119 **Information and communication technology**

100 Standards are in line with national expectations at the end of both key stages. The school has recently undertaken a major review and expansion of its information and communication technology facilities, and, while these new initiatives have the potential to become a strong feature of the school's work, they are not yet fully operational, and there has been insufficient time for their benefits to be felt.

101 By the time pupils reach Year 2, they have had opportunities to become familiar with the computer and with other aspects of information and communication technology such as the use of a digital camera. This is used effectively for such activities as educational visits made by pupils to places of interest and recording their practical work. They understand how to control the computer by means of the keyboard and mouse, and can retrieve and store work with appropriate help. Pupils also use 'Pick a Picture' software to draw simple graphs of favourite colours, food and pets.

102 All areas of the subject are appropriately covered and by Year 6 pupils have at least a sound command of information and communications technology skills and a good understanding of its uses in society. They can use appropriate software for a range of activities such as word processing, adding text to clip-art pictures, producing physical and political maps using 'My World' software. They also have opportunities to use CD ROM-based software for reference purposes. They know how to amend text, seek information from data and interpret their findings in various ways.

103 As they move through the school pupils make satisfactory progress at all stages. Progress has been hampered recently by the reorganisation of the information and communication technology resources. This has meant that there has been a period when computers have been removed from their previous locations and are not yet fully operational in their new locations. There has inevitably been some delay in completing the installation of a network and connection to the internet. This process has had a detrimental effect on pupils' progress in the short term. The school has already recognised this problem and is working hard to ensure that the new computer room is brought fully into use as a matter of urgency.

104 Pupils show positive attitudes to their work in information and communication technology. They are enthusiastic when working at the computers and share and take turns in a sensible manner. They listen to each others' ideas and discuss their work using correct subject language. Right from the start pupils use a range of hardware confidently.

105 Although little direct teaching of information and communication technology was seen during the inspection, that which was seen was at least satisfactory and sometimes good. Teachers' subject knowledge is generally satisfactory. The school, however, acknowledges that there is a need for continued support, especially when the new computer room is fully working. Teachers also made good use of information and communication technology in the context of their work in other subjects, for example where Year 3 pupils use the computers to support their work on cities in geography.

106 The subject is effectively co-ordinated by the headteacher, who has a clear vision as to the future development of the subject. He is well qualified to manage the subject and communicates his enthusiasm to both pupils and staff. The school has a very generous provision of resources for information and communication technology due to its successful bid for funding from recent government initiatives. There is also a detailed development plan to manage the introduction of the new resources and arrangements.

126 **Religious education**

107 Pupils' attainment in both key stages is in line with the levels expected in the agreed syllabus and progress is satisfactory throughout.

108 The majority of pupils, including those with special educational needs, make sound progress in their

knowledge and understanding of Christianity and other faiths. In Key Stage 1, through the study of Bible stories, festivals and celebrations pupils develop tolerance and empathy with people who have beliefs that are different from their own. Pupils develop an appropriate understanding of themselves in relation to others and reflect on the way that people act to make others happy or unhappy. For example, pupils in Year 2 knew that in the story of Noah's Ark God sent the flood because people had been behaving badly. At Key Stage 1 pupils also gain knowledge and appreciation of the special nature of religious festivals such as Harvest and Easter to Christians. Through stories taken from different faiths such as the Buddhist story 'The Boy Who Saved a Swan', they also learn the important facets such as love, care, and consideration for one another that all faiths have in common.

109 At Key Stage 2, pupils can describe events recorded in the scriptures. They are able to consider in depth the beliefs and actions of others and apply this to their own experience. For example, in one lesson reflecting on the world given to us by God, Year 4 and Year 5 pupils listen attentively to the views of others and put forward their own observations employing a good range and sensitive use of vocabulary. At Key Stage 2, pupils develop a deeper knowledge of Christianity and of other faiths such as Judaism, Hinduism and Sikhism. They make comparisons between the major festivals and consider ceremonies and family values.

110 Throughout both key stages pupils' questions indicate their interest in the subject and respect for the values and faiths of others. Pupils in both key stages acquire knowledge of the Christian faith by the very good relationship the school has with the local church. However, acquiring first hand experience of other faiths is limited.

111 Pupils' attitudes to work in both key stages are good. They are keen to express ideas, offer opinions and relate relevant experiences. Pupils co-operate very well and show respect for other faiths. Their good behaviour is a positive factor in the success of both group work and class discussion.

112 The quality of teaching is mostly satisfactory. Lessons frequently begin with reference to previous work to remind pupils of knowledge already gained. Planning is sound overall. Lessons maintain a steady pace which sustains pupils' interest and teachers ask a good range of questions which provoke active discussion and reinforce pupils' understanding and tolerance of other faiths and views.

113 The religious education curriculum is broad and balanced and meets the requirements of the locally agreed syllabus. Religious education makes a positive contribution to the spiritual, moral, social and cultural development of pupils throughout the school.

133 **Art**

114 In art pupils make satisfactory progress throughout the school. At Key Stage 1, pupils can mix colours of powder paints successfully. The many examples of their work provide colourful displays in classrooms and corridors. At Key Stage 2, pupils are able to make careful observations, for example of their shoes when working with charcoal. The majority of pupils can use line and tone to good effect in their sketches.

115 Children in reception have many opportunities to practise skills such as applying colour and cutting out. In Key Stage 1 they are able to use these independently when they produce pictures and models. Older pupils are taught to develop further skills in drawing, painting and printing as well as working with clay and textiles.

116 Most pupils are enthusiastic about art and enjoy their lessons. They all settle to work quickly and concentrate well, taking note of guidance given in order to improve the quality of their drawings. Children are proud of their achievements and are keen to show and talk about their work

117 The quality of teaching is sound and sometimes good. Teachers plan lessons thoroughly and skills are clearly demonstrated. Pupils understand what they are required to do and all are well guided and

supported as they work. Completed work is discussed, valued and frequently displayed. There is a very clear and comprehensive scheme of work, which includes reference to artefacts and the work of artists. It gives details of the teaching to be covered each year and is linked to the school's topics. Teachers use this effectively to plan their work together in key stages in order to ensure coverage and progression.

137 **Geography**

118As they move through the school pupils are given worthwhile experiences in geography. During Key Stage 1 they discuss the local environment and, for instance, ways in which to keep it tidy. They also learn how to ask and answer questions about places, starting to use correct geographical vocabulary. In Key Stage 2 pupils build on their earlier understanding, for example when they study maps and grid references. In Year 3 they apply this knowledge to studies of the countries of the United Kingdom. They continue and extend this work as they move through the Key Stage 2, for instance, when Year 5 and 6 pupils study the world map, learning how to measure in degrees and becoming familiar with the different climatic zones of the world. As they continue this work they use geographical vocabulary, such as the terms 'equator', 'continent' and 'tropics', which they learn to use correctly.

119Pupils generally make satisfactory progress in their understanding of geographical ideas at both key stages. Pupils with special educational needs are supported effectively, and so are able to make satisfactory progress. In some of the work seen it was evident that the more able pupils were insufficiently challenged, and so did not make as much progress as might have been possible.

120When the work is presented in a stimulating and lively way the pupils enjoy it and participate well. They are able to talk about what they are doing, showing understanding and involvement. Pupils generally apply themselves well to their tasks. Behaviour is good and pupils work well together in groups. In discussions they listen well to the opinions of others and are eager to answer their teachers' questions. They can use correct geographical language to express their own ideas as when, for example, Year 3 pupils answer questions about the locations of cities in the United Kingdom.

121Since the school's last inspection a new policy and schemes of work have been introduced for the subject and this has ensured that a more consistent and structured approach is used throughout the school. The school's two-year rolling programme of topics ensures systematic coverage.

122The teaching of geography is satisfactory overall at both key stages. The work is planned clearly and an effective range of direct teaching, discussion and practical activities was seen. In a Year 3 lesson, for example, pupils are keen to learn about grid references using a map of the United Kingdom with cities marked. They use their understanding of the countries which make up the United Kingdom, together with the mathematical understanding of grid references. There are strong cross-curricular links which contribute well to the development of pupils' numeracy skills which promote their understanding of both subjects. Pupils listen attentively when the teacher is speaking, they join in discussions enthusiastically and answer questions thoughtfully. Most pupils settle down well when working on practical activities. A supportive, interactive teaching style is employed to very good effect and good support is provided for pupils of all abilities during group work.

123Although assessment procedures are informal questions are used well to assess pupils' levels of understanding. Other assessment procedures are not, however, sufficiently well developed to enable teachers to use assessment information to inform their planning.

124Resources for the teaching of geography are sufficient for the school's needs and are of good quality. They are organised in a satisfactory manner and staff generally make effective use of them to support their work. The co-ordinator is a newly qualified teacher, he carries out his duties efficiently and has a clear job description. Regular monitoring of the curriculum is provided through termly key stage planning meetings.

144 **History**

125 Pupils throughout the school, including those with special educational needs, make satisfactory progress in their knowledge and understanding of history.

126 Pupils at Key Stage 1 develop an appropriate sense of time in relation to their own lives. They have a sound understanding of past and present and can sort and sequence events appropriately. For example, in Year 1 and Year 2, pupils worked out their own family trees and could identify differences between their lives and those of their grandparents as children.

127 At the end of Key Stage 2, pupils understand key aspects of society and culture in the ancient Greek civilisation. They also have a good understanding and hold of key facts about Roman England and the changes that have taken place in the historical development of England. They make very detailed studies into the life in and around West Auckland in the last century. For example, they investigate the importance of the area in the development of the steam locomotion, visit the Hackworth Museum and, in Year 6, analyze data about occupations gained from local directories of the 1800s. They have a very good understanding of the economic forces affecting the rise and fall of demographic and employment trends in Shildon. Pupils bring a wide range of literacy and numeracy skills with them to their history lessons. Year 3 and Year 4 pupils use books well to find information. They can use indexes and contents pages competently. Year 5 and Year 6 pupils have a good understanding of the statistical use of the 'mode' and the 'mean' and employ them to good effect, for example, to undertake an investigation into the average size of a Victorian family and the most popular types of occupation held by the local workforce in the 1800s.

128 Progress at Key Stage 1 is satisfactory. At Key Stage 2 it is good. At Key Stage 2, pupils have a very good understanding of the outlook and experience of people in the past. For example, Year 3 and Year 4 pupils discussed, investigated and reported on the effects of child employment in Victorian times and read in official reports what these children had said. Year 5 and 6 pupils investigated and reported on the causes and effects of unemployment in the Shildon area in the early 1900s demonstrating considerable empathy with the social circumstances in which people found themselves.

129 Overall, pupils' responses in history lessons are good throughout the school. The majority of pupils listen carefully to their teachers. For example, pupils in a Year 3 class enjoyed listening to their teacher tell stories about the lives of children in the Victorian times and the dangers they encountered on a day-to-day basis in the factories, in the workhouses and on the streets.

130 The quality of teaching is good at both key stages. Teachers develop and sustain pupils' interest and concentration through challenging tasks, well presented lessons and high quality resources. For example, teachers have collected together their own good range of artefacts which is enhanced further by the very good use they make of artefacts borrowed from the Durham Museum Service. Artefacts and photographs are displayed extremely well and pupils are encouraged to spend time enjoying them. Classroom displays are interesting and well presented. Particularly effective are those displays, for example in the Year 4 and Year 5 class, which ask questions of pupils and challenge and encourage pupils to interact with them. The full programme of visits and role-plays develop greater depth of understanding of the past and pupils' heritage.

150 **Music**

131 All pupils make sound progress in music. At Key Stage 1 pupils can identify and respond to simple rhythms. They enjoy singing and can select and use appropriate percussion instruments to accompany songs such as "When Noah built the ark." At Key Stage 2 pupils can respond to recorded instrumental music using pictorial representations and symbols, and are able to recognise instruments from the sounds they make.

132 They can use instruments to make music individually as well as contributing to group or class work.

In assembly the whole school sings together confidently with older children providing the harmony. Pupils have the opportunity to learn to play tuned instruments by joining recorder or guitar clubs and to perform in assembly. A peripatetic cello teacher visits every week to teach a small group of pupils.

133 Children take part enthusiastically in class music making sessions. They listen well to short recordings and learn to express personal responses to them and reflect on the moods and feelings they create within them.

134 The quality of teaching is sound overall but is sometimes good. Lessons are carefully planned and well structured to include a progressive range of learning experiences. A detailed planning document covers the full range of the National Curriculum requirements. The scheme provides a good basic structure which all teachers follow and some extend to include their particular interests and expertise. There are good contacts with Bishop Barrington School which is the local comprehensive school. The occasional visits of their music teacher to Copeland Road Primary School and of pupils to Bishop Barrington School are highlights of the music curriculum.

154

Physical education

135 Throughout their time at the school pupils receive a range of appropriate and worthwhile experiences in physical education. During Key Stage 1 pupils are given opportunities to take part in dance, gymnastics and games. These activities allow pupils to develop their skills and confidence and to develop positive attitudes towards sporting and physical activities. These skills and attitudes are further developed and consolidated during Key Stage 2, and pupils consequently become more confident and skilful in a range of physical activities, including swimming.

136 Pupils make satisfactory progress at both key stages and the range of teaching approaches used ensures that pupils of all abilities are given full access to the curriculum. No significant difference was noted between the progress of girls and boys and both are encouraged to participate in the full range of activities. The school also runs a range of extra-curricular sporting activities, such as football and netball teams, which make a positive contribution to pupils' sporting development.

137 By the end of Key Stage 1 pupils are developing an understanding of simple physical education skills and how to perform and practice these, both alone and with a partner, so as to improve their performance. By Year 6 pupils show increasing control in a variety of activities. They understand the effect of exercise on their bodies and can sustain energetic activity over suitable periods of time. Swimming is provided at a nearby school for Key Stage 2 pupils and this enables them all to receive their statutory entitlement under the requirements of the National Curriculum. Current arrangements for swimming, however, mean that a disproportionate amount of time is spent in travelling to and from the pool and in waiting for turns during the lesson.

138 Pupils generally enjoy their work in physical education. In a Year 1 and 2 lesson, for example, pupils join in with enthusiasm, working on body shapes, curling and stretching. At the swimming pool Year 3 pupils show confidence and enthusiasm although some, particularly the more confident swimmers, are frustrated by long periods of waiting.

139 The teaching of physical education is satisfactory throughout the school. In some lessons too much time is wasted in changing and in waiting for activities to begin. On these occasions pupils can become restless and boisterous. In other lessons there is a clear structure, with warm-up, main activities, and conclusion, all well planned. Here pupils work hard, respond well and make good progress.

140 Physical education makes a positive contribution to pupils' moral and social development. In sharing and taking turns, and in working together as members of a team in a spirit of fair play, pupils learn valuable lessons which are relevant to everyday life. Physical education also contributes to other areas of the curriculum, for example, in one lesson pupils benefited from a clear cross curricular link to literacy when the teacher referred to previous work done on opposites. The pupils understood the link

and it informed their continuing work in the lesson

141The subject co-ordinator is a newly qualified teacher and he has made an enthusiastic start in the management of the subject. He monitors teachers' planning through termly key stage planning meetings. There are sufficient resources for the teaching of the subject, although some are old and in need of replacement. The school hall is sufficiently large for all activities, and there are facilities outside for the full range of physical education and sporting activities required by the National Curriculum.

INSPECTION DATA161 **SUMMARY OF INSPECTION EVIDENCE**

142The inspection was conducted by a team of four inspectors, including a lay inspector. The inspection included the gathering of first-hand evidence over a total of 11 'inspector days'. The total time spent in classes, in discussion with pupils and evaluating their work was 32.65 hours.

143 Other evidence included:

- interviews with the headteacher;
- interviews with all subject co-ordinators;
- interviews with co-ordinators of all aspects of the school;
- interviews with the school secretary;
- interviews with the chair of governors;
- interviews with several external agencies involved in the welfare of pupils;
- hearing children read from their reading books and their own work;
- the attendance of several school assemblies and class registrations;
- the observation of pupils in the playground;
- the observation of pupils in the school dining room;
- the scrutiny of attendance registers, accident records and behavioural incidents;
- the views of parents at a pre-inspection meeting;
- the views of parents met during the period of the inspection;
- the returned questionnaires and accompanying letters and written commentaries.

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	142	4	29	26

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent):

6.4

Number of pupils per qualified teacher:

22.19

Education support staff (YR - Y6)

Total number of education support staff:

2

Total aggregate hours worked each week:

44

Financial data

Financial year:

1998/99

	£
Total Income	249777
Total Expenditure	256125
Expenditure per pupil	1590.84
Balance brought forward from previous year	15311
Balance carried forward to next year	8963

PARENTAL SURVEY

Number of questionnaires sent out:	142
Number of questionnaires returned:	48

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	19	77	4	0	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	29	67	4	0	0
The school handles complaints from parents well	17	50	23	9	0
The school gives me a clear understanding of what is taught	17	67	14	2	0
The school keeps me well informed about my child(ren)'s progress	31	67	2	0	0
The school enables my child(ren) to achieve a good standard of work	31	62	4	2	0
The school encourages children to get involved in more than just their daily lessons	25	52	15	6	2
I am satisfied with the work that my child(ren) is/are expected to do at home	21	73	0	6	0
The school's values and attitudes have a positive effect on my child(ren)	17	75	8	0	0
The school achieves high standards of good behaviour	20	60	15	4	0
My child(ren) like(s) school	46	50	4	0	0

NB: Percentages of responses are rounded to nearest integer, sum may not = 100%
 Percentages given are in relation to total number of returns, EXCLUDING nil replies.