

INSPECTION REPORT

HUNWICK PRIMARY SCHOOL

Hunwick, Durham

LEA area: Durham

Unique reference number: 114054

Headteacher: Mrs Susan Smith

Reporting inspector: Mr Colin Henderson
23742

Dates of inspection: 7 – 10 February 2000

Inspection number: 186302

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
School category:	Community
Age range of pupils:	4 to 11 years
Gender of pupils:	Mixed
School address:	Church Lane Hunwick Crook Co Durham
Postcode:	DL15 0JX
Telephone number:	01388 602150
Appropriate authority:	The governing body
Name of chair of governors:	Father Stewart Irwin
Date of previous inspection:	27 November – 1 December 1995

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Colin Henderson	Registered inspector	Science Information technology Geography History	How high are standards? School's results and achievements How well are pupils taught? How well is the school led and managed?
Judith Menes	Lay inspector		How high are standards? Attitudes, values and personal development. How well does the school work in partnership with parents ?
Mike Chatburn	Team inspector	Mathematics Music Under-fives Physical education Equal opportunities	How well does the school care for its pupils ?
Graham Laws	Team inspector	English Art Design and technology Religious education Special educational needs	How good are curricular and other opportunities ?

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Hunwick Primary School is situated in the centre of the attractive rural village of Hunwick in the Wear Valley. It is a smaller than average primary school which currently has 138 pupils on roll (72 girls and 66 boys). The number of pupils has increased since the last inspection. Most pupils come from private housing and a council estate in the local village and from the nearby village of Toronto. An increasing number of pupils come from outside of the local area. The school aims to work with parents to create a caring, sharing 'family' ethos where children are happy and safe.

The pupils are of white, United Kingdom ethnic background. There are no pupils from ethnic minority groups, which is below the national average. There are 28 pupils (20%) on the register of special educational needs, most of whom have moderate learning difficulties. This is broadly in line with the national average. Two per cent of pupils have statements of need, which is above the national average. Twenty per cent of pupils are entitled to free school meals, which is broadly average. Baseline assessment information indicates that attainment on entry is below the county average, although many children are at the younger end of their age range for starting school.

HOW GOOD THE SCHOOL IS

Hunwick Primary School is a good school with many very good features. Pupils achieve high standards both in academic and personal development. The school has a supportive and caring ethos which encourages pupils' active involvement. A positive direction is given to the work of the school by the leadership of the headteacher, clearly focused on raising standards. She is supported well by an effective team approach. The quality of teaching is good overall. It is of a particularly high quality at the end of each key stage. The school gives good value for money.

What the school does well

- Attainment in English, mathematics and science is well above the national average at the end of Key Stage 2.
- Pupils have a positive, enthusiastic attitude. They are keen to learn, take pride in their work and achieve high standards in many subjects.
- There are high standards of behaviour with no evidence of any oppressive behaviour.
- Relationships are very good throughout the school. There is a very good, supportive and caring approach.
- Teaching is of a consistently high quality for children under five, at Key Stage 1, and at the end of Key Stage 2.
- The leadership of the headteacher is very effective. There is a strong team approach with a clear focus on raising standards.
- The strategies for literacy and numeracy have been implemented very successfully and promote high standards.
- Good quality and range of learning opportunities which promote pupils' social and moral development effectively.
- Links with parents are very good and contribute well to pupils' learning.

What could be improved

- Ensure consistently high quality teaching throughout the school.
- Improve the standards in information technology.
- Extend the role of governors in monitoring and planning for school improvement.

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

HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION

The school has made very good progress since the last inspection in November 1995. Standards have been improved in the core subjects of English, mathematics and science. Significant improvements have been made in school management. The new headteacher has very effectively built on some of the procedures developed initially by her predecessor. The role of the subject co-ordinator in monitoring the quality of teaching and learning has been improved substantially, particularly in literacy and numeracy. There have been improvements in curriculum guidance and documentation and in teachers' planning. Good improvements have been made to the range of resources and to the quality of the learning environment.

STANDARDS

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

Performance in:	compared with				Key
	all schools			similar schools	
	1997	1998	1999	1999	
English	B	A*	B	A	well above average A above average B average C below average D well below average E
mathematics	C	A	B	A	
science	B	A*	A	A	

These test results show that, although there is some variation from year to year due to the changing nature of different year groups, standards have remained above and well above the national average in all three subjects in the last two years. Standards are consistently high in science. An A* grade indicates that the standards are in the highest 5 per cent nationally. Standards are well above the average of similar schools; those which have a similar number of pupils entitled to free school meals. The school has used its increasing range of assessment data to set targets for the number of pupils to achieve Level 4 or above in 2000 – 83 per cent in both English and mathematics. These are both well above the current national average. The school is likely to achieve and possibly exceed these targets, as the effective literacy and numeracy strategies are promoting improving standards.

Inspection evidence shows that standards at the end of Key Stage 1 are above average in reading, writing, mathematics and science. They are well above average in English, mathematics and science at the end of Key Stage 2. Pupils achieve particularly high standards in written work, in numeracy and in scientific investigations. Standards in religious education are above those expected in the Locally Agreed Syllabus. Attainment in information technology is in line with national expectations. Pupils' word processing skills are developed soundly and used with increasing effectiveness to support work in other subjects. There are insufficient opportunities to promote pupils' knowledge and skills in other aspects of the subjects; for example, control and researching and communicating information and data. Children under five are taught well. They settle quickly and happily into school routines. They achieve the nationally expected outcomes in all areas of learning and are prepared well to start the National Curriculum.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils have positive, enthusiastic attitudes. They are keen to succeed and take pride in their work.
Behaviour, in and out of classrooms	Behaviour is very good both in classrooms and throughout the school. There is no evidence of oppressive behaviour.
Personal development and relationships	Very good relationships throughout the school promote very good personal development. Pupils are willing to accept personal responsibility and show respect for one another and for adults.
Attendance	Attendance is broadly in line with the national average. There is a good prompt start to the day.

The very good behaviour and pupils' positive and enthusiastic approach to school are significant influences on promoting high standards.

TEACHING AND LEARNING

Teaching of pupils:	aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	good	good	Sound overall with good teaching at the end of the key stage.

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

Teaching is good overall, although there are significant variations in the quality in Key Stage 2. Teaching was good in 34 per cent of lessons observed. It was very good or excellent in a further 21 per cent. Teaching was unsatisfactory in 9 per cent of lessons, focused in the early and middle parts of Key Stage 2. Teaching is consistently good for children under five and at Key Stage 1. It is very good at the end of Key Stage 2 and sound overall in the other parts of the key stage. The consistently very high quality of teaching at the end of each key stage significantly promotes high standards. Teachers have high expectations and use a good range of challenging activities to interest pupils and extend their knowledge and understanding. Teachers use good assessment procedures in English and mathematics to ensure that the work is matched well to pupils' needs. These subjects are taught well and promote good standards in literacy and numeracy. Pupils' skills are used well to promote attainment in other subjects. Where teaching is unsatisfactory, teachers do not manage classes consistently to ensure that pupils stay focused on their work. The pace of the lesson is not sustained and this limits pupils' interest and concentration.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum for children under five, and at both key stages, is broad and relevant, with an increased focus on literacy and numeracy. Opportunities for information technology are not consistently developed. A good range of visits, visitors and extra-curricular activities enhance opportunities for pupils.
Provision for pupils with special educational needs	The provision is good. Support staff are used well to help pupils in class and in some withdrawal activities to focus on learning targets.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Good provision overall. The very good moral provision promotes clear understanding of right and wrong. Good social provision fosters respect for others and pupils' responsibility for their own actions. Spiritual and cultural provision is satisfactory, although the values and traditions of cultural diversity are not promoted effectively.
How well the school cares for its pupils	Very good procedures for pupils' welfare and safety. Staff know the pupils well and provide very good quality care and support. There are very good procedures to assess and monitor pupils' attainment in the core subjects, although these are not yet being used in other subjects.
How good does the school work in partnership with parents.	The school has maintained its very good links with parents. It works closely with them to keep them well informed and involved in their children's learning.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The school is well managed. Clear, effective leadership by the headteacher gives a positive direction to the work of the school. A strong team approach encourages staff with subject responsibilities to contribute to raising standards.
How well the governors fulfil their responsibilities	A very supportive governing body is increasingly involved in working with the headteacher and staff on school improvement. Monitoring and evaluation procedures are not sufficiently well-developed to give governors a detailed understanding of standards being achieved.
The school's evaluation of its performance	The school uses an increasing range of assessment data to monitor pupil performance and target areas for improvement. Headteacher and core subject co-ordinators monitor standards of teaching and learning and identify priorities for development.
The strategic use of resources	An effective management plan identifies annual development priorities and they are soundly supported through links with financial planning. Longer-term strategic plans to show how finances are to be used to support school improvement are not clearly established. The principles of best value are applied soundly and the school gives good value for money. Staffing levels are good and fully meet the demands of the curriculum. Resources have been improved since the last inspection and are promoting improvement, particularly in literacy and numeracy. The accommodation is good and refurbishments have added to the attractiveness of the learning environment

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none"> • Their children like . • The school has high expectations of work and behaviour. • Their children are making good progress. • The school is very well led and managed. • Staff are approachable and quickly sort out any problems. • The caring supportive approach encourages each individual to become more mature and responsible. • The school works closely with parents. • Teaching is good. 	<ul style="list-style-type: none"> • More consistent use of homework. • An increased range of activities outside of lessons.

Parental responses from 50 questionnaires returned (36 per cent) and from the 20 parents (14 per cent) who attended the meeting were very supportive. There were very few concerns. Inspection evidence confirms many of the parents' positive views of the school, particularly the high expectations of work and behaviour and the supportive, caring approach. Inspectors' judgements found that homework is used well in all classes to promote standards. The range of extra-curricular activities is good and enhances the curriculum, particularly for Key Stage 2 pupils.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

1. At the end of Key Stage 1, the results of the 1999 national tests showed that attainment in writing was well above the national average and very high compared with similar schools. In reading, attainment was close to the national average and well above average compared with similar schools. Although the number of pupils achieving the expected Level 2 was above average, the number achieving Level 3 was well below average. Test results over the last four years show that performance in reading was above the national average. It was well above average in writing. At the end of Key Stage 2, the results of the 1999 tests showed that standards were above the national average and well above average compared with similar schools. Test results from the last four years show that standards have remained well above the national average. Boys achieve standards which are as high as those achieved by girls at both key stages. This is significantly higher than the national trend and reflects the positive attitude and encouragement given to all pupils.
2. Standards have been maintained at the high quality reported in the last inspection. Some improvements have been made at Key Stage 2, particularly in the quality of pupils' written work. The school has set a realistic target of 83 per cent of pupils to achieve Level 4 or above in 2000. Although this is below the 1999 result, it is based on current assessment information and is still well above the national average figure for 1999. The school is hoping that the consistently high quality of teaching at the end of the key stage, targeted at the identified areas of weakness, will enable it to exceed these performance targets. Inspection evidence confirms that standards in English are above the national average at the end of Key Stage 1 and well above at the end of Key Stage 2. Particular strengths were noted in extended writing, speaking and listening skills and reading for meaning and understanding in Key Stage 2. Standards in literacy are high and pupils use their good literacy skills, particularly reading, to promote standards in other subjects, for example, history and science.
3. The results of the 1999 Key Stage 1 national tests in mathematics showed that standards were above the national average and well above average for similar schools. Although the number of pupils achieving the expected Level 2 or above was close to the national average, the number achieving Level 3 or above was well above average. At Key Stage 2, test results in 1999 showed that standards were above the national average and well above average compared with similar schools. The number of pupils achieving Level 4 was above average and the number achieving Level 5 was close to the national average. Test results over the last four years show that pupils' performance has remained well above average at both key stages. Boys' standards have been maintained at a particularly high level. Inspection evidence confirms that attainment has improved significantly since the last inspection in both key stages. Standards are above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. The school has implemented the National Numeracy Strategy very effectively. This has been supported by consistently good teaching, particularly at the end of each key stage. Pupils' weaknesses have been identified and targeted effectively. These have positively influenced higher standards.
4. In science, the 1999 teacher assessments at Key Stage 1 showed that the number of pupils achieving Level 2 was below the national average and the number achieving Level 3 was above average. The Key Stage 2 test results in 1999 showed that standards were well above average compared nationally and with similar schools. The last four years' test results show that standards of both boys and girls have remained well above average. Attainment has improved since the last inspection at both key stages. Inspection evidence shows that attainment is above average at the end of Key Stage 1 and well above average at the end of Key Stage 2. High quality teaching in Key Stage 1 and at the end of Key Stage 2, together with pupils' positive and enthusiastic approach to practical scientific investigations, promote improving standards.

5. Standards in information technology are in line with national expectations at the end of each key stage. They have been maintained at the level reported in the last inspection. The school has focused on developing pupils' word processing skills, and these are being used with increasing effectiveness to support work in other subjects. Pupils have some opportunities to develop other skills, for example, control, researching for information on CD and on the Internet, and in design and art aspects. However, these are not frequently used to extend pupils' skills, knowledge and understanding. They are not used sufficiently to promote higher standards.
6. Attainment in religious education is above the standards expected in the Locally Agreed Syllabus at the end of each key stage. Pupils show an increasing understanding of religious beliefs and practices. Their knowledge and understanding of Christianity and other religions are developed well in Key Stage 1. These are extended effectively in Key Stage 2 as pupils gain a greater insight into such aspects as 'special places' and Holy books. Pupils use their literacy skills well to promote high standards, for example, when writing about feelings and emotions.
7. Pupils' learning is developed well, particularly in the core subjects, and they achieve good standards throughout the school. In the non-core subjects, pupils make good progress in design and technology, particularly in the design and evaluation aspects. They make sound progress overall in other subjects, with progress being good in some aspects of their work; for example, three-dimensional work in art and weather studies in geography.
8. Children under five make a good start to school life. There is a broad range of attainment on entry. Early assessment shows that standards are below the county average, although many of the children had only recently had their fourth birthday when starting school. Children settle well and assessment information is used effectively to plan and record their progress in all areas of learning. A strong focus is given to pupils' personal and social skills and to their development in language and literacy and numeracy. Children make good progress in these areas. They also make good progress in creative and in physical development. They show particular improvements in fine motor control; for example, using their pencils well and using such equipment as scissors and brushes effectively in creative work. Children make sound progress in their knowledge and understanding of the world. They regularly use the computer, and visits are used well to extend children's knowledge of the local area. By the time they are five, a significant majority achieve the desirable outcomes¹ in all areas of learning. Many achieve higher standards. They are prepared well to move on to the National Curriculum.
9. Pupils with special educational needs make good progress overall throughout the school. They have clear targets in their Individual Education Plans, many linked to specific literacy weaknesses. These are used well by teaching and support staff, particularly to promote improvements in reading and writing. Spelling is still an area of weakness for these pupils and other lower attaining pupils. Higher attaining pupils are challenged effectively, particularly to extend their writing skills. They achieve high standards.

Pupils' attitudes, values and personal development

10. Pupils enjoy coming to school and are eager to learn. They are attentive, and listen carefully to instructions in lessons, show enthusiasm for their work and are keen to get involved in practical activities. Pupils work well in groups and discuss and agree on group ideas. Pupils in all year groups, including children under five, generally sustain concentration well to complete a task; for example, when reception pupils drew a map of Red Riding Hood's walk through the forest. They are eager to answer questions and even the youngest children listen to one another in class without interrupting. This consistently positive and enthusiastic attitude is a significant influence on pupils' achieving high standards.
11. The school has maintained the high quality of behaviour reported in the last inspection. Very good behaviour throughout the school has a positive effect on achievement. There is no

¹ Desirable Learning Outcomes – these are goals for learning for children by the time they enter compulsory education at the age of five. They refer mainly to literacy, numeracy and personal and social education.

evidence of bullying or other forms of oppressive behaviour. Parents recognise and value the high standards of behaviour. Very good relationships between pupils of all age groups and between pupils and staff result in a cheerful, friendly atmosphere and clear focus on learning.

12. Older pupils welcome the opportunity to take responsibility as monitors, for example, at lunchtime, when they sit with younger children. They help in the library, at break-time and with other responsibilities in class and around the school. Pupils contribute to improving the school environment, for example, by suggesting ideas to improve the courtyard and grounds. However, opportunities for pupils to take the initiative and develop their own ideas are limited in some classes.
13. Pupils' attendance at the school has improved since the previous report and is in line with the national average. Pupils arrive at school on time and there is a prompt and efficient start to the day. There have been no exclusions.

HOW WELL ARE PUPILS TAUGHT?

14. The quality of teaching has improved at Key Stage 1, since the last inspection, with a consistently high level of good teaching. It is more variable at Key Stage 2. There is consistently good teaching at the end of the key stage but significant variations in other parts, particularly in the middle of the key stage. This has an impact on pupils' learning and their consistent progress.
15. The quality of teaching is good overall. It was good in 34 per cent of lessons observed with a further 21 per cent being very good or excellent. The consistently very good teaching at the end of both key stages is a very significant influence in pupils achieving high standards, particularly in literacy and numeracy. Nine per cent of lessons were unsatisfactory. These were in the early and middle parts of Key Stage 2 and restrict the standards pupils achieve and the progress made. Teaching of English and mathematics is good overall. The school has implemented their strategies for literacy and numeracy very effectively and these are positively promoting the development of pupils' skills. Pupils with special educational needs are taught well, particularly when receiving specific support in lessons. This enables them to participate fully in class activities and make good progress.
16. Teachers plan their lessons well throughout the school. They generally identify clear learning objectives for each lesson, and ensure that pupils are aware of what they are trying to achieve. Teachers know their pupils well and work effectively with support staff to encourage pupils' interest and involvement. They generally manage their classes well to ensure that pupils sustain interest and concentration and try to achieve the objective of the lesson. For example, in a Year 1 and 2 mathematics lesson, the teacher starts with a lively mental activity that immediately captures the pupils' interest. They are keen and want to work quickly to find the answers. The teacher builds well upon this enthusiastic response by giving clear, purposeful instructions to ensure that the pupils are aware of the specific focus for the next part of the lesson.
17. The consistently high quality of teaching at the end of both key stages is characterised by high expectations, good subject knowledge and a brisk, challenging pace. The teachers encourage the pupils to become actively involved in their learning and use questions very well to challenge them to extend their knowledge and understanding. For example, in Year 5 and 6 literacy, the teacher challenges pupils to develop their understanding and use of persuasive and balanced argument. She maintains a good pace to the lesson to ensure that pupils use fully the time available to develop their work. The teacher uses very good subject knowledge to extend pupils' use of persuasive language. She includes a good range of different topics, for example, fox-hunting and vivisection, and encourages all pupils to contribute positively to the discussion. This results in very high quality discussion work, which the pupils are able to use very well in the follow-up written activity. Pupils show a clear understanding of how to present a balanced argument and use a very good range of correct terms and phrases, for example, "The opposite view is..." and "Many people would argue that ...".
18. Teachers use homework consistently well throughout the school to support and extend work in

school, particularly in literacy and numeracy. Some opportunities are used to encourage pupils to use information technology to promote higher standards, for example, through using the Internet or CD-ROMs to gain further information or the use of word processing skills in the presentation of written work. However, this is not done frequently throughout the school to promote higher standards. Teachers generally use constructive marking to indicate how pupils can improve the quality of their work. They also use the opportunities in lessons very effectively to indicate to individuals or groups of pupils how they can improve their work. For example, in a Year 1 and 2 literacy lesson, the teacher uses pupils' contributions in the plenary activity to improve the range and quality of vocabulary in bringing their stories "to life". She illustrated effectively how a more detailed description of the character can provide a more interesting and exciting story, using the "strong breath and sharp teeth" of the "big, bad wolf" as a good illustration.

19. The teaching for children under five is good, particularly in developing children's early language, literacy and numeracy skills. It is a significant influence in settling children happily into school life and in promoting their learning in basic skills. Both teaching and support staff work very well together to develop children's knowledge and use of letters and sounds. Children's creative skills are developed well especially in art and design activities, where the teacher's subject expertise is used well to promote and extend ideas.
20. In the 9 per cent of lessons where teaching was unsatisfactory, teachers do not maintain an effective pace. This does not ensure that pupils sustain interest and concentration. Teachers do not manage and control pupils consistently. This affects their interest and participation and leads to some disruptive behaviour, which affects the concentration of others in the class. For example, in a Year 4 and 5 literacy lesson, ineffective class control in the introductory and plenary activities leads to pupils calling out and preventing others from making worthwhile contributions. Where teachers' introductions to activities or instructions to the class are too long, this restricts the time available for the follow-up activity and limits what pupils can achieve. For example, in Year 4 and 5 music, an overlong introduction failed to capture the pupils' interest. It did not give a clear focus to the lesson and did not allow sufficient time for pupils to compose a melody or demonstrate their efforts. Limited progress was made in developing pupils' skills and knowledge.
21. Teachers do not always ensure that learning activities are matched closely to the needs of all pupils in a mixed-age and mixed ability class. This does not enable all pupils be challenged effectively to extend their knowledge and understanding and restricts progress. For example, in a Year 3 and 4 literacy lesson on story writing, the teacher did not build effectively on pupils' prior knowledge. A clear direction was not given to improving pupils' writing skills by focusing on specific weaknesses. Although the teacher encouraged pupils to write their stories, the standards of pupils' work were not high as they were not required to analyse the quality of their writing or focus on specific areas.
22. The teaching of pupils with special educational needs is good. Teachers know their pupils well and work closely with support staff to plan and target effectively individual needs. Pupils' literacy targets are consistently taken into account and teachers prepare work to ensure that gains in this area are good. Pupils with special educational needs frequently benefit from whole-class teaching methods that require them to work to their full capacity. On occasions, when the work is not matched closely to their potential, they find the work difficult and do not make the progress they should.

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

23. The school provides a broad range of relevant and valuable experiences for its pupils. All teachers are involved in the planning process and contribute significantly to its successful implementation. Curriculum planning takes account of what has gone before and what will follow. The result is that it builds systematically on existing knowledge, understanding and skills, particularly in the core subjects of English, mathematics and science.
24. The curriculum for children under five follows the Desirable Learning Outcomes¹, which are planned well to transfer neatly into Key Stage 1 of the National Curriculum. Literacy and numeracy account for 60 per cent of curriculum time, and this concentration on basic skills is reflected in the standards achieved. Special 'booster' classes to help borderline pupils reach Level 4 in English have recently been introduced. Extra time has also been allocated for extended writing in an attempt to ensure that pupils achieve the highest possible National Curriculum level. Time allocations for aesthetic and creative subjects are tight, but the value placed on them by teachers ensures that coverage is appropriate. The lack of a suitable secure, outdoor play area for children under five does limit the range of some aspects of physical and creative development. Opportunities for pupils to develop their skills in information technology are not frequently planned in all classes. The organisation of the curriculum also meets the aptitudes and needs of pupils with special educational needs, for whom suitably modified activities are generally in place. Some withdrawal strategies are used to support individual plans but pupils' access to the whole curriculum is not impaired. The school adopts a successful 'small steps, big strides' approach to its curriculum planning for these pupils.
25. All teachers ensure that the National Strategies for Numeracy and Literacy are fully implemented. Planning procedures are thorough and teachers use the frameworks well to plan and guide their teaching.
26. There is a good range of extra-curricular activities. All major team games are covered and strong links with local clubs and organisations provide coaching for tennis, soccer, rugby and cricket. Although the school does not have a choir, music is enhanced for a small number of pupils by receiving tuition in brass instruments and recorders. A very popular needlecraft club is held weekly, and revision clubs are held to help pupils in the months before they take their Standardised Assessment Tests.
27. The school's positive ethos ensures that the curriculum provides equality of opportunity for all pupils. There is a policy for personal and social education. Much of this is planned to be covered in specific subjects. For example, health and drugs education is covered in science. Some aspects which prepare pupils for the responsibilities of adult life, are included in weekly planning. For example, Year 6 pupils are involved in an annual 'Safety Carousel' in which they are taught by members of the emergency and safety services how to respond in various emergency situations. Sex education is covered mainly during a visit by the school nurse to talk to pupils in Year 6.
28. Useful links with the local community add to the diversity of curriculum provision. Younger pupils have seen local artists at work and a weaver regularly talks to older pupils. During the inspection, the pupils were entranced by demonstrations of techniques used by blind people presented by a representative of the RNIB. Pupils in Year 5 participate in a residential week, involving them in a range of outdoor activities. The school organises numerous visits to interesting places and events to enhance the range of curriculum activities.
29. Liaison with local nurseries and secondary schools is good. The transfer of information supports pupils' learning and those with special educational needs are particularly well-served by the developing links. There are regular meetings with secondary school departments of English, mathematics and science, and secondary teachers come into Hunwick to teach, and observe, lessons.
30. Provision for spiritual development is satisfactory. Pupils say prayers at the end of each session. They know the Lord's Prayer, and the daily act of collective worship always creates

time for reflection. In lessons, there is occasionally a sense of wonder that creates a special atmosphere; for example, when pupils understand how blind people cope with many difficulties. The provision for pupils' moral development is very good. There is a strong emphasis on honesty and pupils are consistently taught the difference between right and wrong. This very good feature is reflected in a respect for people with different beliefs. Opportunities for social development are good. Pupils respond positively to the wide range of situations in class where they are expected to behave responsibly. The teaching support and ancillary staff provide good role models, and pupils quickly learn to work co-operatively. Many older pupils help younger pupils in the playground and in the dining hall. Cultural provision is satisfactory. There are regular visits to local places of interest like Durham Cathedral and Bede's World, and occasional visits from drama groups and art specialists to promote our own cultural traditions. Opportunities in religious education are used effectively to develop pupils' knowledge and understanding of different religious beliefs and practices. Some visitors come into school to extend pupils' knowledge of other cultural traditions, for example, the South African gum-boot dancers. However, opportunities are not consistently taken to extend pupils' understanding of the ethnic and cultural diversity that is now part of the British society.

31. Since the last inspection, the planning and content of the curriculum has improved considerably. The literary and numeracy hours have been successfully introduced. Religious education is now properly resourced and weaknesses in art and music have been remedied. The planning procedures are now comprehensive. There is an extensive homework programme, particularly for older pupils, and this prepares them well for the next phase of their education.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

32. Procedures for ensuring pupils' welfare and safety are very good. The school is a secure and caring community in which each pupil is valued as an individual. Pupils enjoy coming to school; they are happy and safe and are taught by staff who know them well. They feel confident that they can approach adults in the school for help and advice and, as a consequence, are able to benefit fully from the educational opportunities offered. Pupils are well supervised at play-times and lunchtimes. There is a trained classroom assistant, who administers first aid as required and keeps a record of all incidents. There is very good provision for child protection. There is a policy statement and guidelines, and staff are fully aware of the procedures to be followed. The school provides a safe environment for all its pupils and staff. Staff and members of the governing body conscientiously carry out all safety checks and procedures.
33. The school has very effective measures to promote good behaviour and to monitor and eliminate oppressive behaviour. Rules are clearly displayed in each classroom and rewards and consequences are identified. These are well understood by the pupils. There is a strong emphasis on promoting positive attitudes. There is a comprehensive system of awards for good behaviour, which are used by all staff, including midday supervisors. A log is kept of any playground incidents. There is a weekly "good works" assembly, at which a trophy for good behaviour is awarded to the best class.
34. Procedures for monitoring and improving attendance are satisfactory. Parents are required to inform the school by telephone or letter of their child's absence and these are recorded in the back of the class register. The educational welfare officer deals with cases of concern where these arise. The headteacher keeps a log of latecomers. There are no unauthorised absences. Attendance figures are broadly in line with national averages, with authorised absences mainly occurring when parents take their children on holiday during term time. The school has not yet developed procedures to promote better attendance - for example, there is no award for good attendance.
35. Procedures for monitoring and supporting pupils' personal development are good. All teachers know their pupils well and have a good picture of their individual strengths, weaknesses and personal qualities. Pupils' personal development is commented on in the annual reports to parents and at the termly parent consultations evenings. Guidelines for the teaching of

personal, social and health education have recently been developed, but these have still to be incorporated into teachers' planning in a systematic way.

36. The school has developed very good systems for assessing and recording pupils' attainment and progress in English, mathematics and science. In reception, base-line assessment is used to record pupils' progress. Teachers use on-going assessment and record individual progress in the back of pupils' books. At the end of every year an assessment sheet is completed for each pupil to indicate National Curriculum levels in reading, writing, handwriting, spelling, mathematics and science. National end of key stage assessments are taken annually in Years 2 and 6, and nationally recommended tests are given in Years 3, 4 and 5. Procedures to enable teachers to moderate samples of pupils' work and guide them in making and agreeing judgement, are being developed. There is no whole-school approach to assessment in the other subjects of the curriculum, which does not ensure that pupils' progress is being recorded consistently in all aspects of their work.
37. Teachers make effective use of assessment information to guide their curricular planning. Base-line assessment is used well in planning for the desirable outcomes in reception. Generally, teachers make good use of the feedback from their informal, daily assessment in their short-term planning. When this is done they cater well for the range of age and ability in the class. At times, the planning is less successful and teachers do not provide a sufficient range of challenge to cater for all the needs of their pupils - for example, in mathematics and in science. There is an over-reliance on pupils achieving different levels of knowledge and understanding from the same learning activities, particularly in the early and middle parts of Key Stage 2. There is not enough use of different tasks to match the different abilities, and this restricts pupils' progress.
38. Procedures for monitoring and supporting pupils' academic progress are good. Test scores are carefully analysed by the senior management team and strengths and weaknesses identified - for example, identifying stronger and weaker topics in mathematics or that "physical processes and materials and their properties continue to be the weak topics at Key Stage 2." The progress of individuals is tracked and use is made of individual target setting. Where targets are shared and discussed individually with pupils this has a clear impact on progress - for example, in Year 6. This is not common practice throughout the school and does not ensure that progress is consistent.
39. A small number of pupils have Statements of Special Educational Need. They benefit from the thorough identification systems used by the school, ensuring that they receive the help they need as soon as possible. All pupils are assessed at the end of each term. There are good links with specialist staff from the Local Education Authority. This provides rigorous assessments and helpful support programmes. These programmes are then diligently undertaken by staff in the school. Some pupils benefit from effective individual support, provided for them on a daily basis. Parents are fully involved in the statutory processes.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

40. The school has developed a very good partnership with parents and has improved the quality of parental links reported in the last inspection. Parents are very satisfied with the school and the education it provides for their children, and are very supportive of the school. Their active involvement with the school and its pupils helps to link it firmly into the village community, and has a positive effect on pupils' attitudes and personal development.
41. Parents value the welcome they receive from staff and the encouragement to discuss concerns and exchange information about their children's progress. They find the formal meetings arranged each term for them to discuss their children's progress with staff very helpful. The annual pupils' written reports are detailed and informative, but there is some inconsistency in targeting areas of improvement. The school provides very good information for parents about school events and curriculum developments through regular newsletters and meetings. Parents of pupils entering reception receive a good quality prospectus and information on the Early Years' curriculum to help them prepare their children to start school. The school has been successful in encouraging parents to support their children's work at

home through consultation about homework policy and the provision of homework timetables and home/school books, in which parents and teachers can record comments.

42. Parents are involved in school in a variety of ways. They have had a significant impact on the quality of resources, through fund-raising, on the school environment and on pupils' learning. The school makes good use of the skills of individual parents; for example, a librarian runs lunchtime library sessions and a book club. Parents' help in class is well-organised by staff to support learning. The school is very proud of the courtyard which was developed with the help of parental contributions of all kinds, including building, metal work, labouring and planting. More pupil involvement in the processes was made possible by parents' supervision.

HOW WELL IS THE SCHOOL LED AND MANAGED?

43. The leadership and management of the school is good. There have been substantial improvements since the last inspection. Standards of attainment have improved, particularly in the core subjects of English, mathematics and science. The aims of the school have been reviewed and the school has developed a mission statement to give a clear focus to its work. Management roles have been developed well, with particular improvements in the role of subject co-ordinators. Subject guidance has been established for all subjects and there has been significant improvement in the development of assessment procedures, particularly in literacy and numeracy. There are still some inconsistencies in the quality of teaching as was reported in the last inspection. The staff and governors continue to work closely with pupils and their parents to establish an effective partnership and a positive school ethos. This promotes very good relationships and a respect for others. It is a significant influence on ensuring that pupils enjoy being at school and seek to achieve high standards. Parents particularly support the high quality of leadership and management and of the generally high expectations both of work and behaviour.
44. The purpose of the school, set out clearly in its mission statement and agreed aims, is to work in partnership to enable each child to learn, share and succeed in a safe, secure and attractive learning environment. Caring, supportive relationships are fostered to enable staff and pupils to maximise their potential and to benefit the community. These are clearly reflected in the work of the school and are well supported by parents, who value how much their children like school and the good progress made.
45. The new headteacher has built very successfully on the procedures initiated by her predecessor. She has developed further the team approach with good involvement of subject co-ordinators in monitoring and evaluating the quality of teaching and learning. This has been particularly effective in implementing the strategies for literacy and numeracy and has been a significant influence in promoting higher standards. The headteacher has gained a good overview of the school and has a clear insight into its strengths and weaknesses. Working closely with senior staff, she is developing very good procedures to closely monitor and track pupil performance. An increasing range of assessment data is being used well to target areas for improvement and to check carefully on the progress being made by pupils as they move through the school. This data is also being used well to inform school improvement targets and to focus on how to use additional support to raise attainment levels. The influential leadership of the headteacher provides a very clear direction to the work of the school, focused strongly on raising standards even higher.
46. Monitoring and evaluation procedures are being developed well. Classroom observations have been completed by the headteacher and core subject co-ordinators. They have identified good practice and development points and successfully contributed to raising standards. Management planning indicates that these procedures are to be developed further. The headteacher monitors teachers' medium and short-term plans. Each subject co-ordinator works closely with class teachers to formally evaluate each subject every half-term. An annual audit is completed for each subject, which monitors standards and identifies any areas of weakness. This information is then used by the headteacher and senior staff to identify issues for the school management plan. The plan is used well to guide developments over the next school year. It identifies intended actions and outcomes and is evaluated regularly. However, it does not consistently link issues to available finances or identify ways to check cost-

effectiveness. Funds have been used well to support priority issues; for example, by increased staffing for numeracy. However, a longer-term strategic plan which targets efficiently financial planning to possible school changes, has not been established.

47. The governing body has had several changes recently. It fully supports the work of the school and is becoming increasingly involved in management aspects. Governors have a good range of expertise and are beginning to use it well to work with the headteacher and staff on school improvement. They are kept well informed through detailed reports from the headteacher, discussions with subject co-ordinators and attending various training courses. The chair of governors maintains regular contact with the headteacher, and performance targets have been agreed for the headteacher, linked effectively to school development. Individual governors have specific curriculum and management responsibilities, although regular visits by governors to monitor standards closely and to assess the impact of some of their decisions have yet to be established. The committee structure encourages a broad range of discussion, which keeps governors informed of school developments. However, this does not always lead to efficient decision-making, as these discussions are frequently repeated at full governing body level. The partnership between the governors, parents and staff contributes positively to school improvement. Further developments in the procedures by which governors evaluate standards and are actively involved in identifying and planning priority issues, will further extend the effectiveness of this partnership.
48. The governors' finance committee, working closely with the headteacher and school secretary, has established good procedures for managing the school's finances, soundly linked to the development issues. The committee meets regularly and has agreed clear spending responsibilities and delegation limits. The school is generally using the principles of 'best value' successfully to ensure that finances are efficiently used by, for example, taking alternative quotes before making spending decisions. The impact of spending decisions is monitored through the management plan, although cost effectiveness is not always closely evaluated. Finances have been efficiently used to implement the National Strategies for Literacy and Numeracy, with additional funds being used to provide extra staff support for mathematics and in reception. This has reduced the current, quite large, budget surplus. However, although governors are concerned to maintain the current staffing levels, strategic planning does not clearly show how this surplus would be used to promote school improvement.
49. The headteacher is responsible for the provision for pupils with special educational needs. Although much of the detail is organised by the pupil's class teacher, regular checks and discussions ensure that needs are being met. Pupils' needs are uppermost in Hunwick school, and pupils are involved in regular reviews so that they know how well they are doing. The governor for special educational needs is regularly involved in management issues, and there are regular reports to the full governing body. The school uses a significant proportion of its budget for support in this area, although this has not been fully costed. Accommodation has been adapted so that pupils in wheelchairs can gain access to all parts of the building. Pupils have recently designed a 'quiet area' outside, which takes account of the needs of disabled children.
50. The staff is well-qualified, with a broad range of experience and expertise. The two full-time support assistants are suitably qualified and provide effective guidance. Pupils with special educational needs also benefit from their expertise. Numerous governors, parents and friends of the school also make valuable contributions in all classrooms on a voluntary basis and enhance the support given to pupils. All staff regularly upgrade their own skills and knowledge and use them well to continue to extend pupils' understanding. The school's policy ensures that training is closely linked to the management plan and promotes improved standards.
51. The buildings are well maintained, and classrooms are of adequate size for the current roll. However, pupil numbers are increasing and space is at a premium in the largest class. Good quality displays throughout the school recognise achievement and provide an attractive learning environment. The spacious hall easily accommodates the whole-school assemblies and is used as a good resource for promoting attainment in physical education and drama. The school field is an asset and is used well, particularly in the summer. The quadrangle has

recently been imaginatively refurbished, and features a pagoda stage, a herb garden and a striking story chair. There is no separate, enclosed outdoor area for children under the age of five and this limits some opportunities for physical and creative development.

52. Resources have improved in many curriculum areas since the last inspection, particularly in religious education and music. The range now meets the needs of the curriculum effectively and enhances pupils' learning activities. There is an adequate range of equipment for the development of information technology, although it is not always frequently used to promote pupils' skills in all classes. The library contains a broad range of books to stimulate all pupils, whatever their interests. The school is well supported by parents who organise and run the library on two lunchtimes each week. They also run a book club, and this encourages pupils to buy their own books. Class reading materials enhance the stock of fiction and provide ample opportunities for pupils to extend their reading skills. This promotes the pupils' enjoyment of reading.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

53. In order to build on the existing good practices and improve the effectiveness of the school, the headteacher, governors and staff should:
- promote consistently high quality teaching across Key Stage 2 by ensuring that lessons are well paced, pupils are managed effectively, and learning activities are closely matched to the needs of all pupils;
(paragraphs 20, 21, 73)
 - raise standards in information technology by ensuring that pupils have frequent opportunities in all classes to develop their skills in all required aspects;
(paragraphs 111, 112)
 - further develop the role of the governing body by:
 - extending their involvement in monitoring and evaluation procedures to increase their awareness of the school's strengths and points for development;
 - devising and implementing a longer-term strategy, linked closely to finances, to plan and manage future school development.
(paragraphs 47, 48)

In addition to the issues listed above, the less important issues of extending the current good assessment procedures in the core subjects to other curriculum subjects, further developing pupils' appreciation of the benefits of cultural diversity, and the provision of an outdoor area for children under five should be considered for inclusion in the action plan. (*These are indicated in paragraphs 24, 30, 36, 51, 63*).

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed

33

Number of discussions with staff, governors, other adults and pupils

26

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
3	18	34	36	9	0	0

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

Information about the school's pupils

Pupils on the school's roll	YR – Y6]
Number of pupils on the school's roll (FTE for part-time pupils)	138
Number of full-time pupils eligible for free school meals	25
Special educational needs	YR – Y6]
Number of pupils with statements of special educational needs	3
Number of pupils on the school's special educational needs register	28
English as an additional language	No of pupils
Number of pupils with English as an additional language	0
Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	7
Pupils who left the school other than at the usual time of leaving	9

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.4

Unauthorised absence

	%
School data	0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	11	13	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	9	9	10
	Girls	13	12	11
	Total	22	21	21
Percentage of pupils at NC level 2 or above	School	92 (84)	88 (93)	88 (84)
	National	82 (80)	83 (81)	87 (84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	9	10	10
	Girls	12	12	11
	Total	21	22	21
Percentage of pupils at NC level 2 or above	School	88 (93)	92 (92)	88 (85)
	National	82 (81)	86 (77)	87 (86)

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	10	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	11
	Girls	9	6	9
	Total	19	17	20
Percentage of pupils at NC level 4 or above	School	86 (83)	77 (83)	91 (94)
	National	70 (65)	69 (65)	78 (71)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	10	11	12
	Girls	9	8	7
	Total	19	19	19
Percentage of pupils at NC level 4 or above	School	86 (83)	86 (94)	86 (100)
	National	68 (65)	69 (65)	75 (69)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	119
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

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

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

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	6
Number of pupils per qualified teacher	27.6
Average class size	23.8

Education support staff: YR – Y6

Total number of education support staff	4.5
Total aggregate hours worked per week	88

Financial information

Financial year	1998/99
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	£
Total income	221,140
Total expenditure	214,385
Expenditure per pupil	1,565
Balance brought forward from previous year	23,859
Balance carried forward to next year	30,614

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	137
Number of questionnaires returned	50

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	70	24	2	2	2
My child is making good progress in school.	74	24	2	0	0
Behaviour in the school is good.	74	26	0	0	0
My child gets the right amount of work to do at home.	54	38	8	0	0
The teaching is good.	84	14	2	0	0
I am kept well informed about how my child is getting on.	58	38	2	0	2
I would feel comfortable about approaching the school with questions or a problem.	84	16	0	0	0
The school expects my child to work hard and achieve his or her best.	84	16	0	0	0
The school works closely with parents.	63	35	2	0	0
The school is well led and managed.	78	20	0	0	2
The school is helping my child become mature and responsible.	72	28	0	0	0
The school provides an interesting range of activities outside lessons.	32	56	8	2	2

Other issues raised by parents

Parents' views both in the meeting and in the analysis of questionnaires were very supportive of the school. A small number of parents expressed some concern over the inconsistency between classes in the use of information technology and the use of homework.

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

54. The provision for children under five is good. Children enter the school at the beginning of the school year in which they reach five years of age. They come with widely differing experiences - some from nursery, some from playgroup and some with no formal pre-school experience. Early assessment of their competencies indicates that their attainment on entry is below the county average. This is a reflection of the very young age of most of the children. At the time of the inspection fifteen of the nineteen children were still under five.
55. The children make a good start to their life in school. They make good progress. By the age of five a significant majority attain standards that are in line with the desirable outcomes¹ for the areas of learning and some achieve higher.
56. Curriculum planning is thorough and covers all the relevant areas of learning. As the year progresses there is a change in the focus of the planning from the desirable learning outcomes to the National Curriculum. An effective, tightly-structured, weekly plan ensures that the children receive a broad and balanced curriculum. The literacy and numeracy strategies have been implemented effectively and these are followed each morning. Opportunities for children to learn through play are incorporated effectively into the planned activities - for example, when using plasticine in looking at the properties of materials. Opportunities for imaginative and constructive play are less well-developed.
57. Members of staff know their children well and make every effort to cater for individual needs. Children with special educational needs are given good support, which enables them to participate in all aspects of the work. The quality of teaching is generally good and a well-qualified classroom assistant supports the teacher very effectively. Progress is assessed regularly and recorded in each area of learning.

Personal and Social Development

58. The development of children's personal and social skills is given a high priority. Members of staff take every opportunity to develop positive attitudes and social skills in all areas of the curriculum and in the daily work in the classroom. Teaching is good and pupils make good progress. Children have learned the school routines and are confident in their movements about the classroom. They know the class rules and are well-behaved. Relationships between pupils and between pupils and adults are good. The children show a growing independence - for example, when changing for physical education lessons. They have a positive attitude to learning. They listen attentively and are keen to join in the planned activities. The majority concentrate very well and is able to sustain interest in a task for long period of time.

Language and Literacy

59. The children make good progress in developing their language and literacy skills. They listen carefully to the teacher and enjoy participating in the activities - for example, using different voices for the Three Bears in the story of Goldilocks. They learn how to vary their voices which is exemplified by a child's comment after the story when he was heard to say, " We used good expression, didn't we?"
60. They demonstrate a growing vocabulary as they describe Goldilocks as "greedy, disgraceful, wicked and naughty" and many are able to draw comparisons with characters from previous stories. The children are familiar with books and recognise some words. Most are able to match words to pictures and some are developing good reading skills for their age. The children know the letters and sounds of the alphabet and some can use these to build simple words. They are able to form letters and can write their own name. They can copy words and phrases to describe a picture. The quality of teaching is good. There is a strong emphasis on

the development of phonological awareness in ways that are imaginative and relevant to the children's stage of development - for example, the teacher makes very effective use of a "croaking " puppet when teaching the letter sounds.

Mathematics

61. The children make good progress in the development of their mathematical skills. They count to 20 and beyond and can recognise the numerals 1 to 10. They match the correct numeral to a given set. The majority of the children can write the numbers. They are beginning to understand the language of subtraction - they take two bees from a set and count how many are left. They reinforce this concept during structured play in the water and sand trays. The quality of teaching is good. The teacher clearly bases her planning on the framework for Reception classes in the National Numeracy Strategy. She provides an appropriate range of activities to develop the children's mathematical language, understanding and skills. She has high expectations and challenges the children's thinking by the use of good questioning.

Knowledge and Understanding of the World

62. The children make satisfactory progress in developing their knowledge and understanding of the world. They follow up a visit to a local forge by talking about what they have seen. They develop geographical and directional vocabulary using words like *hill*, *road* and *path*, understanding that arrows "point the way to go." They follow the route of their walk on a wall display. As part of a whole-school approach to the study of materials in science they investigate the properties of different materials. They discover that they are able to twist, stretch and squash their pieces of Plasticine. The children make regular use of the computer in the classroom. They are familiar with the keyboard and the screen and they can all use the mouse "to dress Teddy". Some can choose from six letters to form three-letter words. The quality of teaching is sound. The teaching is well planned, with clear learning objectives. The teacher manages the children well and gives clear explanations. At times she is over-directive and limits the opportunities to develop and extend the children's language.

Physical Development

63. Pupils make good progress in developing their physical skills. A regular programme of physical education is provided in the hall where children learn about the importance of warm-up activities and how exercise has an effect on their heart beat. They move confidently – walking, hopping and running, with many being able to skip. They show increasing control as they change the directions of their movements. There is no dedicated area for outside play, which limits the full range of physical and creative development opportunities. Teaching is sound overall. The teacher plans well and makes good use of demonstrations to promote children's ideas and show how the quality of movement can be improved. When analysing the base-line assessment scores the teacher noted that many pupils had limited fine motor skills. Consequently, she devised a daily short session of appropriate activities to develop this important area. Pupils now use pencils well when writing and use brushes, scissors and spreaders competently in creative activities.

Creative Development

64. The children make good progress in the development of their creative skills. In dance they demonstrate different ways of creeping as they respond imaginatively to the stimulus of the music. Musical activities are regularly planned and the children know a good repertoire of songs and nursery and number rhymes. Children try hard to clap a rhythm and practise it on different instruments. They enjoy many opportunities to use different media to create pictures - for example, they are developing good use of line and form as they use pastels and crayons to draw flowers and plants. The quality of teaching is good. The teacher has a particular interest and expertise in this area and the children are clearly benefiting from her knowledge and enthusiasm. She has devised a carefully structured two-year cycle of creative activities, which introduces children to the main elements of art through working with a range of different media.

ENGLISH

65. In the 1999 national tests, at the age of seven, the performance of pupils in reading was close to the national average, although the percentage reaching a higher level was well below the national average. In writing, the percentage of pupils reaching at least Level 2 was close to the national average. However, many of these pupils obtained high grades, and the percentage reaching higher levels was well above the national average. When compared with similar schools results in both reading and writing were well above average. Since the last inspection, levels of attainment in reading have regularly been above the national average, and well above in writing. The average points scores achieved by both boys and girls have consistently exceeded national averages.
66. At the age of eleven, the percentage of pupils reaching the expected Level 4 was well above the national average, and the proportion reaching higher levels was close to the national average. In comparison with similar schools, pupils' performance was well above average. The proportion obtaining higher levels was also above average. Since 1996, both boys and girls have consistently attained standards that are well above national averages.
67. Inspection evidence confirms the high standards achieved in national tests. By the end of Key Stage 1, attainment is above average in the key skills of reading, writing, speaking and listening. This is achieved through high quality teaching in both Key Stage 1 classes. Many younger pupils make effective use of letter sounds in establishing the meanings of words and pupils have sound strategies for dealing with unfamiliar words. Higher attainers read with fluency and accuracy. When listening to stories, they show good understanding of details and can offer opinions about characters. They help their teachers to bring stories to life, for example, *cackling* and *laughing* as they read the story of Cinderella. The analysis of language is a significant strength. All pupils are conversant with standard parts of speech such as nouns and adjectives, and higher attainers can explain precisely when to use apostrophes and speech marks. -thirds of pupils know that *shut* and *closed* are synonyms and readily identify *open* as the antonym. Writing skills are particularly strong. Pupils are writing in sentences in Year 1. Handwriting is neat and often joined, although lower attainers' attempts at joined writing are still tentative. There are many examples of accurate, creative writing, using a range of styles. Paragraphs about 'The Broken Window' use clear descriptive language, and poems modelled on 'Monday's Child' show good imagination and technique. Short stories about *The Lost Toy* demonstrate an ability to sequence events logically, and to use a structure of beginning, middle and end. Pupils explain accurately how they select books in a library, and how information books differ from story books.
68. All aspects of language development are strongly promoted across the curriculum. For example, in a design technology lesson, pupils make full use of their reasoning and negotiating skills as they talk about how they will separate egg white from the yolk. It was quickly agreed that the suggestion of 'squirting the yolk out' was not a viable proposition. Pupils with special educational needs benefit significantly from the high expectations of their teachers, who help them to make good progress towards their targets. Most of these pupils - and several others - benefit from the concentrated work prepared to help their spelling, but this remains a skill that requires further improvement.
69. By the age of eleven, many pupils express themselves clearly and confidently. They make accurate use of descriptive and technical terms and structure their work effectively. The impact of very strong teaching at the end of the key stage is a major element in the high standards displayed in all skill areas, and particularly in writing. This makes up for some underachievement earlier in the key stage. For example, Year 3 pupils still have an insecure understanding of a narrative sequence plan, and comprehension skills of pupils in Year 4 are underdeveloped. Nevertheless, all pupils benefit from the encouragement to use imaginative vocabulary. Onomatopoeia and alliteration are often used to good effect. Speaking and listening skills are well-developed through a good range of activities, such as a debate about vivisection and a dramatic interpretation of a pilgrimage. Almost all pupils read with fluency, accuracy and understanding from a wide range of texts. In comprehension tasks, two out of three pupils show a profound ability to interpret, as well as recall, factual detail. Higher attainers have produced some work of very high quality, which includes personification, and

conscious use of both the active and passive voices. These pupils have a very good awareness of linguistic structure, and stories such as *Picture Perfect* demonstrate a mature awareness of composition and form. All pupils are developing analytical skills as in their evaluation of *Romeo and Juliet*. There is a growing awareness of style, and writing is adapted to fit the context - for example, when they write personal letters or formal reports. The best writing builds up tension in stories like the 'Diamond of Doom' or uses expressive language to describe feelings in stories about 'The Longest Day.' All pupils, including those with special educational needs, convey a personal commentary on stories like *Peter Pan* and identify key ideas in comprehensions. Writing skills of pupils in the Year 5/6 class are enhanced by the structured provision of tasks that promote independent research.

70. The systematic teaching of literacy skills begins well and is successfully built on, although the pace does slow down in the middle years of Key Stage 2. The effective implementation of the National Literacy Strategy reinforces the high levels of attainment achieved consistently since the last inspection. Pupils' ability to analyse language and linguistic structures is a formidable strength. The ethos of independent work during the literacy hour is well established. The high standards achieved by boys is a significant feature of work in English.
71. Pupils have good attitudes towards their work, but there are variations linked closely to the quality of teaching. When Key Stage 2 pupils are not inspired during whole-class discussions or explanations, they are inclined to fidget and distract other pupils. This affects progress in these lessons. In the best lessons, pupils tackle challenges very positively, argue cogently and support one another constructively. They usually approach their work seriously, and organise themselves very effectively.
72. The quality of teaching is good, although it ranges from excellent to unsatisfactory. It was good in 30 per cent of lessons observed and a further 30 per cent was very good or excellent. Twenty per cent of lessons were unsatisfactory. Pupils in reception receive a good grounding in phonics, and the excellent teaching in the Year 1/2 class promotes significant levels of progress. In Key Stage 2, the oldest pupils benefit from very good teaching. In the other classes, teachers are sufficiently well organised and skilled to produce at least satisfactory results when pupils are working independently or in groups. The pupils' capacity for independent and co-operative working is a major factor in the relative success of these parts of the lesson. Unsatisfactory teaching occurs when these teachers are unable to sustain a challenging and interesting dialogue with pupils during whole-class teaching. There is a lack of focus and questioning styles do not draw ideas out of pupils. Explanations become disjointed as teachers regularly admonish pupils, and insecure time management leads to undue concentration on a particular discussion point. For example, in one Year 4 and 5 lesson, the teacher spent too long on introducing and explaining aspects of the poem being studied. This led to lapses in pupils' attention and difficulties in maintaining their interest and concentration.
73. The high quality of teaching at the end of both key stages is a key feature in pupils' attainment in English. Questioning is precise and demanding. Pupils love the challenge and are very keen to answer both open and closed questions. These teachers ensure the full involvement of all pupils, who know that their contributions are valued. The teachers share their enthusiasm for the subject with the class. Younger pupils revel in using words like *mysterious* and *fascinating* because they know that their teachers will not allow them to simply use the word *nice*.
74. Older pupils are led skilfully into the use of terms such as 'bias' and 'persuasive argument.' An unselfconscious concentration on technical language rubs off on the pupils. All teachers pay due attention to the national framework for literacy, and prepare resources thoroughly. They prepare work that is matched to the needs of all pupils, including those with special educational needs, and support staff are fully involved where appropriate. They know the content and context of the lesson, and the targets of individual pupils. This enables them to intervene effectively when a child is struggling. Their work is underpinned by the good use made by teachers of assessment to identify the strengths and weaknesses of individual pupils.
75. The co-ordinator has a significant impact on the development of English throughout the school. There is a keen awareness of the need to achieve consistency in the opening and closing

phase of the literacy hour. Considerable support is available to sustain high standards. For example, there are pupil and teacher cue cards to guide extended writing activities at all National Curriculum levels. Portfolios of moderated work at all levels are currently being compiled and used by teachers to agree standards of attainment. Older pupils working at the Level 3/4 borderline have been identified, and 'booster' classes are used to target their weaknesses. Literacy resources have improved significantly since the last inspection and are used well to promote high standards.

76. Since the last inspection, standards have improved, particularly in writing. The use of reference sources, such as dictionaries and CD-ROMs, is promoted much earlier, along with the use of joined script. The school has the capacity and desire to sustain continuous improvement in this key subject.

MATHEMATICS

77. At the end of Key Stage 1, pupils' attainment is above the national average. This finding is in line with the 1999 standard assessment test scores. Standards are well above average in comparison with those from similar schools. This is a clear improvement from the finding of the last report when standards were found to be in line with national expectations.
78. Pupils use a good range of strategies when mentally adding and subtracting tens and units - for example, doubles, near doubles and rounding by adding on or taking away. They understand place value and can order two-digit numbers from smallest to largest and vice versa - higher attaining pupils can use three-digit numbers. They use accurate mental recall of the 2x and 5x tables to solve problems. Pupils understand that when going shopping the terms *total* and *change* involve adding and subtracting, and give change accurately from 60p and 80p. Higher attaining pupils use £s, changing pence to £p, for example, 539p = £5.39. Most pupils know the names for two- and three-dimensional shapes and draw lines of symmetry but do not demonstrate an understanding of angle as a measurement of turning.
79. At the end of Key Stage 2, pupils' attainment is well above the national average. This finding is an improvement on the 1999 standard assessment test scores, which indicated that pupils' attainment was above the national average. The 1999 Year 6 had a significantly higher number of lower attaining pupils. In comparison with similar schools, pupils' attainment was well above the national level. There has been a significant improvement since the last inspection, when standards were found to be in line with national expectations.
80. Pupils are confident when working with numbers. They use a range of strategies when solving number problems, making good use of a systematic problem-solving frame in which they identify and obtain the necessary information for the task. They explore number patterns and use relevant mathematical language confidently - for example, *prime*, *square*, *square root*, *multiple* and *factor*. Most pupils are interested in working with multiplication tables and they understand different strategies to calculate products with higher numbers - for example, $18 \times 6 = 10 \times 6 + 8 \times 6$ or $2 \times 9 \times 6$ using doubles. Most convert vulgar fractions accurately to decimals and to percentages, and add and subtract negative numbers. Higher-attaining pupils use the correct vocabulary when working out probability problems. Pupils understand how to use a protractor to measure and construct angles. Higher attainers measure angles accurately to one degree and identify correctly the different types of angles, such as obtuse and reflex. Pupils construct and interpret graphs but do not use such terms as *mean* and *mode*.
81. Pupils of all levels of prior attainment, including those with special educational needs, make good progress in their learning. They build on the firm foundations laid down in reception. Progress in Key Stage 2 is uneven, with slower progress being made in the middle years, but rapid progress being made in the upper school. Throughout the school, only limited use is made of computers to support the work in the subject.
82. There are a number of reasons to explain the clear improvements. The school benefited from its involvement in the National Numeracy Project and was in a good position to adopt the strategy when it became recommended practice in September 1999. The strategy has been

very well-implemented. The teachers clearly understand the structure of the lessons and carefully plan their work. Pupils' progress is regularly assessed and is recorded in the back of each pupil's book. Test results are carefully analysed, areas of weakness are identified and targets are set. There are good monitoring procedures. The co-ordinator has led training sessions and has observed teachers in the classroom. Additional classroom support has been employed. Pupils have positive attitudes to learning which make a valuable contribution to the lessons. They listen well, are keen to answer questions and are well-behaved. One of the main reasons for the improvement is that the quality of teaching is never less than satisfactory - in most cases it is good and with the oldest pupils it is very good. Where teaching is most successful teachers have high expectations, make good use of questioning to probe pupils' thinking, create a purposeful learning atmosphere and maintain a good pace. Where teaching is less successful, teachers give insufficient examples to illustrate a teaching point and use inappropriate worksheets to support the learning objectives.

83. Generally, teachers are successful in meeting the needs of the full range of attainment in the class, but, at times, the tasks are insufficiently varied to cater for the wide-ranging needs of pupils of different ages and attainment. At times, lesson objectives are not clearly stated in terms of intended learning outcomes at appropriate levels. Work is regularly marked but insufficient use is made of constructive comments to help pupils to improve their learning.

SCIENCE

84. The results of the 1999 Key Stage 2 national tests showed that attainment was well above average nationally and compared with similar schools. The number of pupils achieving Level 4 and above was well above the national average. The number achieving Level 5 was also well above average. Test results over the last four years show that standards have remained well above the national average with no significant difference between the achievements of boys and girls. The 1999 teacher assessments, at the end of Key Stage 1, showed that standards were broadly in line with the national average for the number of pupils achieving the expected Level 2. The number achieving higher levels was above the national average.
85. Inspection evidence shows that standards have improved since the last inspection. Attainment at the end of the Key Stage 1 is above the national average. It is well above average at the end of Key Stage 2. Consistently good quality teaching in Key Stage 1 and at the end of Key Stage 2, together with the pupils' consistently enthusiastic and positive approach, contributes to high standards.
86. Pupils at both key stages have above average knowledge and understanding of how to carry out scientific investigations. A detailed scheme of work, which has been significantly improved since the last inspection, is used well by teachers to ensure good coverage of all the required aspects and to provide frequent investigational activities. These promote pupils' learning throughout the school effectively, particularly in developing their ideas, making predictions and in their understanding of the different factors involved in fair testing. For example, in a Year 3 and 4 lesson, pupils predicted which materials were likely to be the most effective when filtering different mixtures. After using their observational skills well during their practical investigation, they discussed their results and showed an increasing understanding of how to ensure that the test is carried out fairly. Pupils with special educational needs receive good individual support and make good progress. These skills are further extended in Key Stage 2, for example, when Year 5 and 6 pupils investigated the floating and sinking properties of different types of plastic. Pupils show an increased understanding of how to carry out reliable scientific investigations; for example, the need to check the accuracy of their test results by repeating the procedure and comparing the result. Pupils use their understanding of fair testing procedures to check how much salt to add to the water and how many stirs to make, before observing any changes on the floating properties of different pieces of plastic.
87. Pupils at both key stages have an above-average knowledge and understanding in aspects of 'Life and Living Things' and 'Materials'. Year 2 pupils show a good understanding of the main human senses, with some higher-attaining pupils providing a detailed description of how people hear and see. They talk knowledgeably about how people change as they grow older.

Year 6 pupils describe accurately how plants live and get their food, and show an above-average knowledge of such processes as photosynthesis and pollination. Reception pupils show a good understanding of the properties of different materials and use a good range of vocabulary, for example *twisting* and *bending* when investigating these properties. Year 2 pupils extend their range of suitable words when describing the texture of different types of cooked eggs, for example, scrambled, fried and boiled, and comparing them with the texture of a raw egg. They use such words as *liquidy*, *watery* and *squashy* to accurately describe the main differences. Pupils clearly enjoy carrying out practical scientific investigations. They discuss their ideas enthusiastically and work well together to carry out their testing fairly. They observe carefully and discuss these observations effectively before recording their results.

88. The high quality of teaching is a significant factor in improving standards. It is consistently good, and frequently very good at both key stages. The very good quality of teaching at the end of each key stage promotes high standards. Teachers plan in detail to provide a good range of practical activities. They organise their lessons very effectively, using equipment and resources very well to provide interesting investigations. For example, in a Year 1 and 2 lesson, the teacher prepared a range of different types of cooked egg and a raw egg and challenged the pupils to use their observational skills to describe the main differences in the texture. The teacher used questions very well to promote pupils' understanding and use of words, for example, the difference between 'mix', 'stir' and 'whisk' when preparing the eggs.
89. Teachers have high expectations of pupils, both in terms of behaviour and standards of work, to which they readily respond. For example, in a Year 5 and 6 lesson, the teacher challenged the pupils to organise themselves in their work groups to collect the equipment they need and carry out an investigation into floating and sinking. The teacher maintained an effective pace with clear time targets to ensure that pupils stay focused on what they are doing. Pupils were made fully aware of what was required of them and the teacher reminded them to think carefully about their results before reporting back to the rest of the class. Teachers use the plenary session very well to consolidate and extend pupils' knowledge and understanding, particularly when looking at the factors involved in fair testing. Teachers use pupils' literacy skills well to support attainment in science, both in developing the range of scientific terms and vocabulary, and in promoting the quality of the written observations and recording results. Some teachers use information technology to promote pupils' scientific knowledge and understanding, for example, to gain information from a CD ROM when studying aspects of the human body. However, this is not consistently used to extend pupils' understanding.
90. The range of challenging practical investigation activities is generally used well to improve pupils' knowledge, particularly of the average and higher-attaining pupils. Pupils with special educational needs receive good support and make good progress overall. Some activities are planned well to meet the different needs of pupils in the class. For example, in a Year 1 and reception lesson on materials, the older pupils sorted materials into different types while the younger ones found out which materials can be bent or twisted. However, on occasions, the learning outcomes of the practical activities are not well matched to the needs of lower attaining pupils. They do not gain very much from the activity. Teachers seldom use opportunities to enable these pupils either to have a different focus for the activity or to record results in a different way.

ART

91. During the inspection it was only possible to see one art lesson at Key Stage 2. From an analysis of pupils' work and displays around the school, standards are at the level expected when children are seven and eleven. Achievements are similar to those reported in the last inspection.
92. Key Stage 1 pupils use crayons and pastels well for creative drawings of plants and flowers. They produce bold paintings, mix colours, and express their ideas effectively, making good use of line, form and space. Large-scale Impressionist brush-work in the style of Monet was used effectively to create some impressive three-dimensional work; for example, to develop a flower garden. Van Gogh has also been used as a stimulus for the painting of sunflowers. Some very interesting 'before and after' paintings of the sea are telling examples of the effect of good teaching on a developing understanding of colour. The draft images are bland, but the final paintings show an awareness of control and the use of different colours to reproduce the movement of the waves.
93. Early in Key Stage 2, pupils produce charcoal sketches of trees, with a good eye for detail. Pupils with special educational needs produce some particularly good examples. Sensitive use of colour is displayed in still life paintings, although portraits indicate an undeveloped sense of proportion. As pupils get older they enjoy painting in the style of famous artists and designers, such as Salvador Dali and Clarice Cliffe. Work on repeating patterns in the style of Kandinsky forms an interesting display. Variety is achieved when bold colour combinations are used in batik work, inspired by pictures of St Lucia. In the observed lesson, pupils had a good recall of the work of Jackson Pollock, and practised basic skills of weaving effectively, using a range of materials and imaginative techniques. There is some evidence of pupils creating patterns when using a computer, although this is not consistent across all classes.
94. Standards match those reported in the last inspection. However, planning has improved significantly. Despite the short time allocated each week to art, a new scheme of work covers environmental, human and imaginative topics. The co-ordinator has produced extensive support materials that are used effectively by other teachers. There is a clear progression in skills, particularly drawing and painting, and an appropriate emphasis on three-dimensional work. The needlecraft club is well attended, and attracts both boys and girls. Pupils have workshops with local artists, and displays of their work have been commissioned twice in recent years by Crook Council. The school is determined to retain a suitable provision of aesthetic and creative areas of the curriculum and teachers and pupils make good use of the time available.

DESIGN AND TECHNOLOGY

95. During the inspection only one lesson was seen. This was of good quality. Judgements are also based on scrutiny of pupils' work and discussions with pupils and teachers.
96. Standards at the ages of seven and eleven are higher than those expected nationally. Pupils are taught to approach their work methodically, and there is a strong emphasis on design and evaluation. This has a positive impact on standards. Pupils in Key Stage 1 have devised school bags. These have been made after extensive consideration of the design brief, and evaluation includes a requirement to analyse how effectively the end-product meets the initial criteria. In the observed lesson, there was significant attention to detail. Year 1 pupils assembled and combined materials well, using cutting and shaping skills, whilst Year 2 pupils produced step-by-step ideas for making sweets.
97. Pupils in Key Stage 2 produce good documentary evidence for their products. For example, higher-attaining pupils looked at several prototypes for a musical instrument before choosing their final design. Pupils with special educational needs participate in groups that produce quite sophisticated designs - for example, in a project to make 'My greenhouse'. There is clear progression throughout the school, and methodology is of good quality. Pupils make some reference to underlying principles at appropriate stages and they understand links with other

subjects, particularly science. All groups show an understanding of the situation in which designs have to function.

98. The subject is well led by an enthusiastic co-ordinator, who promotes high quality work. Teachers make the most of the limited time available, and provision is reviewed every term. There are regular visits to and from the local blacksmith to extend pupils' knowledge and understanding of working with a broad range of materials.

GEOGRAPHY

99. Standards have been maintained since the last inspection. Improvements in the quality of subject guidance provide a more detailed structure for teachers in planning for the cycle of topics. They ensure that pupils' skills, knowledge and understanding build effectively on prior attainment. Although only one lesson was observed at each key stage during the inspection, evidence was gained from analysing pupils' work, both in pupils' folders and on display, looking at teaching and curriculum plans and from talking to pupils and staff. Pupils, including those with special educational needs, continue to make sound progress throughout both key stages.
100. In Key Stage 1, the younger pupils begin to develop their understanding of maps and plans by making their own maps of Little Red Riding Hood's walk through the forest. They know and use suitable geographical vocabulary such as *hill* and *road*. This is built on well by drawing a plan of their own table and then a plan of the school. Pupils then follow directions from Class 2 to other parts of the school. A visit to the local forge is used well to promote further their understanding of the local area and directions from the school to other parts of the village. Curriculum planning shows that their knowledge of the local area is extended through a study of the immediate school vicinity, a visit to the nearby town of Bishop Auckland and a broader study of Hunwick village in Key Stage 2. Mapping skills are developed well across all classes during the two-year topic cycle.
101. Key Stage 2 pupils show an above average knowledge and understanding of weather. Pupils in Years 3 and 4 use weather recording equipment well to keep detailed records of local weather conditions. They use the information to produce graphs of changing temperatures. They identify and name accurately the most common symbols used in recording and forecasting weather. This knowledge is extended well in Years 5 and 6 when pupils interpret weather maps and charts, for example, temperature maps. Pupils identify correctly some of the main world climatic regions. Year 4 and 5 pupils show a sound knowledge of different settlements and locations in the world. They know the main differences between living in a village in India and one in this country. Pupils use photographs well to provide more detail about the contrasts with life in India - for example, the population and transport problems. Their knowledge of contrasting locations is further developed in Years 5 and 6, with research skills and photographic evidence being used well to compare their own lives with those of people living on the island of St Lucia. Studies of the River Wear and River Tees, together with aspects of coastal studies, develop a sound awareness of environmental issues.
102. There is not sufficient evidence to give a secure judgement on the overall quality of teaching. In the two lessons observed, it was never less than sound and contained many good aspects. Teachers plan lessons well and link them very effectively to previous learning. For example, in a reception and Year 1 lesson, the teacher used the recent visit to the local forge as a starting point for pupils making their own journey map. They use resources well to focus pupils' interest to ensure that they remain attentive to what they are trying to achieve. For example, in a Year 3 and 4 lesson, the teacher controlled the pace of the lesson well by frequently stopping and checking on pupils' understanding of a video showing different weather forecasts. They use support staff well to ensure that pupils with special educational needs, and those of lower attainment, understand clearly what they are required to do. The help of the support staff in enabling pupils to note aspects of the weather forecast was particularly valuable and enabled them to be successful in a challenging activity. Their sense of achievement and enjoyment of the activity positively encouraged them to continue to try to improve their work. On occasions, teachers do not use the opportunities to develop pupils' understanding and use of specific geographical terms; for example, their range of directional vocabulary when drawing their own plans and maps.

HISTORY

103. The organisation of the curriculum topic cycle meant that it was only possible to observe one history lesson during the inspection. Evidence was gained from an analysis of pupils' work in folders, books and on display around the school, from talking to staff and pupils and from looking at teachers' plans and records. Standards have been maintained since the last inspection and pupils, including those with special educational needs, make sound progress, overall. Improvements have been made in the guidance for teaching history and this now ensures good coverage and effective progression in pupils' skills and knowledge. The high quality of detailed written work in Key Stage 2, reported in the last inspection, has not been consistently maintained mainly due to the increasing use of specific factual worksheets. These do not provide frequent opportunities for pupils to develop extended pieces of research and independent written work.
104. At Key Stage 1, pupils have a sound knowledge and understanding of how things have changed since previous times. They use their observation skills very well to recognise differences in photographs from earlier times to how things are today. For example, Year 1 and 2 pupils point out how lifeboats have changed when looking at the photographs and drawings from the story of Grace Darling. They show an increasing understanding of knowing what is fact and what is opinion when considering the newspaper reports of a shipwreck. For example, they know that the evidence clearly shows them that the ship had been wrecked but that people had different opinions over reasons for the wreck, including the fact that the ship's engines had failed. Key Stage 1 pupils have a sound knowledge of such historical figures as Captain Cook and some of the main events in his life.
105. Key Stage 2 pupils have good factual knowledge about aspects of the topics they have studied; for example, the everyday lives of people in ancient Greece. They use their literacy skills well to promote good, accurate written work; for example when Year 4 and 5 pupils use their reading and research skills to look carefully at the early Olympic Games. They clearly show "what I already know", "what I want to know", "what I have learned", and the sources of reference. Although the information is accurate and presented well, the learning opportunity is not regularly used for pupils to develop it as part of a detailed, extended written task. Pupils in Key Stage 2 show an increasing understanding of how specific terms refer to past times, for example, "ancient" and "BC/AD". They use information technology effectively on occasions to further extend their knowledge and understanding; for example, Year 2 pupils use the Internet to research the life of Grace Darling and Year 4 and 5 pupils use a computer program to gain a greater understanding of life in ancient Greece. However, these opportunities are not consistently used to improve standards significantly both in terms of detailed information and work presentation.
106. It was not possible to give an overall judgement on the quality of teaching. Teachers plan in detail and use a good range of visits, for example to a Roman Fort and to "Bede's World" to enhance pupils' knowledge and understanding. In the one lesson observed, the teacher used questions very well to extend pupils' understanding of Grace Darling's bravery, for example, "Why wait until daylight?" A good range of activities was organised which promoted pupils' understanding effectively and enabled them to use their literacy skills well to promote their knowledge. For example, the use of dialogue "bubbles" allowed pupils to illustrate their story and show their understanding of the main events. Pupils clearly enjoy history and talk enthusiastically about aspects of the topics they have studied. They are keen to learn about people's lives in the past and this positive attitude is an influential factor in encouraging pupils to develop their skills and knowledge.

INFORMATION TECHNOLOGY

107. The attainment of pupils is in line with national expectations, at the end of both key stages. Standards are similar to those reported at the last inspection.

108. Pupils' learning is developed soundly, particularly in the basic skills of word processing. The school has focused on the development and use of these skills and they are beginning to be used with increasing effectiveness to support work in other subjects, especially in literacy aspects. For example, Year 4 and 5 pupils use word processing to complete aspects of their study of the poem *The Highwayman* by developing their use of descriptive phrases and words. Year 6 pupils list points to be considered in balancing an argument. They confidently enter and amend text, although they are less confident in trying to combine text and graphics.
109. At Key Stage 1, pupils build on their good experiences in reception by developing their language skills; for example, using the computer to create as many three letter words as they can from six specific letters. Year 2 pupils extend their knowledge of plurals and collective nouns. Pupils, including those with special educational needs, make sound progress. They show more confidence in controlling the mouse and in developing their keyboard skills, although opportunities are not always sufficiently frequent to improve the speed of their ability to enter and save text. At Key Stage 2, keyboard skills improve and they use them with increasing effectiveness to produce longer pieces of word processing, for example, a newspaper report for the *Hunwick Times*. They bring graphics confidently into the text and edit their work with increasing competence.
110. Some recent improvements in resources, supported by improvements in staff subject knowledge and confidence, are beginning to be used to support work in literacy, numeracy and in some aspects of other subjects; for example, researching for information in geography, history and science, or design patterns in art. However, these have yet to be consistently developed across the school to significantly promote higher standards. Pupils have developed their knowledge in aspects of control; for example, when Year 6 pupils provide instructions to draw an obtuse-angled triangle on screen. They also use a data-handling program to create bar charts, for example, of Year 5 leisure activities. Pupils use a modelling program well to gain an increased understanding of life in ancient Greece. However, pupils' knowledge and understanding of aspects of information technology, other than word processing, are not systematically covered to ensure consistent progress across the school.
111. No direct teaching of information technology skills was observed during the inspection, although pupils were seen using computers and listening sets to enhance their studies in English, mathematics and art. Evidence was gained from teachers' planning, a scrutiny of pupils' work, talking to staff and pupils and observing a limited number of pupils at work. Teachers, particularly in Key Stage 2, develop pupils' skills effectively, for example, in word processing, through regular teaching of specific skills. Pupils are then given opportunities to practise these skills, although there is some irregularity between classes, to ensure that they make consistent progress. Teachers generally have sound subject knowledge of specific programs and their uses. Nominated staff have attended training courses and opportunities have been provided to enable them to share their knowledge and good practice with other staff. This is beginning to promote improvements in standards, particularly towards the end of Key Stage 2.
112. Pupils clearly enjoy using computers and a significant number support their school work with regular use of home computers by, for example, gaining information from the Internet for history or science work. Pupils are keen to improve their skills and do not yet have sufficiently frequent opportunities in all the required aspects. The school has identified information technology as a priority for development. Resources are improving and they are planned to be increased further.

MUSIC

113. Only one lesson was observed during the period of the inspection. Additional evidence was obtained by reading relevant documentation and through discussions with pupils and the subject co-ordinator. It is not possible to form any secure judgements about pupils' progress or about the quality of teaching.
114. There have been clear improvements since the last report. There is a detailed scheme of work, which covers all the requirements of the National Curriculum, including notation and composition. The scheme provides clear guidance for continuity and progression in pupils' learning. There are now sufficient resources for the teaching of the subject. Brass instrumental tuition is available in Years 5 and 6 - at present, three pupils have weekly lessons. There is a weekly recorder group and pupils are introduced to the music of different composers in assembly. Only a limited amount of time is allocated to the subject because of the school's commitment to literacy and numeracy and this limits the range of pupils' musical experiences and knowledge.

PHYSICAL EDUCATION

115. At the end of both key stages, attainment is satisfactory in relation to pupils of a similar age nationally. Pupils make sound progress in developing their skills and knowledge, similar to that reported in the last inspection.
116. Younger pupils build simple sequences using curled and stretched movements. They practise and develop their movements showing increasing control. They observe one another and make simple judgements and comments. Older pupils practise their ball-handling skills, demonstrating a sound range of different ways to throw and catch the ball. They work safely and sensibly in pairs, observe each other perform and try to improve their skill. In swimming lessons, lower juniors are generally confident in the water and are beginning to develop basic strokes. They practise and improve their breast stroke leg kick and use a float to practise and develop their back crawl leg kick.
117. The quality of teaching is sound overall. Teachers manage their pupils well and give clear instructions. Pupils respond well and have positive attitudes to learning. They listen carefully and try hard to improve their performance. Teachers encourage pupils to evaluate their own and others' performance and make effective use of demonstrations to illustrate ideas. They do not always focus pupils' attention on how they might improve their movements. For example, in a Year 1 and 2 gymnastics lesson, the teacher used pupil demonstrations well to develop ideas on curling and stretching movements. However, the opportunity was not taken to focus pupils' attention on ways in which the quality of movement could be improved. In some lessons there is a lack of pace and too much teacher talk which restricts the time available for the pupil activity.
118. There have been some improvements since the last report. Teachers pay particular attention to safety and there are no unsatisfactory lessons. Curriculum planning has been improved, with clear guidelines covering all the required areas of activity. The curriculum is enriched with a range of extra-curricular activities, some coaching being provided by outside agencies - for example, tennis and rugby. Resources have been improved but there is still a shortage of fixed, large apparatus due to difficulties in locating a secure fixing.

RELIGIOUS EDUCATION

119. The school successfully adopts the Local Education Authority's Agreed Syllabus and provides pupils with an understanding of religions in the contemporary world.
120. During the inspection it was not possible to observe the teaching of religious education in Key Stage 1, where judgements are based on work scrutiny and discussion with pupils and teachers. Religious education lessons were observed in all classes in Key Stage 2. Standards in both key stages are good.

121. At the age of seven, pupils have a good awareness of simple ceremonies, such as baptism, and symbols like the cross. They learn how faith affects people's lives as they write about Mary Jones and her bible. Written work is often of good quality and is sometimes imaginative. For example, they write from the perspective of an angel advising the shepherds about the birth of Jesus. There is some perceptive writing describing how human beings use their hands to express a range of emotions and beliefs, from expressing disgust to praying. There is a basic awareness of other religions in Key Stage 1, and this is amplified in pupils' work in Key Stage 2. They know about 'special places', such as shrines and synagogues, and understand the significance of the Torah. The Ten Commandments are covered in a way that encourages pupils to concentrate on a Christian's duty to God and to other people. In some interesting brainstorming about the meaning of pilgrimage, a group of Year 6 pupils describe it as: 'a journey to find your inner self.' The Christmas story is given great prominence, with a range of approaches that embrace picture stories for the youngest to creative writing about 'The Innkeeper's Story' for older pupils.
122. Pupils demonstrate a positive attitude towards their lessons, and the oldest pupils display a genuine interest in their work. They contribute fully to successful lessons by offering sensitive opinions, such as the description of a monastery being 'a sort of religious boarding school' and defining 'venerable' as meaning 'the one and only.' Year 4 and 5 pupils reflect thoughtfully on Sikh views of 'earning an honest living.' Younger pupils concentrate well as they compare and contrast Sikh and Anglican wedding ceremonies.
123. Teaching is of good quality overall. It ranges from satisfactory to very good. All teachers know the subject matter well and are concerned to teach pupils a relevant vocabulary so that they can express their views more precisely. They try to bring religions to life by re-enacting ceremonies and by encouraging pupils to form their own opinions. Teachers use artefacts and pictures well to add interest to their lessons. The best teaching ensures that pupils are active participants in the lesson. Teachers encourage pupils to interpret beliefs and practices through reference to a wide body of knowledge. Some of the written work is imaginative and this supports pupils' development in literacy. On occasions an appropriate level of teacher direction ensures that factual matters are addressed fully.
124. The co-ordinator has improved the quality and quantity of resources since the last inspection. A good range of varied resources has been established which promotes effective teaching. Some thought is currently being given to self-assessment strategies to promote pupils' understanding of how well they are achieving.