

INSPECTION REPORT

Sherburn Village Primary School
Durham

LEA area: Durham

Unique Reference Number: 114127

Inspection Number: 187828

Headteacher: Mr. W. Foster

Reporting inspector: David Figures
10269

Dates of inspection: 1st – 4th November 1999

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INFORMATION ABOUT THE SCHOOL

Type of school:	Infant and Junior
Type of control:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Cookshold Lane Sherburn Village Durham DH6 1DU
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Appropriate authority:	The Governing Body
Name of chair of governors:	Mr. J. Bowman
Date of previous inspection:	April 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
David Figures, Rgl	English	Attainment and progress
	Music	Teaching
	Religious education	Leadership and management
Tom Heavey, Lay Inspector		Attendance
		Support, guidance and pupils' welfare
		Partnership with parents and the community
Noreen Buckingham	Science	Curriculum and assessment
	Geography	Staffing, accommodation and learning resources
	History	
	Physical education	
	Special educational needs	
Nicolas Hardy	Mathematics	Attitudes, behaviour and personal development
	Design and technology	Pupils' spiritual, moral, social and cultural development
	Information technology	The efficiency of the school
	Art	
	Equality of opportunity	
	Areas of learning for children under five	

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MAIN FINDINGS

What the school does well

- Pupils' behaviour is very good. Their attitudes and the relationships they develop in school are good and the school monitors them well.
- Pupils' attainment in English is good.
- Pupils' attendance is good.
- Procedures for assessing pupils' work are good.
- The national strategies for literacy and numeracy have been introduced well.
- Provision for the pupils' spiritual development is good.
- The accommodation is good.
- Financial control and general administration are good.

Where the school has weaknesses

- I. The longer term educational direction of the school is not clear enough.
- II. Financial planning is not sharply enough focused on raising pupils' attainment in measurable and quantifiable terms.
- III. Management responsibility for standards is insufficiently focused and not located clearly enough.
- IV. Accommodation for the children under five is unsatisfactory.
- V. Progress in music is unsatisfactory in Key Stage 2.

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

How the school has improved since the last inspection

The school has worked to tackle the issues raised in the last report, and has satisfactorily addressed most of them. The weakness in music identified in the previous inspection report remains. The curriculum is now satisfactory, with a well-planned progression of opportunities for pupils to learn. The associated documentation now contains suitable guidance for teachers. The assessment of pupils' work is now good. Subject co-ordination is now well organised and improved arrangements for monitoring and evaluation are in place at the level of co-ordinator. An effective system of planning has been introduced. Homework is now well organised and regularly set. Issues relating to the security of the school and the safety of the pupils have been met.

Weaknesses remain in the area of short term planning, although progress has been made since the last inspection. There is still a need, in some instances, for greater clarity in defining what the pupils are expected to learn during a lesson or series of lessons.

Since the last inspection there have been many changes of staff: the majority of teachers have joined since that time. They have brought with them new ideas and expertise which is valuable to the school, and they, with the rest of the staff, recognise what remains to be done. The school is satisfactorily placed to remedy the remaining weaknesses.

• **Standards in subjects**

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

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

Standards in information technology are satisfactory. In religious education pupils' attainment meets the expectations outlined in the Local Education Authority's agreed syllabus. Standards are broadly in line with what would be expected of pupils of the same age in the other subjects, with the exception of music. Here, pupils in Key Stage 1 can be expected to have achieved satisfactory standards by the end of the key stage, but for pupils in Key Stage 2 this is unlikely.

• **Quality of teaching**

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

The quality of teaching overall is satisfactory and there are some examples of good practice in Key Stage 1 and very good practice in Key Stage 2. It was at least satisfactory in almost all the lessons observed. In 37 per cent it was good and in another 11 per cent it was very good. It was unsatisfactory in only two per cent of the lessons observed, a smaller proportion than is usually found.

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

Other aspects of the school

Aspect	Comment
Behaviour	Very good
Attendance	Good
Ethos*	Good. The school is an orderly, secure and caring community, with good relationships.
Leadership and management	Satisfactory overall. There is insufficient clarity about the long-term educational direction of the school and financial planning is not sharply enough focused on raising pupils' attainment in measurable and quantifiable terms. The governors do not fulfil their role in supervising the curriculum.
Curriculum	Satisfactory. The National Literacy Strategy and the National Numeracy Strategy have been introduced well.
Pupils with special educational needs	Satisfactory.
Spiritual, moral, social & cultural development	Overall satisfactory: provision for the pupils' spiritual development is good.
Staffing, resources and accommodation	Satisfactory. The accommodation is good, except that for the under-fives where there is no secure outdoor playing area.
Value for money	Satisfactory.

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

The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. Children achieve a good standard of work. VII. Parents are given a clear view of their children's knowledge, skills and understanding and what they have to do to improve. VIII. The school teaches positive values.	IX. Homework is not consistently set. X. The school does not handle complaints

The inspectors support the parents' positive views. Homework is now well organised. The inspectors note that the majority of parents expressing a view feel that they can approach the school with concerns, but also that the school has no clearly articulated formal complaints procedure.

KEY ISSUES FOR ACTION

In order to raise standards and improve further the quality of education, governors, headteacher and staff should now:

- ◆. Ensure governors, senior staff and staff have a clear common understanding of the long-term educational direction of the school, based on a realistic appraisal of pupils' current and potential attainment.
(Paragraphs: 58 and 62)
- ◆. Improve the definition and distribution of management responsibilities to focus on pupils' attainment by:
 - .clarifying roles and responsibilities of all staff with management responsibility;
 - .securing school-wide systems which build on the developing work of the co-ordinators and regularly monitor pupils' progress and the quality of teaching and learning.(Paragraphs: 59 and 60)
- ◆. Improve financial planning based on the school development plan as the central instrument of school management:
 - .by taking full account of assessment information;
 - .by establishing a regular cycle of review, planning and evaluation;
 - .by ensuring spending decisions are evaluated in terms of pupils' attainment and progress.(Paragraphs: 62 and 70)

In addition to the key issues above, the following less important weaknesses should be considered as the basis for an action plan.

- . Improve pupils' progress in music; (Paragraphs: 159 and 160)
- . Improve short term planning by articulating a clear view of what the pupils are expected to learn; (Paragraph: 32)
- . Secure a suitable play area and play equipment for children under five and suitable changing facilities for older pupils; (Paragraphs: 67 and 68)
- . Ensure the skills of non-teaching assistants are used to best advantage; (Paragraphs: 72 and 105)
- . Improve the quality of individual education plans; (Paragraphs: 72 and 112)
- . Establish and publicise a formal complaints procedure. (Paragraph: 53)

· INTRODUCTION

· Characteristics of the school

1.Sherburn Village Primary School is situated in a former mining village to the east of Durham. Since the mine closed in 1965, with an exodus of mining families to other coalfields, it has developed as a dormitory village serving the city two miles away with several areas of new, largely owner-occupied houses. The school, accordingly, serves a tight-knit village community.

2.Accommodated in a building originally erected as the village secondary modern school, it provides education for 189 full-time boys and girls aged between 4 and 11. The school is thus smaller than average in size. Numbers have fluctuated since the last inspection in March 1996 when there were 180 pupils. A private playgroup rents part of the school accommodation and provides pre-school experience for children under five.

3.Children are admitted to the school at the beginning of the year in which they are five and 24 of the 27 pupils in the reception class were under five at the time of the inspection. A very small proportion (1 per cent) of pupils are from minority ethnic backgrounds, and there are no pupils for whom English is an additional language. 42 pupils or 22 per cent are eligible for free

school meals which is about average for similar schools. Fifty-four pupils are on the Special Educational Needs Register, stages 1 – 5 (28 per cent of the school population). Three have statements of special educational needs; a further eight are at Stage 3.

4. The attainment of pupils on entry to the school is in line with that which would be expected of children the same age.

5. The aims of the school are appropriate to the school's situation, and refer, amongst other things, to the desire to:

- create an attractive, interesting and caring environment in which children can enjoy learning;
- provide a structured programme of work which covers all aspects of the National Curriculum and the Durham Agreed Syllabus, and gives the children every chance of achieving personal success;
- introduce visiting speakers and extra curricular activities to bring the learning process to life;
- establish good relationships and communications between all concerned.

1. A number of staff have changed since the last inspection. Five of the eight members of staff have joined the school in the last two years, two of them (including a newly qualified teacher) at the beginning of the present term.

2. Key Indicators

Attainment at Key Stage 1¹

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

Year	Boys	Girls	Total
1999	18	11	29

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Number of pupils at NC Level 2 or above	Boys	13	13	16
	Girls	10	9	10
	Total	23	22	26
Percentage at NC Level 2 or above	School	79 (91)	76 (100)	90 (100)
	National	85 (80)	86 (81)	90 (84)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 2 or above	Boys	13	11	15
	Girls	10	10	10
	Total	23	21	25
Percentage at NC Level 2 or above	School	79 (100)	72 (100)	86 (100)
	National	-- (81)	-- (85)	-- (86)

¹

Percentages in parentheses refer to the year before the latest reporting year

Attainment at Key Stage 2²

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

Year	Boys	Girls	Total
1999	15	10	25

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	12	10
	Girls	8	6	10
	Total	18	18	20
Percentage at NC Level 4 or above	School	72 (76)	72 (59)	80 (65)
	National	73 (65)	72 (59)	83 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	10	10	9
	Girls	6	6	6
	Total	16	16	15
Percentage at NC Level 4 or above	School	64 (71)	64 (65)	60 (70)
	National	N/A (65)	N/A (64)	N/A (71)

² Percentages in parentheses refer to the year before the latest reporting year

Attendance

Percentage of half days (sessions) missed through absence for the latest complete reporting year		%
Authorised Absence	School	5.7
	National comparative data	5.6
Unauthorised Absence	School	0.0
	National comparative data	0.5

Exclusions

Number of exclusions of pupils (of statutory school age) during the previous year:	Number
Fixed period	0
Permanent	0

Quality of teaching

Percentage of teaching observed which is:	%
Very good or better	13
Satisfactory or better	98
Less than satisfactory	2

7. PART A: ASPECTS OF THE SCHOOL

7. EDUCATIONAL STANDARDS ACHIEVED BY PUPILS AT THE SCHOOL

7. Attainment and progress

3. Taken overall, the attainment of the pupils is in line with the national average, or the standard expected of children of the same age, and they make satisfactory progress in relation to their prior attainment.

4. By the time they reach the age of five, children's attainment in terms of the desirable outcomes for learning is average, when measured against that expected of children of the same age. Children speak confidently and listen well, enjoy listening to stories, and have made a start at learning to read and write. They use mathematics practically. They match shapes and count up to twenty. They learn to experiment and collect data. They are becoming confident in handling the computers. They control their movements well. They respond well to music, playing with a good sense of rhythm. They draw, mix colours, make models and handle tools with increasing control. They like school, are confident, behave well and their relationships with each other and the staff are good. They share and take turns. Their progress is satisfactory.

5. National Curriculum assessment results in 1999 show pupils' attainment in English and science at the end of Key Stage 1 to be below national averages. When the school is compared with others with a similar intake, attainment is in line with the average for such schools in these subjects. This result is lower than that of the previous year, at least in part because of the unusually high number of pupils with special educational needs in the age group, and is not typical of the previous trend. The proportion of pupils who in 1999 attained at or above the national expectation for seven year olds in mathematics was in line with national averages, and above that for similar schools.

6. The observation of pupils at work and a scrutiny of their books shows the present pupils' levels of attainment at the end of the key stage to be in line with national expectations in mathematics and science, and above in English. In English, pupils have good speaking and listening skills. They read for the most part accurately with confidence and understanding, although a minority of pupils lack the skills to tackle unfamiliar words. Most pupils write competently and accurately about their experience, suitably sequencing events, in well-formed, joined-up, even handwriting which conveys meaning well. Handwriting and presentation are good. In mathematics, nearly all pupils have a secure grasp of number, name common shapes and measure accurately. The majority of pupils are able to use and apply mathematics skills and knowledge to solve problems. In science, pupils name parts of the human body and know the difference between living and non-living things.

7. For pupils at the end of Key Stage 2, the 1999 national assessment results were above the national average for English and science and above that of similar schools. In the mathematics tests, pupils' attainment was not significantly different from the national average for all schools, and above the average for schools with pupils from similar backgrounds. Over the last three years, test results in these subjects have fluctuated. The comparatively small age group makes trends difficult to evaluate, but there has been improvement in English over the last three years.

8. The inspection judgement is that in mathematics and science for the pupils currently in Year 6, attainment is nearer to national averages and similar to that reported last time. In English, where attainment is above average, and represents an improvement since the last inspection, pupils listen carefully and are confident speakers in a range of contexts: they articulate their ideas carefully, expressing them in well-constructed sentences. They enjoy reading: many are

fluent, although some are hesitant and have difficulty with meaning and inference. By the end of the key stage, pupils' writing displays maturity and they are successful in a range of styles. In mathematics, pupils have secure skills in arithmetic and have developed their own strategies for solving problems. In science, pupils know about growth, have a sound understanding of health and hygiene and appreciate the requirements for conducting a fair test where, in an investigation, only one factor is varied at a time.

9.The progress made by pupils in English is good in Key Stage 1 and satisfactory in Key Stage 2. Most pupils by the end of Key Stage 1 have laid the foundation of reading skills, learned to write well and begun to understand grammatical conventions. In Key Stage 2, pupils continue to consolidate their reading and writing skills. As they move through the key stage, writing becomes more mature and the style and content become more assured. Handwriting, spelling and paragraphing improve over time. In mathematics, progress is satisfactory throughout the school, supported by the structured approach of the National Numeracy Strategy. In particular, pupils' progress in developing problem-solving strategies and in mental mathematics is good. Pupils are making satisfactory progress in science in both key stages. They are learning to evaluate carefully and their practical investigations improve. They are also developing their research skills.

10.Standards of attainment in information technology are on course to meet the national expectation by the end of each key stage. In Key Stage 1, pupils are competent in handling the computers, have sound basic skills and make satisfactory progress. At Key Stage 2, pupils are acquiring knowledge and developing skills in using different application programs on the computer and they use other information and communications technology equipment such as digital cameras and electronic mail with increasing confidence. Their progress is satisfactory.

11.In religious education, attainment is in line with the requirements of the agreed syllabus at all levels in the school. Younger pupils relate Bible stories, describe Christian festivals and ceremonies and are familiar with the features of an Anglican church. In Key Stage 2, pupils demonstrate a satisfactory knowledge of Christianity, and of other world religions and begin to reflect on issues in relation to everyday life. Progress in relation to the pupils' prior attainment is satisfactory.

12.The general literacy skills of pupils are good and work is well presented. Handwriting is good. The contribution of other subjects, for example history and religious education, to the development of pupils' literacy is good. Pupils make satisfactory use of their numeracy skills elsewhere in the curriculum, notably in geography and design and technology. There is satisfactory use of information technology to support other subjects. It is seen to good effect, for instance, in English where pupils use a word processing program to present their work.

13.Pupils with identified special educational needs attain appropriately and make good progress related to their individual targets by virtue of the effective support they receive from teachers and support assistants.

14.Attainment is appropriate and progress satisfactory for most pupils and at all levels of ability in almost all the other subjects of the curriculum. In art, in Key Stage 1 pupils work with a good range of material. In Key Stage 2 they are successful with observational drawing, but do not undertake enough three-dimensional work. In design and technology pupils have a clear understanding of how to design, review and make items. In geography, pupils develop an awareness of place, in particular through their study of their own village. In history, younger pupils are developing a sense of time, and older pupils are beginning to compare different periods. They describe with enthusiasm what they have learned about life in Victorian England, for example. In physical education, Key Stage 1 pupils move in time to music using space properly and run, hop and jump on command. In Key Stage 2 pupils develop their games skills. In music, however, although progress in Key Stage 1 is satisfactory, and pupils are on course to meet expected standards by the end of the key stage, it is unsatisfactory in

Key Stage 2, where musical skills and knowledge are under-developed by comparison with those of other pupils of the same age.

15. There is evidence from the Key Stage 2 National Curriculum assessments in English that girls' results are better than boys' in this subject, but broadly in line with the national pattern. There is no evidence of variation in attainment in the case of pupils with different ethnic or other backgrounds.

20. **Attitudes, behaviour and personal development**

16. The attitudes of children under five are good. They are positive about school: they demonstrate their interest in and show their enjoyment of the activities provided for them. Some have the confidence to speak in the class group where they show they can listen carefully to the teacher and each other. They concentrate well, showing independence in their ability to choose and sustain activities, sometimes working without adult support. They quickly learn what is expected of them and their behaviour is very good. They co-operate with each other when playing games and they share equipment. Relationships are good. Children respond well to adults and many have the confidence to discuss what they are doing on a one-to-one basis. In Key Stage 1 and Key Stage 2, pupils' attitudes towards learning are good. They settle to their work quickly and apply themselves to their tasks appropriately at the start of each session. Most listen to their teachers carefully and concentrate well. They are interested in what they do and many possess the confidence to take part in discussions during lesson time. Pupils show themselves capable of responding positively to challenging tasks, working enthusiastically and persevering well. The majority present their work well and most try hard to improve their work. Pupils with special educational needs have a positive attitude to their lessons responding well to the encouragement they receive.

17. Pupils' behaviour in school is very good, both in lessons and around the school: this has a positive effect on their ability to learn and make progress. They respond positively to all adults within the school community. In lessons, children work well together in pairs or groups. This was seen, for example in a lesson where pupils were required to design a torch. They respond well to praise. They have a clear idea of the standards of behaviour that are expected of them and understand the system of rewards and sanctions. On the rare occasions when pupils behave inappropriately in class, it is usually because the teacher does not use appropriate management strategies. Pupils understand the procedures they should take if they are subject to, or observe any bullying. Eighty six per cent of parents responding to the questionnaire prior to the inspection considered that the school achieved high standards of behaviour. No pupil has been excluded in the last three years.

18. The quality of relationships within the school is good as a result of the caring attitude the staff have towards the pupils. Pupils are aware of the needs of others and respond appropriately. This was well illustrated in a very effective assembly which considered the difficulties faced by people who are disabled. Younger children in particular care for one another when they are upset or hurt. Staff work hard to promote positive relationships, for example in circle time. Pupils discuss and learn about the cultures and beliefs of others in their study of other religions and through their history and geography topics.

19. The personal development of pupils is satisfactory. Pupils have a range of duties which they carry out sensibly. They carry completed registers to the central office, give out and collect hymn books in assembly, operate the tuck shop during break time and help younger children. Pupils look after the school, its equipment and resources and there is very little litter on the site. A range of extra curricular activities and links with the church and the community contribute to the pupils' personal development. A number of national charities are supported well by pupils.

24. Attendance

20.The pupils' attendance record of 94.3% for the most recent reporting year is good, is broadly in line with the national average, and represents an improvement since the previous inspection three years ago. There is no unauthorised absence, but attendance over the last two years shows a gradual decline. This is attributable, at least in part, to an unusually high number of pupils with persistent medical problems. Pupils are punctual. Lessons start on time and no time is lost between activities during the day. The quality of attendance and punctuality makes a good contribution to an effective working atmosphere and to pupils' satisfactory levels of attainment and progress.

25. QUALITY OF EDUCATION PROVIDED

Teaching

21.The quality of teaching overall is satisfactory and there are some examples of good practice in Key Stage 1 and of very good practice in Key Stage 2. The quality of teaching makes a positive contribution to pupils' attainment and progress. It was at least satisfactory in almost all the lessons observed. In 37 per cent it was good and in another 11 per cent it was very good. It was unsatisfactory in only two per cent of the lessons observed, a smaller proportion than is usually found.

22.The quality of teaching is satisfactory for children under five and in each key stage. It is satisfactory in English and mathematics and good in science. It is satisfactory in information technology and good in religious education. In the foundation subjects, teaching quality is good in physical education, and satisfactory in art, design and technology, geography, history and music.

23.Teachers generally are secure in the subject matter of the curriculum. For example, good subject knowledge in religious education leads to good plans and the successful presentation of world religions. Teachers' expectations are usually appropriate and often challenging: pupils are expected to listen carefully, concentrate and produce good work. For example, in mathematics, tasks are set which challenge all pupils and expectations of the quality of work and behaviour are high. Lessons are usually satisfactorily - sometimes well - planned and cater for the needs of all the pupils, particularly when they follow the style of the numeracy and literacy frameworks. Work is clearly presented to the pupils, the objectives of the lesson frequently shared, and pupils are well organised; consequently, they are clear about what they have to do and respond conscientiously. Many teachers are skilled in questioning pupils in a way that tests and develops their understanding. Good, and sometimes very good, classroom management results in co-operative behaviour and pupils are able to work without distraction. In many lessons, warm, supportive relationships contribute very effectively to the pupils' positive attitudes to their work.

24.The use of time and resources is satisfactory. Sometimes it is good; for example, in religious education, the introduction of relevant artefacts in a lesson on the Sikh Amrit ceremony ensured the topic's relevance to the pupils. Time is usually well used and most lessons move forward with a good pace. Non-teaching assistants and parent helpers are in general properly briefed and well deployed, but occasionally their role is insufficiently defined and their time is not used efficiently.

25.Teachers' oral assessment is satisfactory. In English, mathematics and science in particular, it enables pupils to understand how their work can be improved. Good use is made of the plenary session at the end of a lesson to check what pupils have learned. In physical education, teachers intervene effectively to help pupils refine performance or improve techniques. Pupils' work is usually regularly and conscientiously marked, but the quality of

marking is not consistent between all classes. At its best, marking encourages and offers alternative ideas for improvement. However it does not always inform pupils of their strengths and weaknesses, or provide them with a written record of what they need to do to improve.

26. Suitable homework is set in English and in mathematics, which supports pupils' learning and in other subjects such as history and religious education.

27. However, the teaching in a minority of lessons which were judged satisfactory overall, displayed areas of weakness, and in a small proportion of lessons it was unsatisfactory. This was because learning objectives are not clearly enough formulated with the result that pupils do not know what is expected of them and progress is adversely affected. On some occasions, lesson introductions are too long, so that time available for individual work is reduced. At other times, for example in geography, a satisfactory pace is not maintained throughout the lesson and pupils' attention wanders. Teachers are aware of pupils' special educational needs and pupils from Stage 2 of the Code of Practice onwards have individual education plans. Although some plans contain targets, for example for mathematics, which are clear and specific, other targets are too vague, with the result that both the planning and the assessment of pupils' work are made difficult. Teachers plan effectively to meet individual needs in literacy and numeracy, but this practice is not sufficiently developed in other subjects. There is insufficient joint planning with special needs support assistants and the teachers do not provide sufficient differently planned work for different needs. In lessons other than literacy and numeracy, teachers sometimes miss opportunities to assess or reinforce pupils' individual education plan targets.

28. The last report judged teaching to be satisfactory. The quality of teaching continues to be satisfactory. Teachers' planning and the organisation of homework, criticised in the last report, have improved. There is still too much variation between the best teaching and the least successful. However, the management aspect of subject co-ordination has become stronger in the last two years, and is progressively offering more support to teachers. The school is accordingly satisfactorily placed to improve the quality of teaching.

33. The curriculum and assessment

29. The curriculum is satisfactory. The school offers a broad and balanced curriculum which includes all subjects of the National Curriculum and religious education. It successfully promotes pupils' intellectual, physical and personal development and pupils are satisfactorily prepared for the next stage of their education. The curriculum meets statutory requirements. There are appropriate arrangements for sex education, drugs awareness and health education which are taught through the science curriculum and with support from the school nurse.

30. The curriculum for children under five is satisfactory and they are taught in accordance with the Desirable Learning Outcomes. As a result, they move confidently on to the early stages of the National Curriculum.

31. The school gives appropriate emphasis to the teaching of the National Literacy Strategy and the National Numeracy Strategy. Planning for literacy and numeracy follows the national guidelines, resulting in comprehensive and appropriate coverage which acknowledges the needs of all pupils.

32. Curriculum planning is satisfactory. The school has good, clear procedures to assist staff with planning the curriculum, which include long, mid and short term plans. There are helpful forward planning and end-of-theme evaluation sheets for the cross-curricular themes, in addition to weekly evaluation sheets. Plans are monitored weekly by the headteacher and half-termly by the curriculum co-ordinator. Co-ordinators' monitoring sheets provide

information which is used to review the effectiveness of the curriculum.

33.The school has an effective policy which fully meets the recommendations of the special education needs Code of Practice and ensures an appropriate curriculum for pupils with special educational needs. All pupils, including those with special educational needs, have equal access to subjects of the curriculum and joint planning ensures that pupils withdrawn for additional support cover the same ground as the rest of the class. Care is taken to ensure that these pupils do not miss important parts of the same lessons each week.

34.There is a satisfactory range of extra-curricular activities which enriches the curriculum, for example, football and netball training, choir and recorder club and a computer club. Older pupils have the opportunity to take part in a residential week which supports studies in history and geography and also contributes to pupils' social and personal development.

35.Procedures for assessing pupils' attainment are good. This aspect of the school was criticised in the previous inspection report but the current practice confirms that the issues raised at that time have been dealt with successfully. Good practice is to be found particularly in English and mathematics. Some of the procedures are formal, such as the use of standardised reading tests, and the school also effectively uses information from other sources, including the results from the National Curriculum tests, to track progress, improve standards and plan the future curriculum. Baseline Assessments are used in the reception class and these are used to identify possible weaknesses. The school maintains a portfolio of assessed work with examples of standards at each level as a means of ensuring consistency of assessment. Detailed subject profiles are kept for each pupil and these are passed from class to class so that a comprehensive record is maintained of pupils' progress through the school. However, pupils are not encouraged often enough to assess their own or each other's work.

40. Pupils' spiritual, moral, social and cultural development

36.The provision made by the school to promote pupils' spiritual, moral, social and cultural development is satisfactory overall.

37.Provision for pupils' spiritual development is good. Assemblies teach Christian values and pupils are given time to reflect quietly on the lives and achievements of others and share in the values of the school as expressed in the school's aims. Music makes a positive contribution to assemblies and promotes the reflective atmosphere for worship. This is broadly consistent with the judgements from the last inspection. For example during a Key Stage 2 class assembly pupils reflected on the value of true friendship and were able to draw conclusions from a well chosen story. Aspects of the curriculum, such as religious education, also reinforce pupils' knowledge and understanding of spiritual ideas by using Bible stories and by studying the worship of other world faiths.

38.The provision for pupils' moral development is satisfactory. The head teacher and staff set a good, clear example of the positive behaviour they expect from the pupils. They teach, and pupils understand, the difference between right and wrong. The school has a clear behaviour policy and pupils know exactly what is expected of them. There are simple and consistent classroom rules which the majority of pupils' respect. A system of rewards and sanctions is effective in encouraging good behaviour and positive relationships between the staff and pupils.

39.There is satisfactory provision for the social development of pupils. From the time pupils enter the reception class they are encouraged to work together in small groups and to share learning resources and equipment. Older pupils are encouraged to care for those who are younger and provide help if they are upset or hurt. Pupils are given responsibilities for helping in the school, for example giving out hymn books in assembly or ensuring that the school has a litter free environment. The values of care and concern for others are contained in the

school aims and pupils learn to respect and consider the opinions of others. Pupils have the opportunity to mix socially through sporting and other extra-curricular activities. They are beginning to develop an understanding of citizenship through their educational visits, including an extended residential experience and raising money for charities. Pupils with special educational needs and those from ethnic minorities are very well integrated into the school society.

40. Cultural development is promoted satisfactorily and covers sufficiently diverse cultures. Pupils learn to appreciate their cultural heritage through history, geography and the study of famous artists. Pupils appreciate the work of artists such as Picasso, Van Gogh and Mondrian and are beginning to apply some of their techniques to their work. They see examples of African and Far Eastern art and this too influences their work. Pupils make visits to places of educational interest such as Beamish Museum, Durham Cathedral and Hadrian's Wall which increase their knowledge and understanding of their own heritage. As part of religious education, pupils study Judaism, Buddhism, Hinduism and Sikhism and discover the cultural context of these different faiths.

45. Support, guidance and pupils' welfare

41. The school makes satisfactory provision for the support, guidance and welfare of pupils, producing an atmosphere of security and wellbeing in which the pupils can learn effectively. The issues identified in the previous inspection report have been fully addressed, and parents comment favourably on the good pastoral provision for their children, including those with special needs.

42. Procedures for monitoring progress are satisfactory. The annual reports, as well as describing what pupils can do, also set targets for improvement in the core subjects, while the parents' evenings and the arrangements for informal talks with teachers provide parents with other opportunities to discuss their children's progress. The statutory assessments and implementation of the homework policy provide additional information. Children monitor their own progress by choosing samples of their own work for their records of achievement, while teachers keep a daily record of pupils' progress. Procedures for monitoring personal development are less clear, although the behaviour policy, the awards and merits system and more recently the introduction of Circle Time all combine well with the effects of the caring and supportive ethos in the school to promote a feeling of confidence and personal responsibility in the pupils.

43. There are good procedures for monitoring and promoting discipline and good behaviour, and their effectiveness is reflected in the very good behaviour to be seen around the school, resulting in good access to the curriculum and satisfactory progress on the part of the pupils. The clear and detailed behaviour policy, with its emphasis on positive reinforcement, is promoted through notices throughout the school, reminding pupils how to conduct themselves out of consideration for others. There are clear strategies to counter bullying and prejudice, while the school's award and merits system has a very positive influence on standards. The majority of parents declare that the school achieves high standards of good behaviour.

44. There are satisfactory procedures for monitoring and promoting good attendance. There are detailed instructions in the staff handbook, regular visits from the education welfare officer, and communications with parents, such as those in the prospectus and in newsletters, aimed at promoting attendance.

45. The school makes satisfactory provision for promoting the wellbeing, health and safety of those in its care, resulting in a warm, welcoming and secure atmosphere which encourages learning. The comprehensive health and safety policy includes suitable risk assessment arrangements, suitable procedures for reporting hazards and accidents, and practical

instructions about hazardous substances. Several members of the staff team hold current First Aid Certificates, and children know to whom they should report an accident, though it was not clear at the time of the inspection who was the 'nominated' person responsible for co-ordinating first aid provision or for ensuring that first aid boxes are made more accessible on both floors of the school building. The school's managers rightly attach great importance to fire prevention, and the termly fire drills supported by a detailed policy include variations in the escape routes used.

46. The school makes satisfactory provision for child protection. Members of staff were able to identify the head-teacher as the designated person, and the staff handbook describes the procedures to be followed in the event of any concerns. The school follows the guidelines for child protection laid down by the area child protection committee.

51. Partnership with parents and the community

47. The school has sustained the sound partnership with parents and the community identified in the previous inspection, thereby enhancing the personal and social development of the pupils.

48. The quality of information provided for parents is satisfactory. Frequent, though not regular, newsletters are informative and helpful to parents. The Governors' annual report to parents and the prospectus comply with the legal requirements and contain detailed and helpful information, but they lack a clear procedure for registering complaints. However, parents at the meeting and a solid majority of those responding to the parents' questionnaire reported that they would find it easy to approach the school to voice their concerns. Parents are consulted over the introduction of new policies and informed about changes such as the homework policy, and the Literacy and Numeracy initiatives. They are encouraged to meet teachers informally after school to discuss their children's progress or any concerns, and there are three formal occasions for teachers to report to parents including the summer term meeting with each parent to discuss that year's report on their children. Such arrangements make a sound contribution to raising standards.

49. There is a satisfactory level of parents' involvement in children's learning, which makes a useful contribution to attainment and progress. Parents are involved in the implementation of the homework policy. They sign the homework books and listen to their children read. They helped to negotiate the home/school agreement and both they and their children were involved in the formulation of the behaviour policy. The school benefits from the daily involvement of two parent governors, and from the regular involvement around the school of several other parents. Since the previous inspection, The Friends of Sherburn School has been established, and the organisation raises much-needed funds for the school, as well as helping with school visits and other events.

50. The school has established satisfactory links with the local community. Visits to the church and the vicar's involvement in the school assemblies support learning in religious education. The fruits of the Harvest are delivered to the village's senior citizens, and the children show their concern for the disadvantaged in society beyond the school by raising money each year for a chosen charity. Such links make a major contribution to the pupils' personal and social education, and thus help to raise standards in the school.

51. There are good arrangements with the main receiver school for transfer to the next phase of pupils' education, and there is a well-established partnership with a local college whose students – three during this inspection – are regularly placed at the school, though arrangements for their deployment and support are insufficiently clear. A soccer coach from Sunderland AFC helps with coaching and football training.

52. In spite of a recent matching grant project with a local bank, the school's managers acknowledge that links with business by way of support, sponsorship or patronage are insufficiently explored for the benefit of the school.

57. THE MANAGEMENT AND EFFICIENCY OF THE SCHOOL

57. Leadership and management

53. The overall quality of leadership and management provided by the governors, headteacher and staff with management responsibility is satisfactory. There is a helpful statement of aims which appropriately sets out the school's educational values. While much is informally understood, there is, however, no statement about the long-term educational direction of the school nor is it clearly stated that pupils' attainment and progress is central to the school's purpose. The governors have a suitable committee structure through which they supervise areas of the management of the school such as planning the budget. They have appointed individual governors to monitor developments in literacy, numeracy and special educational needs but they have not sufficiently developed their strategic and monitoring roles related to the curriculum and the quality of education provided by the school.

54. The headteacher and senior staff provide concerned and thoughtful support to staff, parents and pupils. There are regularly reviewed roles for teaching staff which contribute to the school's caring culture. Nevertheless, there is an inequitable distribution of responsibility amongst the senior management team with the result that the curriculum and assessment co-ordinator takes a disproportionately large level of responsibility for standards. Some key responsibilities are not closely enough defined. For example, there is no single point at which the responsibility for standards is located. The developing work of the curriculum co-ordinators in monitoring the subjects is not firmly enough drawn together to provide an overall school focus for monitoring curriculum implementation or the quality of teaching and learning.

55. A good start has been made to establish effective curriculum co-ordination. The curriculum co-ordinators acknowledge their responsibility for standards in their subjects and have prepared good policies and schemes of work. Each subject co-ordinator is allocated time to monitor the curriculum for their subject. A structure for monitoring is in place, supported by a helpful co-ordinator's checklist which directs attention to key areas. Particularly good practice, seen for example in English and religious education, involves a scrutiny of teachers' planning, lesson observation, work scrutiny and conversations with pupils. Further, an analysis of English assessment information leads to changes of emphasis in the curriculum: to target complex sentences, for example, or encourage pupils in writing more narrative. However, some subjects do not have development plans which define the subject's direction, and set targets for the future.

56. The management of literacy and numeracy development is good and the respective strategies are well established. There has been a review of resources and new material has been acquired. A programme of staff development has been completed which supports curriculum and professional development in this area of current priority. The school has a clear special educational needs policy which identifies commitment to the early identification of pupils with special educational needs. As required, the school maintains a register of these pupils, and prepares an individual education plan for every pupil from Stage 2 of the Code of Practice onwards. Pupils' individual education plans are reviewed regularly at meetings attended by all who have an interest. This is good practice.

57. There is a detailed school management plan which sets out a suitable hierarchy of priorities for the current and – in reducing detail – for the subsequent school years up to 2003. Areas for development are identified and prioritised into tasks and the associated action planning is clear. Detailed plans appropriately lay out responsibilities, time-scale and success criteria. Their focus, however tends to be on numbers and finance: reference to pupils'

attainment and the quality of teaching is not explicit enough. It does not indicate how the school will determine and achieve its long-term educational aims, or discuss raising attainment across the full range of the curriculum, including the non-core subjects, through a regular cycle of review, planning and evaluation.

58. A sense of teamwork, and the involvement of staff and governors in the development of the school's statement of aims, ensures these are reflected in the life of the school. The school fosters a supportive and affirming ethos which suitably reflects the principles of equality of access and opportunity, promoting high standards of behaviour and good attitudes to work in all pupils.

59. The governors meet their statutory obligations for the curriculum and in relation to pupils with special educational needs. Published information in the school's prospectus and the governors' annual reports also meets statutory requirements.

60. Good progress has been made since the last inspection in terms of the development of the curriculum co-ordinator's role and there has been satisfactory progress in organising the curriculum and the associated documentation is now good. The school is well placed to make further progress.

65. Staffing, accommodation and learning resources

61. The number, qualifications and experience of the current teaching and support staff are sufficient to meet the needs of the school and the curriculum. Although the school has undergone significant staffing changes in the past two years, there remains a good balance of experienced and new staff. Teachers are well deployed, hard working and function well as a team. The role of support staff is not clearly enough defined, although they feel a valued part of the school. The school regularly provides experience for students from a nearby college and in their turn they help the classroom assistants. Support for pupils with special educational needs is given by a part-time visiting teacher and she works well with class teachers. The school has an effective induction programme which gives new staff a good level of support. Newly qualified teachers have an experienced teacher as mentor. Arrangements for the professional development of staff are appropriate. However, professional development for support staff is not included in these arrangements. Appraisal procedures are in abeyance at the moment but staff have a formal interview with the headteacher annually.

62. The quality of the accommodation is good. There are sufficient classrooms for the current number of pupils and the premises are spacious enough to allow pupils to move around comfortably. The school has a good library, a room for the specialist support of pupils with special educational needs, a music room, and the hall is a good resource for both physical education and whole-school assemblies. The school is well maintained and relevant displays of pupils' work in corridors and classrooms further enhance the learning environment. The caretaker and cleaning staff maintain high standards of cleanliness and there is no evidence of litter or graffiti. The grounds have large grass and hard-play areas but there is no secure play area for the children under five. The school does not sufficiently consider the needs of older boys and girls when they change for games and physical education.

63. Learning resources are satisfactory overall with literacy and numeracy benefiting from recent additional resources. Whilst the school has a good range of relevant artefacts for religious education there are very few for history with which to enhance the curriculum. Recent spending on information technology has improved pupils' progress in the use of computers. The school's good stock of books is distributed well between classrooms and the library which houses most of the schools' range of reference and fiction books. Resources are well maintained and pupils handle them with care. The school uses its immediate environment, and local museums such as Beamish as resources for local studies in history and geography.

However, the school lacks large outdoor play apparatus for children under five so that they can further develop their physical skills.

68. The efficiency of the school

64. Financial administration and systems for monitoring and controlling the budget are good. The most recent audit of the school's budget confirms this view. Current levels of administrative staffing ensure day to day procedures in the school are smoothly and effectively organised and carried out. The finance committee meets regularly to discuss the budget and to examine financial reports to monitor income against expenditure.

65. Financial planning is unsatisfactory. The school's governors and senior management team do not have sufficiently developed systems for ensuring that the school's finances are spent in the most efficient manner. Funds targeted on premises development have enhanced the learning environment but educational priorities are not always effectively underpinned by financial planning. In the school management plan, targets are often expressed in broad terms that are difficult to cost. Thus the financial planning is not sharply enough focused on raising pupils' attainment in measurable and quantifiable terms and the cost effectiveness of decisions taken cannot be evaluated. Governors are not provided with detailed information about standards across the curriculum, so that they can make such evaluations. The school management's knowledge about the learning resources available in the school to enhance pupils' education and raise standards is insufficiently detailed. The governors have prudently taken into account the effects of the fluctuating population on the school's finances, but the balance currently being carried forward is too high.

66. Teachers are suitably deployed in terms of classroom responsibilities. The skills and expertise of curriculum leaders are being used appropriately in monitoring the standards achieved across the age range especially in core curriculum subjects.

67. Funds to support pupils with special educational needs from within the school's main budget are not clearly identified. Non-teaching staff are not always effectively employed in supporting pupils' needs during lessons. Midday staff help to keep pupils safe and secure at lunchtime. The caretaker is efficient in keeping the building and site clean and tidy.

68. The extensive accommodation available for pupils' learning is used appropriately. Effective use is made of the school library and rooms in the school for specialist teaching. Displays in classrooms and shared areas are attractive and stimulate pupils' interest in their surroundings. Learning resources are used efficiently by both staff and children.

69. The administration of the school is good, and provides effective systems to support the work of teachers and pupils. Efficient systems are in place for administrative and financial routines. Recommendations in the most recent auditor's report on school finances and the school budget have been carried out.

70. Taking into account the attainment of pupils on entry, the progress they make and the standards achieved at the age of eleven, the satisfactory and sometimes good teaching, the funds available to the school and the quality of the current leadership and management, the school provides satisfactory value for money.

75. **PART B: CURRICULUM AREAS AND SUBJECTS**

75. **AREAS OF LEARNING FOR CHILDREN UNDER FIVE**

71. Children enter the reception class at the beginning of the year they are five. The majority of the children have some pre-school education. Children's attainment on entry to full-time schooling is average when measured against children of a similar age. Children make satisfactory progress: by the time they reach the age of five, they have reached the targets expected nationally in personal and social development, language and literacy, mathematics, knowledge and understanding of the world, creative development and physical development and are working towards the lower levels of the National Curriculum. A small number of children are exceeding these levels by the time they transfer to the next stage of their education.

76. ***Personal and social development***

72. In personal and social development children make satisfactory progress and their attainment is in line with the nationally expected outcomes. When they first enter school, children quickly settle into their new routines and surroundings because they are made to feel welcome. The children enjoy coming to school and become happy, confident and secure learners. Relationships between children are good. They clearly know what is expected of them and they are very well behaved. Children develop confidence and self respect through the constructive support they receive and through their success in the variety of activities and experiences provided. They know how to share and to take turns and sustain a good level of involvement in the activities provided. Most of the time children concentrate well on their activities and treat their learning resources, their environment and each other with care and respect.

77. ***Language and literacy***

73. The children in the reception class talk confidently about the activities they undertake. They enjoy listening to stories and are keen to predict what will happen next. For example, they are eager to talk about the story of the 'Enormous Turnip' as they act it out using model people and animals. They enjoy looking at books, using them carefully. Children enjoy the 'Three Billy Goats Gruff' and begin to be aware that stories have a beginning, a middle and an end. Most children are learning the sounds of initial letters and some are beginning to recognise familiar words. Many recognise their names and attempt to write them and know that text in the books they use has meaning. Children enjoy role play and confidently answer the telephone in the 'class office' taking orders and messages. They ask and answer questions appropriately in a variety of situations and respond with interest and involvement. Children make satisfactory progress overall.

74. The teaching of language and literacy is satisfactory. The class teacher has sound levels of knowledge and understanding of how to enhance children's progress in literacy. The staff reinforce the children's learning through sound questioning, encouraging them to provide clear explanations in their answers. Children's imaginations are appropriately developed.

79. **Mathematics**

75. In mathematics children make satisfactory progress and their attainment is in line with the national expectation. The attainment of a small minority of children is above this and they are working toward National Curriculum levels. Children know many of their colours and some know simple shapes and can sort a range of equipment by shape and colour. They learn counting songs and rhymes and count securely to 20, many being able to go further. Children are appropriately learning a wide mathematical vocabulary and show a clear understanding of words such as 'small' and 'big' and 'more' and 'less'. They reinforce their number skills through counting games and activities for example they use the story of the 'Very Hungry Caterpillar' to count objects. Children also pose and answer mathematical questions such as 'How many?' and 'Count three more'. They use everyday situations appropriately to recognise numbers, for example, on house doors that they painted following a visit in the village. Children investigate volume confidently by putting bottles in order of size, learning the meaning of 'full' and 'empty'. Children are beginning to carry out simple calculations and can carry out addition and subtraction using counters and blocks to help them.

76. The teaching of mathematics is satisfactory. The class teacher plans an appropriate range of activities that helps to stimulate children's curiosity about the world in which they live. She appropriately plans activities that draw on children's real life experiences to reinforce their ideas on money and time through role play situations in the class shop or café.

81. **Knowledge and understanding of the world**

77. In their knowledge and understanding of the world, children make sound progress and their attainment is in line with expectations. Children develop appropriate skills and understanding in information and communication technology as they create computer art using the program Splosh which enhances their mouse control. They learn to experiment and to collect data, which they present appropriately, when they carry out a taste survey on favourite crisps. They develop an understanding of their senses through further practical experiences, for example listening to and identifying a variety of sounds. Children appropriately learn about change through the use of photographs which illustrate how they have developed since they were born. Children use the local environment effectively in discussions about direction, and their learning is enhanced when the teacher reads the story of 'Rosie's Walk', with its emphasis on prepositions.

78. The teaching of knowledge and understanding of the world is good. Teacher and support staff work well together, focusing on the needs of the different groups of children. They effectively extend children's early concepts of time as they encourage children to explore the changes that have occurred in children's toys and clothing, appropriately extending their vocabulary and understanding of 'before' and 'after'.

83. **Physical development**

79. Children's physical development is in line with the expected learning outcomes by the time they reach the age of five. They make satisfactory progress in handling a variety of small equipment such as brushes, scissors, blocks and counters with increasing control. They develop appropriate skills in their use of construction kits and become increasingly competent. In physical education lessons they use space well and react to the tempo of the accompanying music very well. They perform pushing, pulling, stretching and curling movements competently. Children control their movements well, changing direction when required, jumping, running and marching at appropriate times. Most activities observed take place indoors and children use resources and apparatus in the hall competently. There is, however, no designated outdoor area where children can develop their climbing, jumping and balancing skills. The school also lacks large outdoor play apparatus for children to further develop their physical skills.

80. The teaching of physical development is satisfactory. Children are provided with a range of challenging activities to develop their spatial awareness and co-ordination. The teacher plans

appropriately, effectively linking current and past learning.

85. ***Creative development***

81. Children's creative development is in line with the national expectation and they have made satisfactory progress by the time they reach the age of five. Children are developing an appropriate range of skills in art, use a variety of media to make their pictures and apply paint boldly. They mix colours and use modelling materials confidently, for example when making fruit and vegetables for the harvest festival. Their self portraits show well-formed facial features; their drawings are detailed and show good observational skill. Musical skills are

appropriately developed. Children explore rhythm and, using a variety of percussion instruments, perform simple musical patterns.

82.The teaching in the area of creative development is sound. There is a good balance between teacher-directed tasks and activities which children choose for themselves. Learning activities are practical, well thought out and interesting. Children's thinking is challenged and their learning extended. Their work is valued and appreciated and this contributes to the progress they make.

83.There is a sound policy for the early years which provides appropriate guidance for children's learning and has clear links with the National Curriculum. Planning is satisfactory and covers all areas of learning. The activities provide a broad and balanced programme of work for all children. Those children with special educational needs make satisfactory progress because their needs are identified early and they receive support. Assessments of children's progress are regularly made and used to plan and match activities to the attainment of the children. Appropriate records are kept and progress is carefully tracked. Resources in most areas are satisfactory and the teacher has organised learning resources and materials effectively to meet needs. There is no large equipment for outdoor play to develop skills of balancing, climbing and jumping. This is unsatisfactory.

88. ENGLISH, MATHEMATICS AND SCIENCE

88. English

84.National Curriculum assessment results in 1999 show pupils' attainment in English at the end of Key Stage 1 to be below the national average. When the school is compared with others with a similar intake, attainment is in line with the average for such schools. This was a reduction on the previous year, and came about because there was an unusually high proportion of pupils with special educational needs in the age-group. The longer-term trend, however, is more encouraging, with a steady increase in standards, the girls doing better than the boys throughout. The 1998 results were well above average nationally and well above the average for similar schools. At the end of Key Stage 2, pupils' results are above the national average, including the upper levels, and well above those of schools with a similar intake. This represents a rising trend over the past three years and, in both key stages, an improvement on the findings of the last inspection report. The inspection judgement is that, for the present generation of pupils, attainment is above the national expectation in both key stages.

85.Pupils generally have good speaking and listening skills. From Year 1, they listen carefully to the teacher and each other and by their responses show they are listening and thinking about the subject of the lessons. They are keen to contribute their ideas to class discussion. By the end of Key Stage 1 pupils answer questions in well-formed sentences. They discuss fluently what they have been reading and talk freely about what they have learned in other lessons like religious education.

86.In Key Stage 2, pupils continue to develop confidence and fluency as speakers. For example, in Year 3 they talk about the meaning of religious symbols with well-chosen words. By the time they reach the end of the key stage, pupils are willing talkers and engage adults in conversation, talking about home, family and hobbies confidently and fluently with an appropriate vocabulary. They listen to instructions and carry them out accurately. They articulate their ideas carefully, expressing them in well-constructed sentences.

87.Many pupils are confident readers with most attaining levels in line with those expected nationally by the end of each key stage. The youngest children in Key Stage 1 handle books confidently, know that print conveys meaning, and recognise letters recently learned. By the time they reach Year 2, the highest-attaining pupils are accomplished readers. They read most words accurately and with understanding, confidently tackling unfamiliar words. They discuss

their likes and dislikes in reading. Lower-attaining pupils are less secure with word-attack skills, for example tending to guess words from their initial letter or their shape. Pupils in Key Stage 1 have few library skills.

88. In Key Stage 2, pupils continue to build on their reading skills. By the end of the key stage the highest- and average-attaining pupils read accurately, confidently using a full range of strategies to establish the meaning of the text. They talk about their reading with enthusiasm. Others read for the most part willingly and accurately, but somewhat mechanically and without expression. They find it difficult to discuss their reading.

89. By the end of Key Stage 2, the higher-attaining pupils know how to locate books in the library and how to use index and contents pages to find required information. They are conversant with higher-order reading skills such as skimming and scanning.

90. Standards of writing are satisfactory in Key Stage 1. In handwriting pupils are encouraged from an early age to form their letters correctly. By the end of the key stage, the highest-attaining pupils write short narrative, redrafting and improving their work. They record a sequence of events, seen for example in a story called 'Can you sleep little bear?' Their handwriting is clear and legible and they are beginning to introduce full stops and capitals. Those of average attainment have good ideas and choose words judiciously: 'They cuddled up together on the couch.' Their letters are uneven, though legible. The least able sequence ideas with help. Their handwriting, though legible, is comparatively unformed.

91. In Key Stage 2, pupils' writing displays increasing maturity and standards are good. By the end of the key stage they write successfully in different styles, for a good range of purposes and audiences. They plan, draft, revise and present their work well. They write interesting narrative, for example about events in the holidays. They seem to enjoy writing non-fiction more than fiction: the history topic gives them an opportunity to write at length, about, for example, a day in the life of a servant. One pupil, writing in depth about Anne Frank, showed a mature understanding of the effect of her diaries, which enable her to 'live on after her death.' Pupils present different points of view, and create mood convincingly. This was seen to good effect in a story set in a fire station. They take notes as they read and as they listen to the teacher. They make good use of information technology to present finished work using both text and graphics.

92. Average-attaining pupils have similarly interesting things to say, but their skills are less well established. For the less able, writing is intelligible and legible but shorter. Spelling errors suggest poor auditory discrimination. Pupils with special educational needs attain well in terms of their own targets.

93. The general literacy skills of the pupils are good. The presentation of work depends on the expectations of the teachers: where expectations are high, work is well presented. The contribution of other subjects to pupils' literacy is good. A suitable subject-specific vocabulary is learned in science, design and technology and physical education. Pupils are encouraged to take notes in religious education and to skim texts for information in history. In science, pupils learn to write an accurate account of their experiments.

94. Pupils' progress is good in Key Stage 1 and satisfactory in Key Stage 2. Most pupils have laid the foundation of reading skills, learned to write and begun to understand grammatical conventions by the end of Key Stage 1. They show a steady development of fine-motor skills and records show pupils moving steadily through the reading programme. In Year 2, pupils write with more independence, produce longer compositions and handwriting improves. For those of average attainment handwriting improves and becomes more fluent.

95. In Key Stage 2, most pupils extend the range of their reading. Handwriting and spelling improve over time. Sentence structure becomes more complex and there is a better choice of

words. They begin to manage dialogue confidently and paragraphs are used to organise ideas. The opening and closing paragraphs of their written work become more interesting. In some situations, however, when the teacher's expectations are not made sufficiently clear, pupils' books show progress not being satisfactorily maintained

96.The progress of pupils with special educational needs is good in both key stages. They make a steady improvement, due in the main to the teacher's persistence, her positive attitude and the quality of the continuing support they receive.

97.Pupils' attitudes to English are good overall. Pupils in both key stages settle well, sit quietly, listen with attention, are industrious and diligent. They are eager to make a contribution to discussion. They remain involved over a long period, with evident enjoyment. Pupils work well individually and, in the individual work sections of the literacy hour, work without adult supervision for significant periods. In Year 2 and Year 6, pupils who have finished the set task, get out a book without being prompted and read quietly while others finish their work. Relationships are cordial and productive. Pupils' behaviour is good, sometimes very good, in both key stages and this has a very positive influence on their ability to concentrate and make progress.

98.The quality of teaching in English is satisfactory overall, with some examples of very good practice in Year 6. It makes a significant contribution to the standards achieved by the pupils in both key stages. At least satisfactory in all the lessons observed, it was good or better in one third and in ten per cent it was very good. This is an improvement on the findings of the last inspection.

99.Teachers' knowledge of the subject is good. Their expectation of the pupils is always appropriate to their needs and sometimes challenges them in terms of the learning and the behaviour expected. Planning is good in both key stages, and is usually thorough, detailed, well-focused and relevant, with a good range of tasks carefully linked to previous work to meet pupils' individual needs. This enables pupils to experience success and make progress. Occasionally, however, learning objectives are not clearly enough formulated with the result that pupils do not know what is expected of them and progress is adversely affected. Good explanation and clear instructions ensure pupils know what they have to do. Good summing up consolidates their learning. Well-targeted open questioning, seen to particularly good advantage in Year 6, appropriately challenges pupils of different abilities, and develops understanding. It encourages speaking and listening, and obliges pupils to think carefully and focus on essentials. The use of praise motivates pupils and maintains their attention.

100.Good, sometimes very good, classroom management creates a productive atmosphere which supports good learning. At its best it creates the context which encourages purposeful activity. The use of resources is satisfactory although support staff are not always used efficiently. Suitably varied materials provide pupils with plenty of opportunity to learn independently. Lessons move forward purposefully and carry the pupils along without wasting time. Well-judged changes of pace and activity ensure pupils' continued attention, although in a minority of lessons a suitable pace is not maintained consistently. Assessment is satisfactory. Comment is offered which supports and challenges pupils to progress at their own pace. Marking is supportive. At its best it encourages and offers alternative ideas for making the work better. Sometimes, however, it praises and affirms without offering ideas for improvement. Teachers set satisfactory homework which supports the work initiated in lessons.

101.The subject is very well led. The curriculum is planned to give pupils a suitably broad experience of English. Documentation is comprehensive, detailed and thorough and, based on the National Curriculum, gives advice on the areas of English not included in the National Literacy Strategy. The literacy programme is well managed and has been conscientiously introduced. Arrangements for assessment are very good, and provide both an accurate view

of the language development of individual pupils and material for further curriculum development. Resources are good, up to date and appropriate. The library stock is good with a suitable range of up-to-date and attractive non-fiction and fiction.

106. **Mathematics**

102.The results of the 1999 national standardised assessments at the end of Key Stage 1 indicate that the proportion of Year 2 pupils attaining at or above the national expectation for seven-year-olds was in line with the national average, with a comparatively high proportion of pupils reaching the higher level (level 3). In comparison with schools with pupils from similar backgrounds, performance was above average. The results of the same assessments at the end of Key Stage 2 show Year 6 pupils attaining in line with national averages. Pupils' performance was well above average in comparison with schools with pupils from similar backgrounds. In Key Stage 1, standards have shown improvement over the last three years, by both boys and girls. The Key Stage 2, results, while remaining at or near the national average, have fluctuated significantly but trends are difficult to evaluate because of the comparatively small size of the age group. Boys' results declined year on year between 1996 and 1998.

103.The inspection judgement is that, for the present generation of pupils, attainment in Key Stage 1 is close to national averages. Attainment in Key Stage 2 also is broadly in line with national averages.

104.By the end of Key Stage 1, the majority of pupils are able to use mathematics skills and knowledge and apply them to problem solving. They are developing an appropriate mathematical vocabulary. Pupils are becoming more confident in their mental calculation skills. They add and subtract numbers and are able to recognise the patterns involved in continuous addition of fives and tens. Pupils know the value of zero. The majority of pupils know the difference between odd and even numbers and are developing a sound knowledge of the vocabulary of addition and subtraction. Pupils recognise two- and three-dimensional geometric shapes and name them. They use their counting skills to work out the cost of items and are able to work out the change required. Pupils use both standard measures, such as centimetres, and non-standard measures when measuring objects in the classroom. They appropriately use the data they have collected on, for example, hair colour and use information technology skills to create graphs to present the information.

105.By the end of Key Stage 2, the majority of pupils have developed and learned to use their own strategies for solving problems and can give valid reasons for using their chosen methods. They record their findings appropriately and present them in a clear and organised way. Most pupils have a secure understanding of multiplication and understand place value up to tens of thousands. They display appropriate knowledge of decimals and can order them, linking values to their fraction equivalents. They have a sound knowledge of mathematical terms such as mean, mode and median and can calculate these using simple data. They apply the four rules of number to thousands, hundreds, tens and units accurately and are developing an appropriate knowledge of multiplication facts to ten times ten. Their knowledge of percentages is sound. They measure the areas and perimeters of shapes using the correct units of measurement and recognise shapes with line and rotational symmetry. Pupils construct graphs using appropriate scales: they collect and record data on block and line graphs and efficiently access information they require. They use their information technology skills to develop graphs from data gathered in school. Pupils display a good understanding of the vocabulary and practice of probability.

106. In each key stage pupils have opportunities to apply their mathematical skills, knowledge and understanding to other subjects. From the time the pupils enter the reception class they learn to count, add and subtract using number rhymes and games activities. They sort, order and match numbers, colours and shapes in a variety of contexts. Pupils enhance their understanding of number through developing a sense of time in history. They use measuring skills to create accurate models in design and technology. Geography helps them develop their understanding of co-ordinates and negative numbers are reinforced by their study of temperatures in science.

107. Pupils' progress is satisfactory in both key stages. The effective introduction of the National Numeracy Strategy is accelerating the progress being made by the majority of pupils. In particular, their facility with problem-solving strategies and in mental mathematics is improving throughout the school. As pupils progress through the school they develop their ability to collect, record and display data. In Year 3 pupils collect and order data to create graphs on eye and hair colour. By Year 4 they are using computer technology to generate graphs using information about the local area. In Year 5, data collected in tally-chart form is used to create block and column graphs. Pupils also create line graphs linked to world high-jump records. By Year 6 pupils show a sound understanding of block, pie and line graphs and can interrogate the graphs to extract data. Pupils with special educational needs make satisfactory progress in relation to their prior attainment. These pupils are usually provided with appropriate work but individual education plans containing clearly achievable targets are not always developed sufficiently to encourage these pupils to achieve maximum progress.

108. Pupils' attitudes to mathematics range from satisfactory to very good, and are good overall. The majority of pupils listen attentively and respond enthusiastically to questions. They show good application when they work, and they persevere when tasks are difficult. Pupils enjoy the success of solving problems through an increasing range of strategies. They are well behaved, co-operate well when given the opportunity and work happily as individuals. Many pupils take pride in the presentation of their work but this is not consistent across all classes.

109. The quality of teaching is satisfactory in both key stages, and examples of good and sometimes very good teaching were observed, especially at the top of Key Stage 2. Strengths in the teaching derive from the clear framework established to implement the National Numeracy Strategy. The best lessons are very carefully planned, with clear learning objectives that ensure a crisp pace of learning. In these lessons teachers share with pupils what they will be expected to learn by the end of the lesson, the teaching is clearly focused and children understand clearly what they are required to do. Tasks that challenge all pupils are set and expectations of the quality of work and behaviour are high. Teachers check what pupils have learned in a purposeful plenary session. In the majority of lessons, teachers have good subject knowledge and manage pupils well. As a result, there are clear signs of improved progress in most lessons, such as the development of mental strategies to solve number problems.

110. The quality of marking, however, is not consistent between all classes. Some teachers provide detailed comments on pieces of work that help pupils evaluate and improve their work. Others simply mark with a tick or a cross. The school is beginning to use homework effectively to support the work of pupils in the classroom.

111. There is a satisfactory mathematics policy that sets out clear aims and objectives for the subject. The school has implemented the National Numeracy Strategy well and it is having a positive impact on the attainment and progress of the majority of pupils at both key stages. A commercial scheme supports pupils' learning and reinforces the concepts being learned. Teachers maintain an assessment file where the progress of each pupil is recorded. Results of formal and informal tests help teachers assess the quality of the learning that has occurred and enable them to plan future work. The school keeps an up to date file of pupils' work from

each

year group to inform its judgements on pupils' attainment measured against National Curriculum levels. Assessment arrangements are good.

112.The mathematics co-ordinator recently left the school and interim arrangements are in place. Currently the management role of the co-ordinator is insufficiently developed. Standards are monitored and teachers' planning is evaluated. However, targets for individual pupils' improvement have not yet been set and a long-term mathematics development plan remains to be created. The provision of resources for teaching mathematics is satisfactory and they are well organised and managed.

117. **Science**

113.In the 1999 National Curriculum assessments, the proportion of pupils at the end of Key Stage 1 attaining at the national expectation for seven-year-olds was below average, although it matched that of schools with a similar intake. This was out of line with the trend for previous years where results have been very high, and arose from the unusually large number of pupils with special educational needs in the age group concerned. The attainment of pupils at the end of Key Stage 2 was above the national average and well above that for schools with a similar intake. This represented an improvement on the results for previous years. Boys' and girls' results are similar over the period.

114.The inspection judgement is that the attainment of the present generation of pupils in science at both key stages is likely to be more in line with the national expectation at the end of the respective key stage. When pupils come into Key Stage 1 they have a sound basis for science in their knowledge and understanding of the world. In the Year 1 topic about 'Ourselves' they name parts of the human body, have an understanding of the senses and they identify their favourite foods when considering what we need to stay alive. Many identify the differences between living and non-living things and this is developing their observational skills. In Year 2 pupils begin to investigate how the shape of some materials can be changed by external forces. They enjoy experimenting with a range of materials by squeezing, pressing and twisting, all words they have offered.

115.By the end of Key Stage 2, pupils use their prior learning about friction to establish a baseline and use this effectively to increase their knowledge and understanding about balanced and unbalanced forces. They go on to explain how some objects float if the shape is changed. They use terms such as gravity, Newtons and friction and understand the requirements for conducting a fair test where, in an investigation, one factor only is varied at a time. Pupils have good knowledge about the major organs of the human body and understand the dangers to health of smoking and taking drugs.

116.Pupils at both key stages, including those with special educational needs, make satisfactory progress. They are acquiring effective strategies for evaluating their investigations and by the end of Key Stage 2 they make good progress in conducting and recording investigations and experiments. They are also satisfactorily developing their research skills to increase their knowledge and understanding of current topics.

117.Pupils show interest in science and display positive attitudes in science lessons. They concentrate well and apply themselves to the tasks in a mature way, especially pupils in Year 6. Younger pupils listen carefully to instructions and respond with enthusiasm. Most pupils take turns to answer questions and wait their turn when handling equipment, which they share sensibly. Behaviour is good and pupils work quietly and concentrate well when writing accounts of their experiments.

118. The quality of teaching is good overall; it is better in Key Stage 2 than Key Stage 1. Teachers have good subject knowledge and, especially at Key Stage 2, have high expectations of what pupils can learn. Their lesson planning is very detailed and materials for investigating hypotheses are well prepared so that little time is lost in lessons. Careful planning ensures that activities usually match pupils' needs. The match to learning needs is better at Key Stage 2 than at Key Stage 1 where, for lower-attaining pupils, there is a tendency to rely on providing support rather than on preparing appropriate tasks. Teachers adopt suitable methods. For example, good use is made of questions at Key Stage 2 to establish prior knowledge and to introduce specific technical language. Pupils are well managed. Time is well used so that lessons move forward at a steady pace. Good use is made of plenary sessions at the end of lessons to draw pupils together and review with them what they have learned. In a minority of lessons, although the quality of teaching is satisfactory overall, there are weaknesses. On these occasions, learning objectives are not clearly enough focused, or the pace of a lesson is prejudiced by keeping children too long on the carpet before allowing them to start their own activities.

119. The science curriculum is good and it supports pupils' learning well. Pupils are presented with an appropriate range of scientific topics which are explored in depth at Key Stage 2. However, although the current planning for the cycle of lessons based on themes shows that all attainment targets are explored within them, it does not show them being explored with sufficient depth or rigour. As a result the approach to each specific aspect of National Curriculum science is insufficiently systematic. Assessment is well established and closely related to the whole-school assessment policy. Records of assessment tasks and pupils' progress are clear and well maintained.

120. Subject leadership and management is satisfactory and the co-ordinator is well prepared through appropriate training to support the development of the subject. She has given careful attention to the analysis and assessment of pupils' investigation skills and this has resulted in an improvement in the end-of-year assessment results for the most recent year. Resources for science are good, plentiful and used well to enhance pupils' learning in the subject.

125. OTHER SUBJECTS OR COURSES

125. Information technology

121. Pupils' attainment is in line with the national expectation at the end of each key stage. A significant number of pupils have access to computers at home and this helps them practise skills learned in school. By the end of Key Stage 2, pupils have acquired appropriate skills in drafting and revising work on the screen and know how to improve their work by changing facts and by choosing and applying coloured illustrations to their work. Pupils know how to use application programs to collect, display and interpret information that they have gathered in graphs and charts. They have experience of, and skills in, control technology and use these to control and programme computer controlled devices. The majority of pupils have the skills to use a CD ROM to research for information, when given the opportunity. Pupils develop the knowledge and skills needed for using other information and communications technology equipment, such as cameras and electronic mail.

122. By the end of Key Stage 1 the pupils have experience of successfully using tape recorders in conjunction with headphones to listen to recorded stories. Their skills in using the computer keyboard are satisfactory. They know basic word processing functions when writing on screen and, sometimes with help, they print their work. They enter simple instructions to control a programmable toy and can explain what they have done to make the vehicle move in a particular direction.

123. Throughout the school most pupils, including those with special educational needs, make satisfactory progress. The greatest rates of progress are made in classes where both teachers

and pupils are confident in their use of computer skills. An example of this was seen in a Key Stage 1 class, where pupils had to use mouse-control skills to dress a teddy bear. Pupils also consolidate word-processing skills, effectively producing labels to attach to work. Pupils in Year 4 receive e-mails and understand how to key in the correct instructions to ensure successful sending and receipt. Children are able to use a digital camera with increasing effect, paying good attention to colour and other visual effects. Older pupils learn to carry out research into a variety of topics on the Internet.

124. Most pupils are well motivated by the subject and show interest in their work. Higher-attaining pupils are especially enthusiastic and make good use of their own computers. At all ages, pupils are careful when using equipment and materials. They work independently and are considerate towards each other when working in pairs or small groups. The small amount of direct teaching seen was of satisfactory quality. Teachers have satisfactory subject knowledge and appropriate familiarity with the software being used. The curriculum is well developed and the documented curricular guidance is good. Teachers' confidence in using computers is increasing through the support and guidance of the knowledgeable co-ordinator. Support material is well organised and teaching programmes to enhance the learning of all pupils, including special educational needs pupils, are well developed. Monitoring and assessment of pupils' progress is carried out by teachers but currently no targets for individual pupils' improvement are prepared.

125. The quantity and quality of resources is good. Regular reviews of hardware and software ensure that this is kept up to date. The co-ordinator is eager to develop the information technology curriculum into other subjects to enhance pupils' learning. He runs a flourishing computer club which raises the standards of skill and understanding in the subject.

130. **Religious education**

126. Standards of attainment in religious education are on course to meet, and in some instances to exceed, the expectations outlined in the Local Education Authority's Agreed Syllabus for the end of each key stage. By the end of Key Stage 1, pupils can relate stories from the Bible such as the Easter and resurrection stories and those of the post-resurrection appearances. They discuss the symbolism associated with the Easter events: 'Rolling an egg at Easter stands for rolling aside the stone [from the garden tomb]'. They associate them with other Christian symbols such as the crucifix. They identify the main features of an Anglican church as a result of a visit to the local church. They are aware of different religions, for example Judaism, Christianity and Buddhism. Pupils talk about right and wrong, discuss the importance of rules in their lives appropriately, and contemplate mysteries such as 'who put the colours in the rainbow.'

127. By the end of Key Stage 2, pupils demonstrate a sound knowledge of Christianity and of the other world faiths studied. They give a good account of the Christmas and Easter events and describe the Christian communion. Pupils have a good knowledge of Sikhism and Hinduism, and relate what they learn to their own experience. In composing a prayer in response to Creation, Year 6 pupils think carefully about the creation stories in different religious traditions and make a personal response. At both key stages, pupils reflect on the issues raised in lessons and relate them to their own lives.

128. Pupils in both key stages are making satisfactory progress in knowledge and understanding about Christianity and other world religions; and in understanding about feelings, responsibilities, rules and identity. Their books show them steadily building up knowledge about religion and developing a personal response to what they have learned. Pupils with special educational needs make good progress as a result of the support they receive. Written work is well expressed in good English, neatly presented and some teachers encourage pupils to take notes as they listen. The subject makes a good contribution to pupils'

literacy skills. Work on world religions gives pupils insight into cultures other than their own.

129. Pupils' attitudes to religious education are good. Pupils are thoughtful, listen carefully and are keen to contribute ideas to the discussion. When they are given their tasks, they settle quickly, and work assiduously. Their behaviour is very good.

130. The quality of teaching is good, particularly in Key Stage 2. Teachers' knowledge of the subject is good, and this enables them, among other things, to present world religions well. They expect pupils to be fully involved and interested. Teachers plan carefully and ensure that activities are appropriate. The use of artefacts such as those for the Sikh Amrit ceremony, and visitors - for example, the vicar - all help to make the teaching of the subject more immediate and relevant. Pupils are managed well, and effective support is given to them while they are working, all of which contributes to their understanding of the subject. Work is assessed and resources are effectively used.

131. The subject is very well led and the documentation, derived from the local authority's Agreed Syllabus is good. This, together with the co-ordinator's monitoring of teachers' planning and pupils' attainment, ensures that pupils receive a well-balanced religious education experience. Resources are good and include good artefacts.

136. **Art**

132. Pupils' progress in art is satisfactory at each key stage. By the age of eleven more than half of the pupils reach the nationally expected level of work. Work of above-average quality in drawing and painting is produced by a small number of pupils in both Key Stage 1 and Key Stage 2. National Curriculum requirements are met in investigating and making and in the development of pupils' knowledge and understanding of art and artists. Pupils of different genders and backgrounds make similar progress and pupils with special educational needs make progress similar to their peers.

133. The subject is often taught in conjunction with other subjects. It is also taught as a discrete subject. In both key stages, pupils have opportunities to record their responses by observing and developing their own ideas. The best work occurs when the pupils are required to apply their existing knowledge in a new context and when they are taught to develop the use of texture, tone, colour, line and form. In Key Stage 1, pupils experience a good range of media including paint, pencil, pastel, pen and ink. They know of, and can use, a satisfactory range of techniques. They explore alternative ways of applying colour, for example using marbles for this purpose. Pupils learn about the work of famous artists and create pictures in the style of Mondrian using blocks of colour. This also helps them develop skills such as measuring and cutting, relevant also to other areas of the curriculum. Pupils in the Reception class have experience of computer-generated art. For example, they produce good quality prints of compositions representing the changing of the seasons.

134. In Key Stage 2, the quality of the work varies and is dependent on the teachers' knowledge and understanding, and the amount of time given to the subject. Pupils give satisfactory attention to detail when doing observational drawing. Sketch books are used but the school has still to develop their use as a source of art experiences. Pupils investigate how to achieve artistic effects, for example, how to create a smoke effect using the blending of chalks. Their understanding of the work of famous artists is well developed. For example, pupils in Year 6 made sketches of the human face in the style of Picasso that were imaginative, showed an understanding of his style and were of good quality. Pupils' understanding of art work is not limited to that produced in Western Europe. Pupils see and discuss the work of

African and Far Eastern artists and are able to express their ideas, likes and dislikes about what they see. Three-dimensional art is underdeveloped, however.

135. Although there are some inconsistencies in the quality of teaching, the quality overall is satisfactory and some teaching is good. Most teachers have a satisfactory knowledge of the subject and lessons are planned appropriately. In the best lessons the teachers' knowledge of techniques and skills is considerable. This they use effectively and provide clear advice to pupils. In Key Stage 2, for example, pupils were shown how to look carefully at fruit and vegetables and how to represent what they saw using chalks. The work they produced was in the style of Renoir.

136. Most lessons have a satisfactory pace and pupils are provided with appropriate levels of advice. Sufficient emphasis is placed on techniques and composition and the choice of tools and materials. This was well illustrated in a lesson in Key Stage 1, where pupils were taught how to apply paint in a variety of ways to create a pleasing effect. Appropriate allocation of time is given to art in most classes. Resources are adequate, carefully organised and accessible. The co-ordinator has the knowledge and skill to move the subject forward and the scheme of work provides useful guidance which supports teachers well.

141. Design and technology

137. Progress is satisfactory in both key stages. A small number of lessons and related activities were seen but the evidence from these, together with an examination of pupils' past and present work, discussions with pupils and a scrutiny of teachers' planning, indicates that, by the end of Key Stage 2, the majority of pupils reach the standard normally expected of eleven-year-olds. This is broadly in line with the findings of the last inspection. Both boys and girls make similar progress as do pupils with special educational needs who make progress in line with their abilities.

138. In discussions with pupils, it is apparent that they have a clear understanding of how to design and make items. This includes assessing simple products and creating designs, modifying them where required, reviewing suitable materials and making and evaluating the product. Pupils have a sound knowledge of the types and uses of materials available to make their models and show a clear understanding of jointing techniques. They understand the need for safe practices and know how to use a variety of tools. Pupils have developed skills in accurate measuring to ensure that the quality and finish of their models is satisfactory. They understand the need to carry out an evaluation of the product and they discuss the criteria they would use when deciding which product was more suitable for a specific purpose. They also describe how to test the structures they make, to determine their strength; and they know about the strongest and most suitable shapes to use when making, for example, a bridge. Recent work includes making model houses using knowledge derived from science lessons to install simple electrical circuits to provide light to the rooms.

139. By the age of eleven, pupils understand simple mechanisms and movements such as those of cogs and gears. However they have few opportunities to investigate simple hydraulics, more complex mechanical components or to extend their experience of food technology.

140. Pupils are interested in the subject. They show this through the way they discuss the models they have made and the skills they have learned.

141. The quality of teaching seen was satisfactory overall. In some lessons it was good. Lessons are appropriately planned and paced. The tasks set meet the different needs of pupils, who are managed well. In the best lessons the pupils are expected to generate designs and make products for a specific purpose, using a wide range of materials. This was well

illustrated when pupils began to develop designs and carry out experiments into making a torch. The leadership and management of the subject are satisfactory. National Curriculum requirements are met. The quality of the policy and the expanded scheme of work are good. They provide appropriate guidance to teachers for planning a balanced programme of work. Resources are sufficient, easily accessible and well used.

146. **Geography**

142. Attainment in geography is in line with that expected of pupils the same age at both key stages. At Key Stage 1, pupils study photographs of their village, identify differences between old and new buildings and describe changes in their use. Most can name some specialist shops. The youngest pupils know where they live in the village and, in Year 1, draw a simple plan of a familiar room. By the end of Key Stage 1 they understand simple two-figure grid references.

143. In Key Stage 2 they use co-ordinates for locating specific features and their mapping skills have extended to include physical features. The topic on transport enables pupils to focus on pollution and they know why it is better to walk to school than travel by car. They make a good freehand map of the village. Other pupils focus on the location and use of ports around the British Isles and consider different types of ship.

144. Progress in geography is satisfactory at both key stages and at all levels of ability including those pupils who have special educational needs. Mapping skills are progressively developed, and by the end of Key Stage 2 pupils are learning about contour lines and different types of maps. They develop a sound understanding of place through studying the local environment. Satisfactory progress is also made in gaining other geographical skills such as those involved in interpreting photographs and using atlases.

145. Pupils' attitudes in geography lessons are satisfactory. Most pupils work hard and concentrate well during lessons especially when the topic relates to something familiar, as in Year 2 when they study their own village. This results in a good level of participation and eagerness to display their knowledge. Some older pupils are more reluctant to pay attention and take some time to settle down to the task they have been given.

146. The quality of teaching is satisfactory, although there are some weaknesses. Planning is often in broad terms but teachers have sufficient subject knowledge to deal with individual queries well. Classroom organisation is generally satisfactory, but too much time is spent with the whole class on the carpet talking about the topic so that little lesson time is available for pupils to record their work or to complete their task. Similarly, when the pace of the lesson is slow and the lesson objectives are not met pupils progress is unsatisfactory. Relationships are good and support assistants are well deployed.

147. The co-ordinator is new to the school but has begun a programme of monitoring some lessons. Resources are adequate and shared amongst classes. To date, there has not been a full audit to identify any shortfalls in materials which might prejudice teaching the different topics. Without this information, the co-ordinator is unable to spend her budget allocation effectively.

152. **History**

148. Attainment in history is in line with that expected of pupils the same age at both key stages, and pupils make satisfactory progress. Where the quality of teaching is very good, pupils make very good progress. Pupils in Year 1 learn about Guy Fawkes and his part in the Gunpowder Plot and think about the importance of this event. They also show an emerging

sense of chronology when considering how they have changed from babyhood to the present time. In Year 2 where the topic is 'Transport', pupils watch a video and identify the ways in which transport has changed over the years. They understand why horses are used less than formerly and also how and why roads have changed. In other topics they identify differences in kitchen utensils between those of today and those in the Victorian kitchen.

149. During Key Stage 2, pupils gain a good understanding of the life of poor children in Victorian times, and of their work as flower sellers or chimney sweeps. Pupils display clear ideas about the dangers children faced in the factories and about their poor living conditions. Other pupils find out about the Romans and make comparisons between Roman Britain and the present day. Many know Roman town names and talk enthusiastically about Roman soldiers and their weapons. Scrutiny of work shows that pupils have studied many aspects of the Vikings and Tudors. They have visited Hadrian's Wall and the Jorvik museum to support their investigations.

150. Pupils, including those with special educational needs, make satisfactory progress in history during both key stages. It is occasionally very good at Key Stage 2 when the content of the subject is presented in a lively and interesting way which challenges their ideas. Young pupils are developing an appropriate understanding of past and present and all pupils are learning to distinguish different ways of life at different times and begin to understand the reasons why things happened the way they did.

151. Pupils have good attitudes to history. They listen carefully and with interest. Most pupils are keen to talk about what they are doing and work purposefully trying very hard to present their work as neatly as possible. Good relationships are evident especially when pupils work in groups sharing materials. Behaviour is always good.

152. No teaching of the subject was observed in Key Stage 1. In Key Stage 2, the quality of teaching is sound overall and occasionally it is very good. Teachers have good subject knowledge which is used to plan work effectively. Learning objectives are communicated to pupils so that there is clarity about the tasks. However work does not always match individual abilities and some pupils do not achieve as much as they should because they have to wait for support. The very good teaching is characterised by a high level of challenge and work is presented in ways which maintain pupils' interest and encourage them to undertake further research. The pace of lessons is brisk and the good level of challenge for the full range of ability enables pupils to make satisfactory progress.

153. The co-ordinator is well qualified but has only recently taken on the role. She has good ideas about developing the subject further. There is an appropriate scheme of work and planning and assessment practice follows the school's procedures. A small amount of time is allocated to enable some monitoring of the subject to take place, and the co-ordinator has been able to visit other classes. Resources are satisfactory. They are satisfactory in terms of books and videos but there are too few artefacts.

158. **Music**

154. Overall, the standard of attainment in music is similar to that which is expected of pupils of the same age in Key Stage 1 but not in Key Stage 2. This is broadly in line with the judgement of the previous inspection. Key Stage 1 pupils know the names of some of the instruments in use. They explore sounds made by a variety of percussion instruments and play them appropriately, choosing suitable timbres to match the characters in a story. They sing rhythmically and with enjoyment, but not tunefully. In Key Stage 2, pupils' singing is not tuneful, though it is usually rhythmically secure. With much help from the teacher, pupils can hold the line of a descant to a hymn tune. They identify different styles of music from a list of five recorded excerpts, describe the characteristics and reproduce simple rhythms by

clapping. A recorder group comprising Key Stage 2 pupils meets in the lunch hour and is able to provide an accomplished introduction to Assembly.

155. Pupils of all levels of ability make satisfactory progress in Key Stage 1, where work leads to systematic skill development in playing and composing. Progress in Key Stage 2 is unsatisfactory: pupils practise singing and learn to tackle singing in two parts, but have little experience of performing their own compositions or appraising the work of others. Pupils enjoy singing and, in Key Stage 1 listen carefully and work hard to manage their instruments properly.

156. Pupils enjoy music. They listen carefully and try hard to sing in tune, or control the instruments. They are keen to try out their ideas for composition, and are proud of their achievement when their work results in a performance. Behaviour is good.

157. In music lessons, the quality of the teaching is satisfactory overall, with some examples of good practice. Lessons are carefully planned, subject knowledge is satisfactory and teachers expect the highest degree of involvement from the pupils. Material is carefully selected so that higher- and lower-attaining pupils are all able to attain successfully. Classroom management is good and enables pupils to participate fully in the lessons.

158. The co-ordinator assumed her responsibilities for the subject only eight weeks before the inspection. She is well qualified to lead the subject and has clear ideas about the direction it should take and how it will be organised. She has prepared helpful new documentation to support teachers, has secured new resources and established a music room. The school is therefore well placed to ensure that the subject will make progress and contribute further to the pupils' understanding of the arts in general.

163. Physical education

159. At the end of each key stage attainment matches that expected of pupils the same age. By the end of Key Stage 1, pupils move in time to music, using space properly, and develop an awareness of others. They understand the need to listen to instructions before moving and demonstrate a range of body shapes including stretching and balancing. Throwing and catching skills are at early stages for pupils in Year 1 as they practise with bean bags. During warm up exercises they run, hop and jump on command but some find difficulty in skipping.

160. At Key Stage 2, pupils respond to changes in tempo and mood of music by using curling and stretching, twisting and spiralling movements. The quality of the movement is often dependent upon the co-ordination and confidence of the pupils. Older pupils develop their games skills when practising different ways of passing, including bounce, chest and shoulder passes; others show an appropriate level of skill when dribbling using hockey sticks. Passing with a hockey stick is not consistently accurate because stick control is not fully established in all pupils.

161. Pupils make satisfactory progress in both key stages and sometimes it is good. Agility increases as pupils get older and they also gain more control over their movements. Their ball skills using different passes, and their dribbling skills improve steadily as a result of appropriate coaching.

162. Pupils' attitudes to physical education are good and they enjoy participating in the activities. Pupils enter and leave the hall in an orderly way and respond to instructions promptly. They co-operate well and act responsibly, for example, when throwing balls. Energetic involvement and an enthusiastic response ensures a positive learning environment.

163. The quality of teaching is good overall. Teachers have a satisfactory knowledge of the subject, and their planning is satisfactory. Lessons contain well-balanced activities which fully engage pupils but the level of challenge is inconsistent and consequently some pupils make insufficient progress. Pupils are well managed. The pace of lessons is always brisk, which sustains pupils' interest and enthusiasm. Teachers intervene effectively to help pupils refine their performance or improve their technique; good practice is highlighted and pupils' achievements are valued. They are given opportunities to evaluate each others performance. Good regard is paid to safety issues and all pupils and staff wear appropriate footwear.

164. The curriculum is good. The school follows the local authority's scheme of work which is very detailed and comprehensive and meets National Curriculum requirements. The school hall provides good facilities for physical education lessons but changing facilities for older pupils is unsatisfactory. Resources are satisfactory and in sound condition. Extra-curricular clubs for football and netball support the development of pupils' physical skills and are very popular.

169. **PART C: INSPECTION DATA**

169. **SUMMARY OF INSPECTION EVIDENCE**

165. The inspection of Sherburn Village Primary School was undertaken between 1 and 4 November 1999 by a team of four inspectors, including a lay inspector. During the week, 51 lessons or parts of lessons were evaluated, totalling 36 hours of observation and a further 35 hours were spent by the team on other inspection activities in school. Discussions were held with members of the governing body, teaching and non-teaching staff and pupils. Pupils were also observed engaged in extra-curricular activities, participating in a range of other activities including assembly, collective worship, at lunch and play. Pupils representative of each age-group were heard to read and pupils' mathematical skills were reviewed. Documentation was analysed prior to and during the inspection. This included governors' minutes, policies, plans, guidelines, curriculum documentation, administration records, financial information, class registers, teachers' plans, Individual Education Plans, annual reports and a representative range of pupils' work from each class. Views expressed at a meeting attended by 25 parents were taken into account and 21 responses to a parents' questionnaire were considered.

166.DATA AND INDICATORS

Pupil data

	Number of pupils on roll (full-time equivalent)	Number of pupils with statements of SEN	Number of pupils on school's register of SEN	Number of full-time pupils eligible for free school meals
YR – Y6	189	3	54	42

Teachers and classes

Qualified teachers (YR – Y6)

Total number of qualified teachers (full-time equivalent)	8.2
Number of pupils per qualified teacher	23

Education support staff (YR – Y6)

Total number of education support staff	4
Total aggregate hours worked each week	55.25

Average class size:	27
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Financial data

Financial year:	1998/1999
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	£
Total Income	291 110
Total Expenditure	292 446
Expenditure per pupil	1 564
Balance brought forward from previous year	50 694
Balance carried forward to next year	49 358

PARENTAL SURVEY

Number of questionnaires sent out:	189
Number of questionnaires returned:	21

Responses (percentage of answers in each category):

	Strongly agree	Agree	Neither	Disagree	Strongly disagree
I feel the school encourages parents to play an active part in the life of the school	29	57	5	10	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	48	38	0	10	5
The school handles complaints from parents well	5	52	24	19	0
The school gives me a clear understanding of what is taught	33	57	0	10	0
The school keeps me well informed about my child(ren)'s progress	33	52	10	5	0
The school enables my child(ren) to achieve a good standard of work	14	76	10	0	0
The school encourages children to get involved in more than just their daily lessons	19	43	19	14	5
I am satisfied with the work that my child(ren) is/are expected to do at home	29	67	0	5	0
The school's values and attitudes have a positive effect on my child(ren)	24	67	0	5	5
The school achieves high standards of good behaviour	24	62	5	5	5
My child(ren) like(s) school	38	52	10	0	0