

# INSPECTION REPORT

**Colburn Community Primary School**  
Colburn

LEA area : North Yorkshire

Unique Reference Number : 121334  
Inspection Number: 188536

Headteacher : Mr Graham J Else

Reporting inspector : Mr A J Dobell  
10373

Dates of inspection : 11<sup>th</sup> - 15<sup>th</sup> October 1999

Under OFSTED contract number: 707631

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

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## **INFORMATION ABOUT THE SCHOOL**

Type of school :	Nursery, Infant and Junior School
Type of control :	Community
Age range of pupils :	3 to 11
Gender of pupils :	Mixed
School address :	Colburn Lane Colburn North Yorkshire DL9 4LS
Telephone number :	(01748) 832676
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Appropriate authority :	The Governing Body
Name of chair of governors :	Mrs Wendy Rennison
Date of previous inspection :	March 1996

## INFORMATION ABOUT THE INSPECTION TEAM

Team members	Subject responsibilities	Aspect responsibilities
Mr A J Dobell, Registered Inspector	Music Physical education	Attainment and progress Teaching Leadership and management The efficiency of the school
Mrs W Sheehan, Lay Inspector	Equal opportunities	Attitudes, behaviour and personal development Attendance Support, guidance and pupils' welfare Partnership with parents and the community
Mr N Bertram	Mathematics Information technology Geography Religious education	Pupils' spiritual, moral, social and cultural development
Mrs D Crow	Areas of learning for children under the age of five Science Design and technology	Staffing, accommodation and learning resources
Mrs D J Franklin	Special educational needs English Art History	Curriculum and assessment

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## MAIN FINDINGS

### What the school does well

- .Progress across the key stages is good overall.
- .The quality of teaching is good overall; it is a strength of the school.
- .The curriculum is broad, balanced and relevant; it is effectively planned.
- .Provision for children under the age of five is good.
- .The headteacher provides good leadership, and is well supported by all adults in the school and by the governing body.

### Where the school has weaknesses

- I. Attainment at the end of Key Stage 1 is well below the national average and the average for similar schools.
- II. The behaviour of a small number of pupils is disruptive and affects the attainment and progress of other pupils.
- III. Attainment in information technology is unsatisfactory.
- IV. Pupils are slow to acquire skills in language and literacy.

In addition to these major weaknesses:

- V. there is no systematic support in place for teachers who are new to the school, other than newly qualified teachers.

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

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

Since the last inspection, the quality of teaching has improved and is now more consistent; unsatisfactory teaching has been almost eliminated. The behaviour policy is successful with the large majority of pupils and is used consistently throughout the school. It is not being successful for a small, but significant, minority of pupils, mainly in Key Stage 2. Teacher expertise in information technology and religious education has improved as a result of professional development. Attainment in religious education is now satisfactory. The measures taken to improve the provision for information technology have not yet had an impact on standards of attainment. The role of curriculum co-ordinators has been enhanced, but the majority do not have systematic opportunities to monitor the quality of teaching and learning in their subjects. Non-teaching assistants now play a full part in planning. The provision for developing pupils' cultural awareness has improved and is now satisfactory. There is now suitable wheelchair access to the hall. Overall, the school's rate of improvement since the last inspection has been satisfactory. The school is in a sound position to continue to improve.

### 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
English	D	C
Mathematics	E	D
Science	E	D

The school's results in the 1999 National Curriculum tests at the end of Key Stage 2 were a significant improvement on 1998. In 1998, the school's results in all three subjects were well below both the national averages and the averages of schools which draw their pupils from similar backgrounds.

At the end of Key Stage 1 in 1999 in the National Curriculum tests, the percentage of the school's pupils attaining the national expectation of Level 2 in reading, writing and mathematics was well below the national average. It was also well below the average attained by schools which draw their pupils from similar backgrounds. The results in all three subjects were worse than in 1998. Attainment at Key Stage 1 has deteriorated since the last inspection.

At the end of Key Stage 2 in 1999 in the National Curriculum tests, the school's results were a considerable improvement on 1998. Standards of attainment at Key Stage 2 have improved since the last inspection.

Children under the age of five make good progress overall, although their skills in language and literacy are still below average when they begin work on the National Curriculum. Pupils with special educational needs make sound progress throughout the school. Progress in information technology remains unsatisfactory. Progress in religious education and in the foundation subjects of art, geography, history, music and physical education is satisfactory overall throughout the school. There was insufficient evidence in design and technology to come to a judgement about progress.

### Quality of teaching

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

The quality of teaching has improved since the last inspection and unsatisfactory teaching has almost



been eliminated. Overall, teaching for children under the age of five is good, teaching in Key Stage 1 is satisfactory, and teaching in Key Stage 2 is good. Teaching in Key Stage 2 is variable, but is strong at the end of the key stage. Teaching was unsatisfactory in less than four per cent of the lessons observed during the inspection.

In most subjects, teachers have sound subject knowledge and curriculum planning is good. In the best lessons, high expectations result in pupils being made to give of their best and to think issues through so that they extend and reinforce their knowledge, skills and understanding. The positive behaviour policy is effective for the large majority of pupils. However, it is not effective for a small, but significant, minority of pupils, largely in Key Stage 2, where disruptive behaviour affects not only their own progress, but, also, the progress of other pupils.

*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**

<b>Aspect</b>	<b>Comment</b>
Behaviour	Satisfactory overall; good for the majority of pupils, but poor for a small but significant minority, mainly in Key Stage 2.
Attendance	Attendance is broadly in line with the national average. Punctuality is good for most pupils. There is some irregular attendance and punctuality in the Nursery.
Ethos*	The school has a sound ethos: it seeks to provide a secure learning environment in which pupils feel valued, so that they achieve their potential academically.
Leadership and management	The headteacher, well supported by his deputy and all adults in the school, provides good leadership. The governing body is effective.
Curriculum	The school's curriculum is broad, balanced and relevant and meets statutory requirements. Curriculum planning is good. However, most curriculum co-ordinators do not have the opportunity to monitor systematically the quality of teaching and learning in their subjects.
Pupils with special educational needs	The provision for pupils with special educational needs has improved; they make sound progress overall.
Spiritual, moral, social & cultural development	There is satisfactory provision for pupils' spiritual, moral, social and cultural development.
Staffing, resources and accommodation	There are sufficient qualified and experienced teachers to teach the National Curriculum and religious education. The provision of support staff is above average, but most of these are concentrated in the Nursery as opposed to the main school. Resources for learning and the school's accommodation are satisfactory overall.
Value for money	The school gives satisfactory value for money.

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

## The parents' views of the school

What most parents like about the school	What some parents are not happy about
VI. Parents find the school approachable. VII. Parents are well informed about their children's progress. VIII. Bullying is quickly and effectively dealt with. IX. Information for parents is good and regular. X. Homework is valued. XI. Parents are welcome in the school and a few help regularly. XII. Standards of work are good. XIII. Children like school.	16 per cent of parents the school achieved felt that the teaching

Only six parents attended the parents' meeting and only 12 questionnaires were returned out of 387 issued. This means that these views represent only a small percentage of parents. The inspection supports most of the positive comments. The inspection judgements on attainment and behaviour are dealt with fully elsewhere in the report.

## **KEY ISSUES FOR ACTION**

In order to improve further the quality of education provided by the school, the governing body, headteacher and staff should:

- a) take steps to raise attainment in Key Stage 1, and in information technology and language and literacy throughout the school (see paragraphs 7, 9, 19, 22, 94, 105, 106, 108, 118, 128, 129, 155, 158);
- b) develop strategies to manage the behaviour of the small number of pupils, particularly in Key Stage 2, who adversely affect the attainment and progress, not only of themselves, but also of other pupils (see paragraphs 30, 38, 59, 112, 121, 147, 152, 166, 176, 180).

In addition to the key issues above, the following less important weakness should be considered for inclusion in the action plan. This is indicated in paragraph 79:

- ) to provide a systematic structure of support for teachers who are newly appointed to the school.

## **INTRODUCTION**

### **Characteristics of the school**

1. Colburn Community Primary School serves the small town of Colburn, which is adjacent to the Catterick Garrison, in an otherwise rural setting. While the school has few service children, the town is very dependent on the garrison in terms of its economy and employment. The town's housing is largely council properties, some of which are now privately owned. There are also some housing association properties and a small unit for homeless families. The school provides education for pupils between the ages of three and eleven. Pupils are drawn almost entirely from the immediate locality. The school's building dates from 1957 and has had a number of additions. There are three long-standing temporary, demountable classrooms. The permanent buildings are in a good condition. The accommodation is adequate for the school's current numbers.
2. The school has 300 pupils on roll, of whom 158 are boys and 142 are girls. In addition, 89 children attend the Nursery on a part-time basis, giving a full time equivalent of 345. The Nursery is a 104-place unit. The standards of attainment of pupils entering the Nursery are well below that which is expected nationally. Children are admitted to the Reception classes in two cohorts, in September and January, in the academic year in which they are five.
3. There are 102 pupils on the school's register of special educational needs and, of these, five have a statement of special educational needs. Some 80 pupils are eligible for free school meals, which is above the average proportion for schools of this type. The level of unemployment in the catchment area is above the national average. There is an above average number of one parent families.
4. The staff and governors aim to generate a warm, caring, friendly and purposeful environment. The headteacher and staff seek to provide a curriculum which is broad, balanced and relevant, so that all pupils have the opportunity to reach their potential, both academically and personally. Pupils are encouraged to be fully involved in the decision making processes of the school and, as a result, to become increasingly responsible for themselves, for others, for their environment and for their futures. The school council, the school's registration into the European Ecology Award Scheme, the school grounds committee and the school charities committee are on-going examples of this commitment. The school seeks to provide true equality of opportunity for all pupils and to increase their awareness of gender, class and race issues. Personal, health and social education are emphasised with a view to developing rounded and tolerant citizens, able to take their place in an ever-changing world. The school's current focus is to raise attainment, particularly in literacy skills and in information technology.

5. **Key Indicators**

**Attainment at Key Stage 1**

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

<b>Year</b>	<b>Boys</b>	<b>Girls</b>	<b>Total</b>
<b>1998</b>	<b>20</b>	<b>24</b>	<b>44</b>

<b>National Curriculum Test/Task Results</b>		<b>Reading</b>	<b>Writing</b>	<b>Mathematics</b>
Number of pupils at NC Level 2 or above	Boys	8	8	14
	Girls	17	17	17
	Total	25	25	31
Percentage at NC Level 2 or above	School	58 (58)	58 (72)	72 (78)
	National	80 (80)	81 (80)	84 (84)

<b>Teacher Assessments</b>		<b>English</b>	<b>Mathematics</b>	<b>Science</b>
Number of pupils at NC Level 2 or above	Boys	6	15	13
	Girls	17	18	17
	Total	23	33	30
Percentage at NC Level 2 or above	School	53 (67)	77 (74)	70 (98)
	National	81 (80)	85 (77)	86 (85)

## Attainment at Key Stage 2<sup>1</sup>

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

Year	Boys	Girls	Total
1998	27	26	53

National Curriculum Test Results		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	8	7	11
	Girls	16	7	9
	Total	24	14	20
Percentage at NC Level 4 or above	School	44 (48)	25 (40)	36 (43)
	National	65 (63)	59 (62)	69 (69)

Teacher Assessments		English	Mathematics	Science
Number of pupils at NC Level 4 or above	Boys	16	22	19
	Girls	21	20	19
	Total	37	42	38
Percentage at NC Level 4 or above	School	67 (62)	76 (50)	69 (62)
	National	65 (NA)	65 (NA)	72 (NA)

## Attendance

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

		%
Authorised Absence	School	5.5
	National comparative data	5.7
Unauthorised Absence	School	0.5
	National comparative data	0.5

## Exclusions

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

	Number
Fixed period	3
Permanent	0

## Quality of teaching

Percentage of teaching observed which is :

	%
Very good or better	15
Satisfactory or better	96
Less than satisfactory	4

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

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

#### **Attainment and progress**

6. In the report of the last inspection, standards of attainment were described as mostly average or better and slightly better in Key Stage 1 than in Key Stage 2. In the 1998 National Curriculum tests, attainment at the end of both Key Stage 1 and Key Stage 2 was well below the national average. It was also well below the levels of attainment of schools which draw pupils from similar backgrounds, with the exception of mathematics at Key Stage 1. In this subject, attainment was below, but not well below, that of similar schools.
7. In the 1999 National Curriculum tests, attainment at Key Stage 1 was worse than in 1998: at Key Stage 2, attainment was considerably improved. At Key Stage 1 in 1998 in reading, 54 per cent of the school's pupils attained at least the national expectation of Level 2; in 1999 the figure was 44 per cent. In writing the figures were 58 per cent at Level 2 or above in 1998, and 49 per cent in 1999. In mathematics, the figures were 72 per cent in 1998 and 60 per cent in 1999.
8. At Key Stage 2 in 1998 in English, 44 per cent of the school's pupils attained at least the nationally expected Level 4; in 1999, the figure was 66 per cent. In mathematics the figures were 25 per cent in 1998, and 58 per cent in 1999. In science, the figures were 37 per cent in 1998, and 70 per cent in 1999. The national averages for 1999 are not yet available for comparison. In 1998, there were significant discrepancies between teacher assessments of pupils' attainment and the results they obtained in the National Curriculum tests.
9. Results over time have been erratic. In 1995 and 1996, at Key Stage 1, National Curriculum test results were above or close to the national average. In 1997, they fell significantly: in 1998 they improved slightly and then in 1999 fell to a new low. At Key Stage 2, they have always been below the national average; in 1997, there was an improvement on 1996 in all three subjects; in 1998, a worsening in all three subjects, but especially in mathematics and, in 1999, the significant improvement. It is not easy to account for this volatility. In Key Stage 1, the worsening in standards coincided with the introduction of mixed age classes, including classes mixed across the key stages with Year 3 and Year 2 pupils in the same classes. In the current Year 2, just over 40 pupils are divided between five classes, the majority being in mixed Year 2/3 classes.
10. In the academic year 1998-99, there were two classes for Year 6 pupils only, and the teachers of these classes devised a strategy to raise their attainment. This was rooted in hard work, raising pupils' morale and self-esteem and targeting areas of perceived weakness, for example science. There were high expectations and all opportunities were taken to reinforce learning in one subject by practising and developing its skills in another. For example, literacy skills were developed in writing exercises in subjects such as history, while mathematical skills were practised in subjects such as science and geography. A broad and balanced curriculum was taught and there was a good level of concentration on practical work. The focus of the school should now be on how to bring a similar degree of rigour to the work of pupils in Year 2. The school has set ambitious targets for improvement in attainment and is well placed to meet them.

#### *Children under the age of five*

11. The levels of attainment of children entering the Nursery are, on average, far lower than would



be expected nationally, although there are wide variations. Many children have poorly developed language skills. They make good progress overall, but, on beginning their work on Key Stage 1 of the National Curriculum, their skills in language and literacy are still below the expected level, and this affects their ability to make progress in other subjects.

12. Progress for children under the age of five is enhanced by the good knowledge that their teachers and support staff have of them as individuals. This enables their particular needs to be addressed, and their progress is helped by their quickly developing confidence, as they realise that they are all valued as individuals. In language and literacy, by the age of five, many children have difficulty in expressing their thoughts and, overall, writing and reading skills are underdeveloped. In mathematics, by the time they reach the age of five, many children know numbers to 20 and name the basic two-dimensional shapes. They have an understanding of time and money at a simple level. Physical and creative skills develop well and children have benefited well from the many opportunities they are given to improve their knowledge and understanding of the world around them. Pupils with special educational needs are identified as early as possible and they are well supported to enable them to make good progress.

### *English*

13. Pupils' listening skills develop more quickly than their speaking skills. In Key Stage 1, most pupils listen well and, although they are keen to answer questions, they find it difficult to find the right words to make their meaning clear. In Key Stage 2, most pupils listen well, but a small minority find this difficult. By the end of Key Stage 2, higher attaining pupils express themselves well, but, for most pupils, vocabulary does not develop as well as would be expected through the key stage, so that verbal explanations lack variety and richness of language.
14. In reading, attainment is below the national average by the end of Key Stage 1. Few read fluently and most find it difficult to read unfamiliar words. By the age of eleven, standards in reading are in line with the national average and pupils discuss their reading knowledgeably and confidently.
15. At the end of Key Stage 1, attainment in writing is below the national average. Lack of vocabulary prevents pupils from writing imaginatively and grammatical control at the expected level is insecure. By the end of Year 6, writing is at the national average and higher attaining pupils are using interesting vocabulary and correct grammar. Handwriting is mostly neat and joined.
16. The Literacy Hour is having a positive effect on attainment and progress, especially in Key Stage 2.

### *Mathematics*

17. Attainment in mathematics in 1999 was well below the national average at Key Stage 1; it had improved markedly at the end of Key Stage 2, although it remains below the national average. The daily use of mental mathematics, which is part of the National Numeracy Strategy, is sharpening pupils' responses in both key stages. Pupils in Key Stage 1 are currently making unsatisfactory progress and progress is not helped by untidy presentation, which can result in errors being made. Pupils in Key Stage 2 make good progress, especially in the older classes. Standards in numeracy are improving.

### *Science*

18. Attainment in science is below the national expectation at the end of Key Stage 1; it has improved markedly by the end of Key Stage 2, although they remain below the national average. By the end of Key Stage 1, pupils have a basic grasp of both life processes and physical processes. For example, they understand the basic conditions necessary for plants to grow, and how a simple electric circuit works. However, they find it difficult to express what they understand, which makes the way in which they record their work unsatisfactory. By the end of Key Stage 2, pupils have a sound understanding of both natural and physical science.

#### *Information technology*

19. The school's provision for information technology has improved satisfactorily since the last inspection, but remains worse than that found in many schools. The improvement in provision has not yet had a major impact on standards of attainment and progress, which are below the standards expected nationally at the end of both key stages. Pupils' skills throughout the key stages are at a basic level and there is little evidence of a systematic development of higher level skills as pupils get older. The fact that information technology is not routinely used to support teaching and learning in other subjects hinders the pupils' development of skills and their understanding that information technology is a tool to be used in everyday life. There has been staff training since the last inspection which means that staff are now more confident in using computers. The school has plans to improve the level of provision which are in the early stages of being implemented. The priority is now to implement these plans as quickly as possible in order to raise attainment throughout the key stages.

#### *Religious education*

20. At the end of each key stage, pupils' attainment is in line with that which would be expected for pupils following the North Yorkshire Agreed Syllabus for religious education. This is a good improvement since the last inspection and the key issue in the area of religious education identified in that inspection has been successfully addressed. Pupils are given some opportunities to relate their learning in religious education to their own lives, but opportunities to reflect on aspects of the world which give cause for awe and wonder are limited.

#### *Other subjects*

21. Progress in the foundation subjects of art, geography, history, music and physical education is at the level that would be expected for pupils of this age at the end of both key stages. There was insufficient evidence to come to a judgement about progress in design and technology in either key stage. Pupils' difficulties with language and literacy affect their progress in most subjects because of their difficulty in expressing, orally or in writing, what it is that they wish to say. This difficulty stays with most pupils until the later years of Key Stage 2, and affects many pupils to the end of their time in the school.

#### *Progress*

22. When pupils enter the school, their attainment is well below the level that would be expected nationally. Progress for children under the age of five is good in most of the areas of learning, but they continue to have difficulty in expressing themselves adequately. In Key Stage 1, progress is satisfactory overall, but insufficient for pupils to reach the national average in terms of attainment. Progress in mathematics in Key Stage 1 and in information technology in both key stages is unsatisfactory. Progress in Key Stage 1 has deteriorated since the last inspection and this deterioration has coincided with the introduction of the mixed age classes. In Key Stage

2, progress is good overall, especially in Year 6. Elsewhere, the progress of all pupils is affected by the poor concentration spans and disruptive behaviour of a small but significant minority of pupils. Overall, girls make better progress than boys and girls outperform boys in the National Curriculum tests at the end of both key stages.

23. Pupils are well known to their teachers and this good knowledge promotes progress. The use of assessment procedures to promote progress for individual pupils is satisfactory overall and is improving. The recent introduction of detailed tracking sheets for each pupil has improved the school's ability to track their progress. The introduction of targets for individual pupils is enhancing progress. The use of the optional National Curriculum tests in Key Stage 2, to measure progress and set further targets, is an important step forwards. The school is on course to make effective use of assessment opportunities to promote progress.
24. Where progress is good, pupils are absolutely clear as to what they are to learn in the lesson, and the work that they are given challenges them to give of their best. For example, in a Year 6 English lesson, very good questioning resulted in pupils thinking their ideas through and their opinions were then valued to build up their self-esteem. There were very good strategies to draw out pupils' responses to the poetry being studied. In an English lesson in the Reception class, high expectations and friendly but firm relationships, supported by an effective use of humour, resulted in good progress being made in the children's awareness of the use of the letter 'b'. In a Year 1 physical education lesson, continuous prompting to pupils to be precise in their movements resulted in very good progress. Pupils were used effectively to demonstrate good techniques, and pupils' evaluations of each other's work were valued. Where progress is unsatisfactory, pupil control is insecure, and the time that is spent in persuading a few pupils to get on with their work is time that could be spent promoting progress for other pupils.

#### *Pupils with special educational needs*

25. There are 102 pupils on the school's register of special educational needs. This is about 30 per cent of the school's roll and is above the national average. Five of these pupils have a statement of special educational needs.
26. Overall, pupils with special educational needs make sound progress. Good progress is made when pupils receive individual or small group focused teaching, linked closely to the targets on their individual educational plans. Unsatisfactory progress is made in some lessons when pupils with particular needs have no adult support for written tasks and, as a result, achieve little.

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

27. Pupils' attitudes and personal development are satisfactory. There is a caring, secure atmosphere and pupils enjoy coming to school. Children in the Nursery and Reception classes participate well in all activities. They quickly learn to respond to the school's routines and to listen to adults. The large majority of pupils shows a good level of enthusiasm in lessons, especially where artefacts are used to stimulate their interest. Throughout the school, the majority of pupils work hard and with good concentration for appropriate periods of time; for example, they listen attentively during the shared text sessions of the Literacy Hour. There are few opportunities for older pupils to be responsible for the organisation of their work, although they enjoy taking responsibility and helping with the smooth running of the school. These responsibilities include looking after the younger pupils. The majority take their duties seriously and carry them out with pride; for example, the lunchtime litter monitors were busy researching the best place for the

siting of a new litter bin. However, during lessons few opportunities for pupils to make a significant contribution to their own learning were observed; for example, the library is rarely used for reference purposes. Pupils develop social awareness by collecting money for charities and by their involvement with the school council. During 'circle time' and in discussions in lessons, pupils respect each other's views and contributions.

28. Most pupils with special educational needs respond well to learning. They enjoy and benefit well from the individual support that they receive and have good relationships with staff who work with them. However, a small minority, often with individual behaviour programmes have short concentration spans and, when they lose concentration, their inappropriate behaviour adversely affects their attainment and progress.
29. Relationships between staff and pupils are sound. Pupils have the confidence to approach staff on issues that concern them. They generally co-operate well when working in groups; for example, during a physical education lesson, teams effectively discussed strategies together. The majority share resources well in lessons. Pupils respect property, the school building and grounds, and classes compete eagerly to receive the caretaker's trophy for the tidiest classroom.
30. The school has made significant progress on improving behaviour for most pupils since the last inspection. However, many lessons, particularly in Key Stage 2, are constantly disrupted by the inattention of a small minority of pupils, which disrupts the learning of others. The last inspection report highlighted a problem with behaviour in some classes, with inconsistent strategies to manage behaviour as a key issue. The school, through the positive behaviour policy, has addressed this issue successfully, and positive behaviour reinforcement is now applied consistently throughout the school. The majority of pupils are eager to gain 'dotties' towards certificates and rewards. The success of the policy is demonstrated by the considerable decrease in the number of pupils attending lunchtime detentions. There exists, however, a small but significant minority of pupils particularly in Key Stage 2, who continually disrupt lessons, and this has a serious effect on the attainment and progress of other pupils. The existing behaviour policy has not been effective for these pupils. During the last academic year, three pupils were excluded for a fixed period of time, which was a good reduction. No bullying was observed during the inspection and parents believe that the school deals quickly and effectively with any instances of bullying which occur.

### **Attendance**

31. Attendance levels are satisfactory. The attendance rate and unauthorised absences are in line with the national averages. The majority of pupils arrive on time and lessons start promptly. This has a positive effect on pupils' attainment and progress. The education welfare officer is effective in dealing with above average absence.
32. Attendance in the Nursery is variable, with some children missing a number of sessions each week. This slows down their progress in their areas of learning and adversely affects their preparation for work in the National Curriculum.

### **QUALITY OF EDUCATION PROVIDED**

#### **Teaching**

33. The quality of teaching has improved since the last inspection, and is now more consistent overall. In almost all the lessons observed, the quality of teaching was at least satisfactory. The

few unsatisfactory lessons observed amounted to less than four per cent of the total. These were in both key stages, but mainly in Key Stage 2. In Key Stage 1, some 56 per cent of the lessons observed were good or very good, whilst in Key Stage 2, this figure was 47 per cent. Over the whole school, in about 15 per cent of lessons, the quality of teaching was judged to be very good. The main areas of inconsistency are in Key Stage 1 and lower Key Stage 2, but the mixed age nature of most classes, including three classes mixed across two key stages, makes it difficult to analyse this pattern with precision.

34. Teaching for children under the age of five is never less than satisfactory, and was good in about six out of ten lessons, and very good in a further one out of ten. As a result of this good teaching, children, including those with special educational needs, make good progress overall, particularly in the area of personal and social development. Learning in the Nursery is enhanced by well established routines and by very good collaboration between the teacher and the nursery nurses. During the inspection, only one of the Reception classes was being taught, since the other for the younger children will be formed in January. The quality of teaching in the Reception class is predominantly good or very good. It is rooted in effective planning and clear learning objectives, coupled with effective pupil management. The teachers of children under the age of five have high expectations for them and this has a positive impact on their progress.
35. The teaching of the core subjects of English, mathematics and science in Key Stage 1 is rarely unsatisfactory and, in about half the lessons, is good or better. The introduction of the National Strategies for Literacy and Numeracy is having a positive impact on attainment and progress; for example, the greater concentration on mental calculation in mathematics is sharpening responses. Where there are unrealistic or low expectations, the impact of carefully prepared lessons is reduced. In the other subjects of the curriculum, teaching is mainly satisfactory, with some examples of good teaching, for example, in religious education, music and physical education.
36. At Key Stage 2, the quality of teaching in English, mathematics, and science is very good in about one third of lessons, good in over one quarter and satisfactory in the rest, apart from one lesson which was judged to be unsatisfactory. The unsatisfactory lesson resulted from inadequate pupil management. Again, the National Literacy Strategy and National Numeracy Strategy are enhancing attainment and progress for the large majority of pupils. In the other subjects, teaching is mostly satisfactory, although there are examples of good teaching in physical education and good teaching predominates in music. Information technology is not used sufficiently to enhance learning across the curriculum in either key stage.
37. Good teaching is characterised by good subject knowledge and understanding, linked to effective planning of lessons by teams of teachers. However, the mix of year groups in most classes makes it difficult to plan lessons in such a way as to focus sufficiently tightly on attainment and progress for individual pupils in one year. Expectations for attainment and effort are high for children under the age of five and in upper Key Stage 2. Elsewhere they are mostly satisfactory with some examples of low expectations in Key Stage 1 and lower Key Stage 2. Resources for learning are well used overall, and there are examples of resources being very well used to promote attainment and progress in English, history, science and music. For example, in a Year 4/5 music lesson, the teacher played Tudor instruments to illustrate music being listened to on tape; as a result the quality of the learning was enriched.
38. The management of behaviour is successful for the large majority of pupils and praise is used effectively. The new behaviour policy is successful and is consistently applied in teaching in both key stages. However, for a small minority of pupils, largely in Key Stage 2, it is ineffective, and teachers spend a considerable amount of time managing these pupils, which takes attention away from promoting attainment and progress for the majority of pupils. The majority

of the teaching that was found to be unsatisfactory resulted from the need to manage the behaviour of a few pupils dominating the lesson.

39. Lessons often start with a useful introduction and usually build satisfactorily on what pupils have learned previously. In the better lessons, the end of the lesson is used to discuss how the level of attainment can be improved. Lessons generally move at an appropriate pace. The teaching of literacy and numeracy in the other subjects of the curriculum is sometimes incidental, rather than the result of planning. Some opportunities are found in other subjects for pupils to practise their skills in literacy, for example, in extended pieces of writing in subjects such as history and, in numeracy, in the use of charts and graphs in geography or science. However, opportunities to extend these skills are not routinely built into lesson planning.
40. The teaching of pupils with special educational needs is good. Class teachers have now become responsible for setting targets on individual education plans and most are beginning to plan tasks to meet their pupils' needs. This is a good improvement since the previous inspection. Individual education plans are regularly monitored and reviewed. The earlier identification of pupils experiencing difficulties is beginning to have a positive impact on attainment and progress and supports teachers in target setting. Non-teaching staff are appropriately deployed to support pupils with special educational needs and are they fully involved in planning. Teachers employed by the school to support pupils with special educational needs are very effective.
41. Pupils' work is regularly marked and there are many examples of useful supportive comments on their work which point out ways in which they can improve. However, the quality of marking is not consistent across the key stages. Teachers do not have up-to-date portfolios of pupils' work graded in National Curriculum levels of attainment to help them to be consistent in their setting of standards. Assessments of various kinds are effectively used to help to place pupils in sets for English and mathematics in Key Stage 2. Homework is used throughout the school and its contribution to attainment and progress is satisfactory overall. However, its use is inconsistent. Therefore, the contribution that it makes to attainment and progress is variable. Support from parents for homework varies and this, too, is a factor in its value in enhancing progress.
42. The main reasons for the overall improvement in the quality of teaching since the last inspection include effective staff deployment, the completion of comprehensive schemes of work and the enhancement of the roles of subject co-ordinators. Not least is the hard work and dedication that teachers throughout the school bring to their work. Where expectations are sufficiently high, this has its full impact on attainment and progress, as is illustrated by the improvement in the results of the National Curriculum tests at the end of Key Stage 2 in 1999. Here, hard work, together with high expectations and a development of the pupils' self-esteem raised attainment very significantly. The same success has not yet been achieved at Key Stage 1. A hindrance to improvement is the fact that Year 2 pupils are currently scattered around five separate classes.
43. The report from the last inspection identified three key issues for action in the area of teaching. The first two are linked. There has been good success in spreading good practice across the school to extend the quality of teaching and learning. Further, the positive behaviour policy has improved behaviour management across the key stages for the large majority of pupils. Where the behaviour policy is ineffective for the small minority of pupils, the quality of teaching and learning continues to be affected adversely. Although the number of pupils is small, a majority of classes in Key Stage 2 are affected to some degree in some lessons. As a result of this, progress in addressing this key issue since the last inspection is satisfactory. The third key issue concerned developing teacher expertise in information technology and religious education so as to raise standards of attainment in these subjects. Teaching and learning in religious education is now secure. Staff development work in information technology means that teaching is secure

overall at a basic level, but some staff lack expertise and confidence with the higher skills. This, together with inconsistency in the supply of information technology hardware and software, means that progress in the subject at this stage remains unsatisfactory in both key stages. Therefore, again, progress on this key issue since the last inspection is satisfactory.

44. However, progress in the quality of teaching has been good overall since the last inspection and teaching is now a strength of the school.

### **The curriculum and assessment**

45. The overall quality of the curriculum is good. There has been a sound improvement in curricular provision since the last inspection and the curriculum now meets legal requirements. It is broad, balanced and carefully organised so as to make it relevant to the needs of the school. Religious education is taught in line with the requirements of the Locally Agreed Syllabus. There is a suitable statement for the teaching of sex education, although there is no policy and the school development plan indicates that a Health Education Policy is to be completed by March 2000.
46. The National Literacy Strategy has been implemented effectively in Key Stage 1 and Key Stage 2 and the Literacy Hour is taught on a daily basis to all classes. The National Numeracy Strategy has been successfully introduced this term and its strategies, such as the daily practice of mental mathematics, are improving pupils' progress. The school successfully promotes the pupils' intellectual, physical and personal development and appropriately prepares them for their next stage of education. Personal and social education is effectively taught through 'circle-time' and during whole-school theme weeks. For example, cultural issues were successfully addressed during 'India Week'. Teachers successfully identify a programme of personal and social education in their medium term planning. Some subjects are appropriately supported through a good programme of educational visits, including annual residential visits, which is well supported by the governing body. A satisfactory range of extra-curricular activities, including instrumental tuition, choir and sports clubs, also enhances the curriculum. School productions are an important and valuable feature of the curriculum. Competitive sport and games make a useful contribution for a significant number of pupils at Key Stage 2. A homework policy has been introduced this term as a positive response to the last inspection, when there was no policy and practices varied across the key stages. It is too early to judge its effectiveness and its impact on pupils' attainment and progress.
47. Arrangements for planning the curriculum are good. The school has responded positively to the need to give careful attention to schemes of work and these are now in place for all subjects. They are used effectively for medium term planning in all subjects, except information technology, which is still in the early stages of development. The teachers plan effectively in teams, but this planning is often complicated by the range of ages in most classes, which involves two key stages in the Year 2-3 classes. They are well supported in their planning for literacy by a document produced by the North Yorkshire Local Education Authority particularly for schools with mixed aged classes. In many other subjects a two-year cycle operates effectively. Teachers plan thoroughly and, since the last inspection, learning objectives for lessons are mostly more specific and linked to the National Curriculum programmes of study. There is a common format across the key stages for both weekly and medium term planning. These plans are effectively monitored by subject co-ordinators, the senior management team and the headteacher. Since the last inspection, support staff have become effectively involved in planning.
48. Provision for pupils with special educational needs is satisfactory and provides a basis for further improvement. Procedures for identification and assessment of pupils with special educational needs are sound. All pupils identified have individual education plans and the

special needs co-ordinator and support teacher have worked very hard to ensure that teachers are fully involved in setting individual targets for these pupils in their own classes. Targets are now more specific and provide a better basis for tracking future progress. Reviews of the individual education plans are now more regular and well documented. Pupils with special educational needs have equality of access to the curriculum. As a result of their carefully targeted programmes, they make good progress.

49. There are good curricular links with the local secondary school, particularly in science and literacy. Joint activities are planned for the 'National Science Week' in March, 2000. The governing body is effective in supporting and monitoring the curriculum. The governing body's curriculum committee meets regularly and subject co-ordinators report systematically on progress in their subjects.
50. Procedures for assessment of pupils' attainment and progress are satisfactory, although the policy is in need of review in order to bring it in line with the current practice in the school. Assessment opportunities are clearly highlighted in planning. New systems to record attainment and progress in English, mathematics and science for individual pupils were put in place during the summer term in 1999 and assessment records for history and geography have been introduced this term. It is too early to judge the effectiveness of these measures in tracking pupils' progress, or in their use to support teachers in their planning of the next steps in pupils' or groups of pupils' work.
51. The school has introduced the optional National Curriculum tests for pupils in Years 3, 4 and 5 and is beginning to use data from these tests to track the progress of individual pupils. The school plans to reintroduce reading tests during this academic year. The previous report praised the development of the school's portfolio of pupils' work, but this is not up to date; nor is it used to support teachers in making assessments of pupils' work. However, staff do discuss samples of work in order to decide on how to link attainment to a National Curriculum level and to ensure some consistency of expectations.
52. Assessments are used satisfactorily to guide planning in the long and medium term. The governors and senior management team have started to analyse the results of the National Curriculum tests in order to set targets which aim to raise standards in English, mathematics and science. National Curriculum test results are also effectively used to guide future planning. For example, as a result of an analysis of English results, the school decided to introduce joined handwriting from the Reception year with a view to improving attainment and, this year, the focus is on raising attainment in reading comprehension. Assessments are also effectively used to place pupils in groups for English and mathematics in the upper part of Key Stage 2.

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

53. Provision for pupils' spiritual, moral, social and cultural development is satisfactory. It reflects the positive ethos of the school. There is a caring climate throughout the school, which fosters a sense of community. The adults in the school provide a good example to pupils in their sound teamwork and relationships. Parents support the values that the school teaches and, in their view, the teachers work hard to develop the children's moral and social values.
54. The provision made to develop pupils' spiritual awareness is satisfactory and continues many of the sound features noted in the last inspection. Daily acts of worship include prayers, although pauses for reflection on the themes of the assemblies are infrequent. The themes give pupils an opportunity to develop their own values and to appreciate those of other people, and so to



develop an understanding of their part in a caring and considerate society. Pupils regularly and frequently contribute to the assemblies by performance, singing and the writing and saying of prayers. The Harvest Festival assembly included good contributions from all classes and parents and relatives were present in the hall to share the experience. Hymn singing adds to the sense of spirituality in a joyous and modern context. In religious education, there is a mainly Christian core, with some consideration of the beliefs and practices of other major religions to develop an understanding of spirituality in other cultures. In other subjects, few opportunities are taken to appreciate the wonders of the natural world, although animals and trees have a special place in some pupils' affections. There is little reference to this aspect of teaching in the schemes of work, or in the planning of National Curriculum subjects. Some pupils use the enclosed courtyard for a quiet time at lunch break.

55. Sound provision is made for moral development. The school aims to foster an ethos of respect and, for the most part, is successful. There is a firm commitment to the wellbeing of pupils and to teaching right from wrong. Overall, teachers have high expectations for good behaviour and the school discipline policy is consistently followed, by giving rewards for good behaviour and known and understood penalties for lapses. Class rules are posted in each classroom, having been drawn up by pupils in line with school expectations. All teachers, including the headteacher, take time to explain the reasons for good behaviour and to discuss problems when they arise. When some pupils show reluctance to follow class rules, they are dealt with promptly and appropriately, although in a small minority of instances this is not sufficient for them to return to the normally expected standards of behaviour. All pupils are taught to care for the school and local community and to respect their environment. Adequate opportunities are provided for team games and for the expression of individual and collective talent in music and drama, which also develop self-discipline and a sense of fair play.
56. There is satisfactory provision for social development. The personal and social education lessons provide pupils with good opportunities to make up their own minds on a wide range of topics, from drugs awareness to conscientious objection to fighting wars. They discuss, with interest, information and experiences provided by the teachers. Satisfactory opportunities are given for pupils of all ages to take responsibility in all classrooms. Older pupils act effectively as monitors to assist in the smooth running of the school, for example, by helping younger pupils in the morning, and in paired reading at lunchtime. A School Council, composed of members of all classes, discusses any issues raised by other pupils, from incidents of bullying, to the need to look after the building. The headteacher and deputy headteacher respect the views of the council. Three times during their school career, pupils have the opportunity to make residential visits with teachers and other helpers, which helps them in meeting new situations and in developing the social skills to deal with them. After-school clubs provide pupils in Key Stage 2 with further good opportunities to develop social skills. Pupils of all ages are expected to look after their own environment, for example, in helping to clear classroom floors of litter, and there are good examples of pupils volunteering for this. They put their chairs on their desks at the end of the day to assist the cleaning staff in their work. Pupils contribute well to local and national charities by their own efforts and display the results by the main door.
57. Satisfactory provision is made for cultural development, which is an improvement since the last inspection. Through their work in history and geography, pupils develop a sound understanding of their own and other cultural traditions. The school helps to widen the pupils' cultural horizons by organising a number of visitors to the school, and by occasional weeks which focus on a particular cultural issue. For example, during the India focus week, members of Hindu and Sikh faiths came to the school and talked about their beliefs, showing how these influence the way they dress and, in some cases, eat. The school has improved the number of books in the library that illustrate life in other countries, as well as in the many cultures in the United Kingdom.

Theatre groups and musical groups visit the school, such as the peripatetic chamber group and the military band, and give the pupils first hand experiences of live professional performances. Visits to the theatre, such as the York Opera House and the Darlington Civic Theatre, provide similar opportunities. Pupils have their own chance to contribute to the cultural life of the community in their own productions of, for example, 'Joseph and his Amazing Technicoloured Dream Coat' and 'The Millenium Bugs', in which all pupils in Key Stage 2 were involved, on stage and behind the scenes. Overall, the pupils have a satisfactory experience in all parts of this aspect of their education and some improvements have been made in awareness of the multi-cultural nature of our own society since the last inspection.

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

58. The levels of support, guidance and provision for the welfare of pupils are satisfactory and make a sound contribution to their attainment. All adults in the school have a genuine concern for pupils' welfare and this is adequately monitored with effective support from external agencies. All teachers know their pupils well and promote their personal development by daily contact, both in lessons and at playtimes. The procedures for the monitoring of academic progress are unsatisfactory. The school has recently introduced assessment records for most subjects and these are beginning to provide a good platform for the school to use to monitor the progress of its pupils. However, it is currently too early to judge their effectiveness. There is a lack of consistency in the quality of day-to-day marking; where it is done well, it includes constructive comments and targets for pupils. Children are sensitively introduced into the school, with good links for children attending the playgroups and, at age 11, with the secondary schools.
59. The school has a positive behaviour policy that is consistently implemented in all classes. Assemblies, registration and 'circle time' are used effectively to reinforce the school's rules and values. The merit assembly provides a regular opportunity to share and celebrate achievement, and makes a valuable contribution to standards of good work and behaviour. The inconsistency of behaviour strategies was highlighted in the last report and, through the positive behaviour policy, this key issue has been successfully addressed. All teachers have adopted the same reward and sanctions scheme. Rewards in the form of 'dotties' and certificates are used effectively to recognise individual accomplishments. Unfortunately there is a small but significant minority of pupils for whom rewards and sanctions are not effective and, currently, the other strategies used to promote co-operative behaviour in these pupils, have not successfully dealt with the problem. As a result, their disruptive behaviour adversely affects the learning and progress of other pupils. No incidents of harassment or bullying were observed during the period of the inspection and parents agree that any incidents are normally dealt with promptly and resolved.
60. Effective systems are in place to identify pupils with special educational needs and the co-ordinator is emphasising early identification so as to enable pupils make progress by receiving the support that they need. There are good links with outside agencies, particularly with the educational psychologist, the speech therapist and the behavioural support service. Appropriate links with the special educational needs department of the local comprehensive school are being developed. Some pupils have individual education plans which concentrate on their need to improve their behaviour.
61. Procedures for monitoring and promoting attendance are good. Registration sessions are efficiently conducted and constant monitoring by teachers is in place. Unauthorised absences are rigorously pursued. Attendance is monitored closely, with the deputy headteacher and the education welfare officer meeting weekly to discuss any concerns. The reporting of attendance in published documents, such as the school prospectus, does not meet statutory requirements.

62. The school has a well-written child protection policy, which clearly outlines staff responsibilities. The headteacher is responsible for child protection issues. Assemblies, 'circle time' and religious education lessons are used effectively to encourage and promote personal and social awareness. The school has a well documented health and safety policy that is rooted in the local education authority's policy. The school carries out termly monitoring of safety procedures and any concerns are recorded. Pupils are constantly reminded of the importance of health and safety during lessons, for example, when carrying scissors and when exercising in physical education. The caretaker and her staff ensure that the school has a safe and clean internal and external learning environment. External professionals, for example, the school nurse, support pupils' learning about health, safety and wellbeing. In the last inspection, wheelchair access to the hall was raised as an issue and various methods were investigated and discussed with the pupil concerned. This resulted in the introduction of a satisfactory and safe procedure for wheelchair access.
63. The school has a statement on sex education that is included in the school prospectus. There is currently no health education policy. First-aid procedures are satisfactory; however, only the headteacher and two lunchtime assistants are currently trained in first-aid, which raises concerns during times of absence.
64. The school continues to operate the sound procedures for the welfare and guidance of its pupils that were noted in the report from the last inspection.

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

65. The quality of information provided for parents is satisfactory. Pupils' annual progress reports provide good information about each pupil's achievements; however they do not always provide guidance as to how the pupil might make further progress. The school prospectus and governors' annual report are informative and easy to understand, but they do not provide the full information required; for example they do not include full details about attendance. Regular newsletters and information on study topics keep parents up-to-date with current activities. A school improvement meeting was well attended by parents. The school has recently introduced a homework policy and, although it is at an early stage, parents confirm that homework is regular and varied. The school has provided information to parents about the National Literacy Strategy informally at social events; a more formal explanation of the National Literacy Strategy and National Numeracy Strategy is planned.
66. A small number of parents help in school, mainly with swimming and reading. Parental support with homework is inconsistent, and so its impact on pupils' attainment and progress varies from good to satisfactory. Review meetings for children with special educational needs are well supported by their parents and this has a positive impact on their attainment and progress. Parents feel welcome in the school. The 'Friends of Colburn' raise substantial sums of money, which are used to enhance provision and to improve pupils' quality of learning. Recent purchases have included a CD player and games for wet playtimes. Reading records, although provided, are not used effectively as a link between home and school for parents to communicate with teachers and vice-versa.
67. Partnerships with the community are satisfactory. The community links committee of the governing body is actively exploring ways to involve more parents and the community in the life of the school. The recent launch of the Eco-project to promote the school as an ecology-committed school has been successful. This has provided the school with an opportunity to develop links with industry, for example, with Yorkshire Water. The recently completed extension to the school by refurbishing the bungalow, offers a relaxed and informal environment

for parents and members of the community to meet. Links with the local secondary school, residential trips, participation in the school council, and collecting money for charities, further develop pupils' community awareness.

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

### **Leadership and management**

68. The school has a strong commitment to improvement and to ensuring that its pupils do well. This is reflected in the care taken by the headteacher and governors in drawing up the action plan following the previous inspection. Considerable thought and hard work has gone into implementing the plan and the school has made good progress. The focus for improvement now lies much more in the standards that pupils attain throughout the key stages. The strengths in the support and care for pupils, the planning and breadth of the curriculum and the development of greater consistency in the quality of teaching, are a platform for the raising of attainment. The school has a sound ethos which reflects its aims. It is in a solid position to continue to improve.
69. The headteacher, ably supported by his deputy and the acting senior teacher, provides good leadership. This is rooted in an awareness of the school's strengths and weaknesses. A feature of the school is its good teamwork. All staff, teaching and non-teaching, work well together and give the headteacher good support. This makes a significant contribution to pupils' attainment and progress and provides them with a good example of how to work together. The headteacher makes all who contribute to the work of the school feel valued.
70. The senior management team of three staff meets fortnightly and the role of chairing and minute taking is rotated. The way in which the members of the senior management team inter-link with the committees of the governing body, and other decision-making groups in the school, is imaginatively structured and effective. The personnel of the senior management team has changed this term and it now has the potential to be a significant force in planning to move the school forward. It is planned for the chair of governors to become a member of the senior management team.
71. The governing body is very supportive of the school. It is appropriately and effectively involved in the work of the school and plays a useful part in its strategic development. The governing body is divided into four committees, which makes it an effective overseer of the different areas of the school's work. Governors have accepted the responsibility for links with the National Literacy Strategy and National Numeracy Strategy and a governor links with the provision of special educational needs in the school. Governors have systematic links with the curriculum, and a number of them visit and work in the school regularly. This means that the governing body is unusually well placed to monitor the quality of the school's curricular provision.
72. The roles of the curriculum co-ordinators have been enhanced and all subject co-ordinators are now supported by a deputy. Co-ordinators monitor planning in their subjects and ensure that the programmes of study of the National Curriculum are covered appropriately. However, they are not all able to monitor and evaluate the quality of teaching and learning in their subjects systematically. This adversely affects their ability to help to improve standards of attainment in their subjects. The senior management team also monitors planning, but the current arrangements for monitoring standards are not sufficiently sharply focused. The faculty system in place at the last inspection has been discontinued as part of the process of building up the roles of the subject co-ordinators.
73. Development planning in the school is good. The school development plan is a useful working document. It identifies priorities, is linked to the budget to provide funds to address the identified priorities, and sets time limits. It identifies success criteria so that the impact of developments can be monitored and evaluated and new priorities identified. Ambitious but realistic targets are

being set for attainment at the end of Key Stage 2, and the school is well placed to meet them. It is planned to target improving attainment for high attaining pupils across the key stages, and especially at Key Stage 1.

74. The special educational needs co-ordinator and the support teacher who is employed to work with pupils on stages 2 to 4 of the special educational needs Code of Practice have worked extremely hard to reorganise the provision for special educational needs in the school. The co-ordinator has ensured that all staff are fully involved with planning for pupils in their classes who have special educational needs, and the documentation has been efficiently organised so that all teachers have ready access to it. Good systems are in place to monitor both the provision and the progress of pupils on the register and these systems form a good foundation for further improvement in provision. The requirements of the Code of Practice are met and the management of special educational needs is good.
75. The school takes equal opportunities seriously. There have been satisfactory improvements since the last inspection in the provision for making pupils aware of the richness and diversity of different cultures. Theme weeks have been held, including an India week and a British Isles week. Higher attaining pupils are well served at the end of Key Stage 2, where high expectations result in appropriate challenge. In the rest of the school, the challenge for higher attaining pupils is less clearly focused. Wheelchair access to the hall, which was identified as a key issue in the last inspection report, has been resolved. Wheelchair access to the mobile classrooms would be very difficult, but no pupils in the school are currently in this category.
76. The school meets its statutory duties, with the exception of not providing all the necessary information for parents in its current prospectus and in the governors' annual report to parents. The new prospectus, which is being planned, will contain all the required information.
77. The leadership and management of the school is thoughtful and sensitive and concerned to pursue the school's aims of enabling all pupils to achieve their potential academically and personally. The school is in a sound position to continue to improve.

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

78. Staffing, accommodation and learning resources are satisfactory. There is an appropriate number of qualified staff to meet the requirements of the National Curriculum, the Agreed Syllabus for religious education, and the areas of learning for children under the age of five. There is a satisfactory mix of experienced and more recently qualified teachers. There is also an adequate number of qualified and experienced support staff, who make a positive contribution to pupils' learning. However, support staff are concentrated in the Nursery, and the attainment of pupils in Key Stage 1 and Key Stage 2 in English is inhibited by a lack of support during the Literacy Hour. Staff who work with pupils who have special educational needs are suitably experienced. Support staff are fully involved with the planning of pupils' work, alongside the teachers. Administrative staff contribute very effectively to the smooth running of the school. The caretaker, cleaning staff, mid-day assistants and the kitchen staff all work hard for the school, and also contribute well to its smooth running.
79. Arrangements for the professional development of staff are satisfactory and organised effectively. The school development plan outlines the curriculum development needs of staff and appropriately identifies priority areas. The special educational needs co-ordinator and the support teacher are undertaking further professional training to support their work. They have ensured that teachers have received appropriate training to enable them to write individual

education plans and to participate effectively in reviews. Induction procedures support newly qualified staff effectively. However, there are no systematic procedures in place to support other newly appointed staff. This affects their ability to adjust quickly to the specific demands of the school and, therefore inhibits their effectiveness. Statutory requirements for the appraisal of teachers are met and are in line with the county guidelines.

80. Overall, the available accommodation is adequate for the delivery of the National Curriculum and for the school's current numbers on roll. There have been recent improvements, for example, windows have been replaced and the heating system has been updated. The accommodation for children under five in the Nursery is good. All available space throughout the school is fully and well utilised. The school hall is of a good size. However, it has to be used for physical education and as a dining room, as well as for assemblies, music and drama, and this presents some timetabling difficulties. Internal decoration is satisfactory and there is a rolling programme in place for redecoration. Displays of pupils' work enhance the school's learning environment. There are good hard play areas for the infant and junior pupils and a securely fenced outside play area for the under fives. The infant playground is enhanced with large cut-out wooden animals and markings on the surface, for example, a snake with numbers painted on it. These are effective in encouraging purposeful and imaginative play. There is also a large grassed playing field for sport and team games. There is a 'wild' garden area, which is used appropriately for environmental studies.
81. Resources for learning are satisfactory, overall. There is good provision for physical education. Resources for special educational needs are satisfactory and well organised. There are sufficient resources for information technology, but the quality of these resources is unsatisfactory. Library facilities are adequate and include a sufficient number of good quality books.
82. A key issue from the last inspection regarding wheelchair access to the hall has been overcome. The school has changed its procedures and this now allows safe wheelchair access to the hall from a different entrance. Other less significant weaknesses in resources for learning identified in the previous inspection report have been addressed satisfactorily.

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

83. The school manages its resources well. Its planning for future developments is effective and is underpinned by the school development plan. Priorities are identified for the school development plan as a result of discussions between the governors, headteacher and teaching staff. They are costed and finance to support them is identified in the budget. The success of initiatives is then evaluated against the success criteria already identified. Subject co-ordinators are responsible for the efficient spending of the monies allocated to their subject areas. Care is taken to ensure that value for money is sought in all areas of the school's expenditure.
84. Finances are managed prudently. The finance committee of the governing body is appropriately involved in setting the budget and then monitors expenditure through the year. Rolling programmes are in place for needs which will require funding over more than one financial year, for example, re-decoration and the up-grading of the school's information technology resources. A number of quotes are obtained for different services to ensure that the school obtains the best value. The school's finances were audited in January 1999 and the auditor's report was very supportive of the school's procedures. Its few minor recommendations have been successfully addressed. The strengths noted in the report from the last inspection have been maintained.
85. Day-to-day administration and financial management are efficient. The school's accounts are

kept on computer and managed by the office manager. Procedures for ordering goods and paying for them are clear and effective. The school fund is kept in a separate account and is separately audited. It incorporates any money raised by the Friends of the School.

86. The school operates efficiently on a day-to-day basis. Its routines are clear and work well. These contribute well to progress, since little time is wasted in starting lessons or in moving between different parts of the building. Funds for pupils with special educational needs, professional development of staff, and other specific purposes, are well used.
87. Teachers and support staff, including those employed to support pupils with special educational needs, are effectively deployed. However, the school's need to staff the Nursery with adults according to legal requirements means that a high proportion of the support staff are deployed there. This means that fewer support staff are available for Key Stage 1 and 2 than would be found in many schools. This relatively low level of support, for example, in the Literacy Hour, adversely affects attainment and progress. Good use is made of visiting teachers in the teaching of music and of specialist teachers who support pupils with special educational needs.
88. The accommodation is effectively used to support learning. Overall, resources are well deployed. However, better use could be made of information technology and the library to support learning in subjects across the curriculum. Nearly all learning resources are of sound quality and enhance learning.
89. Pupils enter the school with levels of attainment which are well below average. Overall, they make good progress and the trend is for attainment to improve over time in the later years of Key Stage 2. The school's income per pupil is very close to the national average. Given these factors and the sound progress that the school has made since the last inspection, the school gives satisfactory value for money.



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

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

90. The school admits children to its Nursery from the age of three and to the Reception classes twice a year. Children who have their fifth birthday between September and the end of February are admitted to a Reception class at the start of the autumn term. Children who have their fifth birthday between the beginning of March and the end of August are admitted to another Reception class at the start of the spring term. At the time of the inspection, some 80 children were under the age of five. Children attend the Nursery on a part-time basis, either for the morning or the afternoon session. Most of the Reception children have previously attended the Nursery.
91. The attainment of most children on entry to the Nursery is well below average. In particular, children's speaking and listening skills are underdeveloped. They make good progress throughout the Nursery and Reception classes. On entry to Key Stage 1, the term after they have attained their fifth birthday, most children achieve the desirable learning outcomes in personal and social development, mathematics, knowledge and understanding of the world, creative development and physical development. However, despite making good progress in language and literacy, the attainment of many children, on reaching compulsory school age the term after they are five, is still below that expected for their age, and this affects their progress in the other subjects of the curriculum.

#### *Personal and social development*

92. The majority of children achieve the desirable learning outcomes for this area of learning by the time they reach compulsory school age. The personal and social development of children is given a high priority by all staff, both in the Nursery and Reception classes. Children's confidence and self-respect develop well. For example, in small group time in the Nursery, children confidently stood up and sang on their own in front of the rest of the group. In both the Nursery and the Reception class, they successfully make choices from the good range of activities on offer, and they usually share and play well together, for example, with the equipment in the outside play area. Children are encouraged to be as independent as possible and to get out and put away the resources that they need. They handle books and equipment with care and respect. Sometimes they concentrate and persevere with tasks for quite long periods, for example, in the Nursery when carefully sewing with needle and thread. Children are able to show a range of feelings. For example, in the Reception class they showed joy and excitement at finding out what was hidden in the 'b' box and showed wonder at the big book story of 'Goldilocks and the Three Bears'.
93. Children are given good opportunities to learn about cultural and religious events. During the time of the inspection they were celebrating Harvest Festival. They gain an understanding of other cultures and lifestyles through the daily use of books and dolls which represent them and sometimes by cooking food from other cultures, such as dahl and stir-fry. Their personal independence is developing well. In the Nursery they put on their own aprons for painting and, in the Reception class, most children undress and dress for physical education with very little help. Relationships between staff and the children are good and they respond well to the high standards set for them.

93. *Language and literacy*

94. Many children are still working towards the desirable learning outcomes for language and literacy by the time they are of compulsory school age. Staff place appropriate priority on developing children's speaking and listening skills. All staff encourage children to use the correct language and to extend their vocabulary, for example, during story time and throughout activity times. However, the children often have great difficulty expressing their thoughts and talking about their experiences. In the Nursery, they enjoy role-play in the home area, but much of the language associated with their play is restricted to short phrases rather than sentences. Virtually all the children in both the Nursery and the Reception class enjoy and listen fairly attentively to stories such as 'So Much' and 'My Best Friend Lucy's Quarrel'. They handle books correctly, and most are beginning to understand that words and pictures carry meaning. Many children recognise their own names and a few higher attaining children in the Reception class recognise a good number of familiar words. Through participating in rhymes, such as 'Humpty Dumpty' and 'Incy Wincy Spider', children are beginning to understand that some words rhyme and some do not. Most children in the Reception class know a few letter sounds. For example, they know that 'banana', 'book' and 'bus' all begin with 'b' and a few higher attaining children know many letter sounds. In the Nursery, children make marks on paper to represent words, such as when 'writing' a shopping list, and make their own little books with the teacher acting as the scribe, such as for 'Emily' and 'Owl Babies'. In the Reception class, most children hold their pencil correctly and are beginning to form some of the letters accurately. A few higher attaining children write their own names with appropriate use of upper and lower case letters. However, speaking and listening, reading and writing skills are below average when the children begin work on the National Curriculum.

*Mathematics*

95. Most children are likely to attain the desirable learning outcomes in this area by the time they are of compulsory school age. Staff use many everyday routines well to develop children's number and counting skills, for example counting the number of children present in the morning and counting the number of sunny days there have been this month. Many children count and recognise numbers to five and a few higher attaining children in the Reception class count to 20 and know, for example, that 17, count back one, is 16. Children are encouraged to use the correct mathematical language and they know the names of some two-dimensional shapes such as triangle, circle and square. In the Reception class some children know that three-dimensional shapes have 'edges' and 'corners'. Many children know a range of number songs and rhymes well, for example, 'Five Little Ducks' and 'Five Monkeys in a Bed' and, through these, are gaining an understanding of 'one more' and 'one less'. In the Nursery, good opportunities are provided for children to develop the idea of money through role-play in structured play areas, for example, in a fruit and vegetable shop, or a fish and chip shop. The idea of money is further developed through visits out to the local shops to buy ingredients for cookery activities and food for snack-time. In the Reception class, children are appropriately gaining an understanding of time by routinely recording the days of the week. Many know that Tuesday follows Monday and, through singing 'The Days of the Week', know that there are seven days in a week. There is a good range of mathematical games and equipment in both the Nursery and the Reception classes, with which children are effectively developing their ability to sort, match, order and sequence.

95. *Knowledge and understanding of the world*

96. The majority of children achieve the desirable outcomes for learning in this area by the time they are of compulsory school age. Children are provided with many good experiences which effectively develop their knowledge and understanding of the world. However, many children find difficulty in finding the correct words to describe these experiences, as they have poor language skills. In the Nursery, they explore freely with materials, such as sand, water and 'slimy' mix and they use a wide variety of construction materials competently to build models. Through activities, such as planting bulbs and seeds, they are beginning to develop a sound understanding of the conditions plants need to grow. Through examining mini-beasts, such as snails, worms and spiders that they have found in the garden, the children are also gaining a satisfactory understanding of the similarities and differences in living things. Frequent visits out, for example, to Colburn Village and the woods surrounding it, give the children good opportunities to get to know the features of the local environment. In the Reception class, children carefully observe patterns and changes in the weather and record them as part of the daily routine. They select materials with which to make models, and cut, fold and stick materials with a fair degree of competence. During the week of the inspection, with help, children were effectively designing a pizza for making at a later date. Children enjoy talking about themselves and their families and about past and present events in their lives. For example, in the Nursery, they were looking at photographs of themselves as babies and, in the Reception class, they had made little books about themselves and their families. In both the Nursery and Reception class, children have frequent access to technology, such as a computer and calculators, and these are used effectively to support learning in literacy and mathematics.

*Physical development*

97. Most children achieve the desirable learning outcomes in this area by the time they are five. In the Nursery, in the outside play area, they run about confidently and without bumping into each other and pedal and push a range of wheeled toys with reasonable control. They use large apparatus well to climb and to balance and satisfactorily develop skills such as throwing and catching balls. In physical education lessons, the Reception class children are developing an awareness of space and of others around them. Most of them jump backwards, forwards and sideways and hop on one leg. They demonstrate appropriate control of their movements by being able to 'stop' and 'start' on command from the teacher. Throughout the Nursery and Reception classes, children's manipulative skills are developing well. They use scissors, pencils, crayons and paintbrushes with increasing precision and control.

*Creative development*

98. Most children achieve the desirable learning outcomes in creative development by the age of five. Many good opportunities are provided for children to develop their creative abilities. They enjoy experimenting with the effects of paint and colour. For example, in the Nursery, one child was delighted in covering every space on her paper with a variety of colours and shapes. They confidently make models and pictures, using a variety of materials, such as paint, crayons, dough and collage materials. Staff respect children's efforts and encourage them appropriately. Children explore sound by using a range of simple musical instruments and make good attempts at clapping in time to music. Virtually all the children enjoy singing and join in with a number of familiar songs. They have opportunities to move imaginatively, for example, responding appropriately to 'happy' music or 'sad' music. In the Nursery, there is a good range of dressing up clothes, with which children participate freely, in imaginative play.

99. Attitudes to learning in both the Nursery and the Reception class are good. The children enjoy participating in a wide range of activities and are enthusiastic learners. They like to talk about what they draw or make, but often find it difficult to use appropriate words. During their time in the Nursery and in the Reception class, the children start to share equipment and to work and play harmoniously together. Overall, they behave well and with consideration to others and they are polite and friendly to visitors.
100. The quality of teaching for children under five is generally good across the areas of learning. No unsatisfactory teaching was observed in this age range during the inspection. In about one lesson in eight, the quality of teaching was very good. In both the Nursery and Reception class, the work is well planned and this enables children to have appropriate experiences in all six areas of learning. Priority is rightly given to personal and social development, language and literacy and mathematics. Effective assessment procedures are in place, which enable staff to have a clear understanding of the learning needs of individual children. An assessment of pupils' attainment levels in personal and social development, language and literacy and mathematics is undertaken when children enter the Nursery and Reception class. Staff are kind and caring but firm in their dealings with children and they have high expectations of children's behaviour. Praise and encouragement are used to good effect.
101. Leadership and management of the under fives are good. The co-ordinator is well informed and has a clear understanding of her role and about how young children learn effectively. She monitors and evaluates the planning, assessment systems and resources and meets frequently with staff. All the staff work well together as a team and arrangements for transfer between the Nursery and Reception classes are good.
102. Partnership with parents and carers is good, particularly in the Nursery. There are daily opportunities for parents and carers to speak informally with staff at the beginnings and ends of sessions. Parents are given useful information and encouraged to be partners in their children's learning. They are made very welcome and many opportunities are given for them to come in and help with activities, or just to share with the children in their activities.

## **ENGLISH, MATHEMATICS, AND SCIENCE**

### **English**

103. The results of the 1998 National Curriculum tests showed that standards attained by eleven year olds were well below the national average with 44 per cent of pupils attaining Level 4 or above. They were also well below average which compared with schools with pupils from similar backgrounds. The 1999 results show an improvement in standards with 66 per cent of pupils at Level 4 or above. The trend over time shows a steady improvement, although there was a slight dip in 1998. The test results for seven year olds were well below the national average in both reading and writing in 1998, with 58 per cent attaining Level 2 or above in both reading and writing. This was well below average in comparison with schools with pupils from similar backgrounds. In 1999, there was a further decline in standards, with 40 per cent attaining Level 2 or above in reading, and 49 per cent attaining Level 2 or above in writing.
104. Inspection findings indicate that standards of attainment in English are below the national average by the time pupils are seven years of age and in line with the national average by eleven. The introduction of the Literacy Hour is having a positive impact on the attainment and progress of many pupils in the school, particularly in Key Stage 2. Some pupils in Year 4 are receiving additional literacy support and there is a project in English aiming to further improve higher

attaining pupils in Year 6. Both are at an early stage and it is too early to judge their impact on raising standards. Pupils with special educational needs gain satisfactory standards in relation to the targets set on their individual education plans.

105. By the age of seven, standards in speaking and listening are below the national average and, although progress is satisfactory, standards remain below the national average by the time the pupils are eleven. Most pupils in Key Stage 1 listen carefully to adults and follow instructions. They are keen to answer questions. Some pupils speak clearly and confidently to an audience, for example, during the Harvest assembly and in a role-play activity based on the 'Three Billy Goats Gruff' during story time. However, many have difficulty in finding the vocabulary to express their thoughts or to explain their work. By the end of Key Stage 2, most pupils listen carefully to adults and to each other, but a small minority finds this difficult. The higher attaining group in Year 6 confidently give opinions and ideas about the poem they are reading. However, many other pupils lack confidence in sharing their work with the rest of the class and in expressing their points of view clearly.
106. By the age of seven, pupils' attainment in reading is below the national average and very few have reached the standards that are expected for their age. They are beginning to use phonic clues, but too few read a range of texts fluently. Some talk about the plot of the story, but are unable to name a favourite author. Many pupils do not regularly take books home, or have the opportunity to read for enjoyment. Very few use the non-fiction library in the Key Stage 2 corridor.
107. By the age of eleven, standards in reading are in line with the national average. This is partly due to the emphasis put on developing effective reading skills towards the end of the key stage. Pupils begin to use a range of strategies effectively to read unfamiliar text, and express an enjoyment in reading. This is more evident by the end of the key stage, where pupils talk confidently about their reading interests. For example, pupils in Year 6 talk about the types of poems they prefer reading, and lower attaining pupils give their opinion about the poem 'Night Mail'. Most name at least one favourite author and have a satisfactory understanding of how to use the library. Pupils know how to use contents and index pages and some know how to use advanced reading skills such as skimming and scanning text for information. Pupils with special educational needs read well in relation to their prior attainment.
108. The attainment of seven-year-olds in writing is below the national average. By the end of the key stage, higher and average attaining pupils write a series of simple sentences satisfactorily to communicate meaning, sometimes using full stops and capital letters correctly. Some keywords are accurately spelt, although very few use a dictionary to check their spellings. However, limited vocabulary skills inhibit pupils from writing imaginatively. Most pupils use a joined style of writing, but letters are often of an inconsistent size and the general presentation of work is unsatisfactory.
109. By the age of eleven, attainment in writing is in line with the national average. By the end of the key stage, higher and average attaining pupils' writing includes the use of interesting vocabulary, stories organised logically and correct spelling and punctuation. For example, pupils in Year 6 write interesting poems expressing feelings and choose their own style and format. Lower attaining pupils are less confident in using a range of vocabulary in their work, although they are beginning to understand the use of adjectives and adverbs to make their work more interesting. Spelling and punctuation skills are less well developed. Handwriting is mainly neat and joined and pupils are beginning to take a pride in their work. Pupils with special educational needs write simple sentences to answer questions related to their reading book and spell simple keywords correctly.

110. Pupils make satisfactory progress in Key Stage 1 and good progress in Key Stage 2, particularly towards the end of the key stage. The setting system in Year 6 is having a positive impact on the progress pupils are making. However, pupils with special educational needs make less progress when there is insufficient adult support during the Literacy Hour. Many of them make good progress when receiving focused support to meet their individual needs. Reading skills are being appropriately developed in Key Stage 1 through the literacy strategy, but pupils' skills are not sufficiently developed to enable them to be confident, independent readers for a range of purposes. In Year 1, many pupils recognise a few simple words in the text and some use picture clues effectively. However, many have few strategies with which to try to read unfamiliar words and rely on adults to tell them the word.
111. Good progress in Key Stage 2 enables most pupils to become interested readers for a wider range of purposes. This is largely due to the enthusiasm of teachers in the upper key stage. Progress in writing is satisfactory overall in Key Stage 1. There is an appropriate development from writing individual words to simple sentences, but spellings often remain inaccurate. By the end of Key Stage 2, many pupils have acquired skills to write for a range of purposes and audiences and spellings are mainly accurate. Punctuation is usually correct. Progress in listening is satisfactory, but speaking skills are less well developed. There are few opportunities for pupils to express themselves orally in a range of situations in both key stages.
112. Pupils' attitudes to learning are mainly positive in both key stages. The vast majority listen attentively, both to adults and to each other. Behaviour is satisfactory overall; however, a small minority of pupils, especially in Key Stage 2, respond inappropriately during lessons, which affects the attainment and progress of others in the class. Most pupils concentrate well when sitting on the carpet during the Literacy Hour. They settle reasonably promptly to tasks, but some, particularly younger pupils, rely on teacher support and are easily distracted if this is not available. Relationships are good overall.
113. The quality of teaching is good in both key stages. In Key Stage 1, about three lessons out of ten were very good, three out of ten good, and four out of ten satisfactory. In Key Stage 2, almost half the teaching was very good, a third good, and a tenth satisfactory. A further tenth was unsatisfactory. All teachers plan well with clear objectives and most plan activities which meet the needs of different attainment groups in the class. However, this is often difficult for teachers in classes with pupils in two different key stages with a wide range of attainment levels. Subject knowledge is good and staff have worked hard to implement the literacy strategy. Teachers question well to promote discussion, and give good explanations to help to develop the pupils' range of vocabulary. Resources are well organised and used appropriately. Where teaching is very good, there are excellent relationships and teachers value all contributions to discussions. The pace of lessons is very good and teachers are enthusiastic about the subject. Praise is used very well to raise self-esteem, which has a positive impact on the progress pupils are making. There are high expectations for behaviour and the presentation of work. Where teaching is unsatisfactory there are low expectations, behaviour and classroom management is unsatisfactory and pupils make unsatisfactory progress in the lesson. When teachers and support staff are appropriately deployed to work with pupils with special educational needs, work is very well planned to enable pupils to make contributions to lessons in the classroom and to make good progress. However, there is insufficient support in many classes during the Literacy Hour, which is affecting the rate of progress made by some pupils with special educational needs.
114. The school has successfully implemented the National Literacy Strategy and appropriate use is being made of the local education authority's planning for mixed aged classes. Management of the subject is good and the co-ordinator and support co-ordinators have ensured that there are sufficient good quality resources available and that staff are appropriately trained and supported.

Samples of pupils' work are monitored and test results are beginning to be analysed to set targets with a view to raising standards. For example, there is an emphasis this year in reading comprehension in order to improve attainment. Assessment procedures are satisfactory. The school makes appropriate use of optional National Curriculum tests and is planning to reintroduce reading tests this year in order to track individual pupils' progress. Resources are organised well, are sufficient and are accessible to staff. The library has a satisfactory collection of non-fiction books but is underused by many pupils in the school, except for those in Year 6 who were observed during the inspection finding out about life in Britain during the Second World War. There are satisfactory opportunities for pupils to develop literacy skills in other subjects; for example, pupils develop appropriate use of mathematical and scientific language.

115. Standards of attainment in English have deteriorated at Key Stage 1 since the last inspection and had worsened at Key Stage 2 until 1999. The creation of single year classes in Year 6 in 1998-99, coupled with specific planning to raise attainment, coincided with the improvement in attainment.

### **Mathematics**

116. The attainment of eleven-year-olds in the 1998 National Curriculum tests was well below the national average. Their results were also well below the results of similar schools. The National Curriculum test results for seven-year-olds were also well below both the national averages and those for similar schools. Generally, girls outperformed boys. In 1999, in the National Curriculum tests, the percentage of pupils attaining the levels expected for pupils at the end of each key stage worsened at Key Stage 1, but was significantly better at the end of Key Stage 2.
117. The proportion of those reaching standards higher than those expected for pupils aged eleven remains below average, both nationally and when compared with similar schools. The picture for pupils aged seven is the same. Taken overall, the trends up to 1998 are consistently below national trends, but this does not take into account the 1999 results, which are an improvement on past years at Key Stage 2.
118. Inspection evidence shows some improvement at Key Stage 2 to the standard expected nationally. However, standards of attainment at the end of Key Stage 1 remain below average. At Key Stage 2, the majority of pupils attain standards which are in line with national expectations, but with a substantial minority still below this level. The school is addressing the issue of low standards, and the early signs are that the National Numeracy Strategy is resulting in some improvement, especially at Key Stage 2. At Key Stage 1, pupils in Year 2 are placed in a number of mixed ages groups, whilst at the end of Key Stage 2, Year 6 pupils are in two single year groups. Within these year groups, pupils are put into two groups which have narrower bands of different attainment levels, based on the intermediate National Curriculum tests. This is having a positive impact on their learning and attainment. In Key Stage 1, where they are in the mixed aged classes, this does not happen, and some pupils of lower prior attainment are placed with Year 1 pupils, while the majority of pupils are mixed with Year 3. This makes targeting for high attainment more difficult and unfocused across the year group as a whole.
119. Pupils in Key Stage 1 make unsatisfactory progress. Pupils in Year 1 are still tackling material that is below the level expected for Key Stage 1 and below what will have been covered in the Reception classes of many schools. Some are still writing numbers backwards and have difficulty in adding and subtracting on paper. Substantial numbers 'guess' in mental exercises. Paper work is set down untidily and inaccuracies arise from this. By the end of the key stage, many pupils add tens and units and know that 'count on', 'more than' and 'and' are all expressions of addition, but are unsure of the processes of adding mentally. Some Year 2 pupils recognise

and describe patterns in two and three dimensions satisfactorily, but many are struggling to match patterns and identify groupings of dots. An increasing number are confident in their use of simple tables and quickly add and subtract in tens and fives, from nominated numbers. They know and understand that doubles and halves are related. They are not so sure of how to break numbers up into their component parts of tens and units to help in their calculations.

120. In Key Stage 2, pupils make good progress, particularly in the later stages. In Year 3, some are still learning positional vocabulary such as 'in front of', 'behind', 'above', 'left' and 'right'. By the end of the key stage, the majority of pupils apply mental arithmetic skills accurately when operating simple addition, subtraction, multiplication and division; they add and subtract number in thousands and multiply and divide by tens and units accurately. A minority of pupils understand the principles, but do not calculate to a sufficiently high standard of accuracy to reach the expected standards. The majority has a sound understanding of positive and negative numbers and successfully investigates number patterns; pupils acquire sound multiplication skills and count in tens, fives and fours. About half the pupils know and understand how to calculate using fractions and successfully use decimals to express parts of whole numbers to two decimal places. Calculator skills are developed well by the majority, alongside paper and mental calculations, and pupils understand how to use them rather than being dependent on them. They name different triangles correctly, such as equilateral and isosceles and identify and draw acute, obtuse and reflex angles properly. Most gather data from familiar situations satisfactorily, such as the preferred crisp flavour from the school tuck shop, or the range of eye colours in the class, put them on a tally chart and produce an accurate graph to show the results. A substantial minority identify fractions such as half, quarter, and tenth correctly and develop appropriate mathematical vocabulary, such as the sum of two numbers and the difference of two numbers. A few pupils are showing a grasp of higher skills in mathematics, for example, setting themselves problems to be solved by use of mathematics. The school has made satisfactory progress in the use and application of mathematics since the last inspection, but there is still much room for improvement in using the pupils' own experiences in making mathematics a tool for solving problems in their everyday lives.
121. Pupils' attitudes to mathematics are generally positive and sometimes good. Most enjoy their lessons, and respond particularly well to opportunities to work hard, especially in mental mathematics sessions. Most pupils concentrate for the length of time set for their work, relative to their ages, and work hard to complete tasks. The majority work reasonably well in independent work. Presentation of work is not of the highest order in a subject where error often follows from the untidy layout of problems. A small but significant minority of pupils, almost entirely in Key Stage 2, is disruptive. They do not readily respond to the discipline code, which is effective for the vast majority. They distract their classmates and take up an unwarranted amount of teachers' time and skill in control, rather than in developing the subject knowledge and understanding of the other pupils.
122. The quality of teaching in mathematics is satisfactory overall, with about one third of lessons being good or very good. Most of the teaching of this standard is in Key Stage 2. All lessons are underpinned by sound long term planning and sound lesson strategies. The purpose of the lesson is clearly identified as well as the means of measuring success. Pupils know what is expected of them in group work, which normally has different work set for different attainment groups. Where teaching is good, the teacher's expectations stretch the pupils to higher levels, although care is taken to target work to pupils' capabilities accurately, especially in the mixed age classes. Lessons have good pace to sustain interest and standards are raised where questioning is brisk and directed at individual pupils rather than asking for volunteers, and where questions are appropriate for the individual. Very good questioning also enables teachers to assess learning and, thus, to adjust the next phase of the lesson if necessary. Expectations for the presentation of



pupils' work are too low. This creates problems when it comes to accuracy, which is an important aspect of mathematics. Information technology is still infrequently used to support learning in mathematics. Other resources are satisfactorily used.

123. Mathematics is used to support learning in geography in the display of weather information over time and in science to measure and record information, but is little used in other subjects where it is relevant, for example, in design and technology. There is little use of extended specialist language skills in mathematics, although listening and speaking skills are practised in question and answer sessions.
124. The co-ordinator and an experienced teacher from Key Stage 2, who undertook the numeracy training in preparation for the introduction of the National Numeracy Strategy, are passing on their expertise to the other teachers. Teachers assess pupils' work regularly and keep detailed records of their progress. Targets are set for individuals in many lessons and for longer periods. In Key Stage 2, assessment is used to place pupils in setted classes in Years 4, 5 and 6. Teachers use the information from lessons and tests to plan the next phase of lessons. In mixed age classes, work is not always well matched to pupils' needs, although the individual education plans for pupils with special educational needs in mathematics are mostly observed and followed effectively. Homework is set, particularly in Key Stage 2, but it is not extensive or consistent. Where it is set, it is completed and this helps pupils to make progress in mathematics, developing individual study skills and raising both self-expectation and attainment. The ambitious targets for improvement which the school has accepted should result in a further improvement in attainment.
125. Since the last inspection, the school has paid regard to setting by attainment at Key Stage 2 and has seen improved standards in National Curriculum tests in this key stage. This contrasts with Key Stage 1, where Year 2 pupils are scattered across five classes and grouped both with Year 1 and Year 3.

## Science

126. The results of the National Curriculum tests for eleven-year-olds in 1998 were well below the national average at both the expected Level 4 and the higher Level 5. In comparison with similar schools, the results were also well below average. There was a marked difference between teacher assessment and test results, due to lack of moderated work to support teachers in assessing the level of pupils' work. The results for 1996 to 1998 indicate that the performance of the school's pupils is well below the national average. Girls performed slightly better than boys. Results from the 1999 tests show that there has been a considerable improvement in performance in science at Key Stage 2.
127. The results of statutory teacher assessments of pupils aged seven in 1998 were well below the national average at the expected Level 2, but in line with the national average at the higher Level 3. Compared to similar schools, the pupils achieved results well below average at the expected level, but above average at the higher level. There were particular weaknesses in experimental and investigative science and in physical processes. Results from the most recent assessments indicate that pupils' performance has improved, but are still below the national expectation.
128. Inspection evidence suggests that, overall, the majority of pupils' attainment at the end of Key Stage 1 is broadly average. In Year 2, with help, pupils undertake simple investigations, for example, finding out which materials stop sound reaching the ears best. Higher attaining pupils recognise how to make the test 'fair'. However, pupils' below average literacy skills make the

recording of results arduous, so that they are unable to express clearly what they know. Most pupils describe satisfactorily the basic conditions that plants need in order to survive and have good ideas about how to set up simple investigations in order to find that out. They know that different living things, for example, rabbits, birds and fish, are found in different places. Most pupils, with some difficulty but with understanding, describe how to make a bulb light up when using a simple electrical circuit and know that a pushing or pulling force can result in making an object move, for example, a swing, a pram and a toy car.

129. By the end of Key Stage 2, the attainment of most pupils is broadly average. In Year 6, most pupils have a fair understanding of the stages undertaken when carrying out an investigation. However, there is little evidence of higher attaining pupils planning their own experiments and selecting apparatus for themselves. When investigating ways of separating two materials, most pupils have a sound understanding in the use of a range of methods, such as filtering, sieving, decanting, magnetism, or evaporation and higher attaining pupils make good attempts at explaining how these things happen. In the study of life processes and living things, most pupils have a sound understanding of the circulatory system. They also understand the important part that animals and the wind play in the dispersal of seeds. Many pupils know that friction is a force that slows things down and that magnets attract and repel each other. Most pupils present their work satisfactorily, using appropriate charts and diagrams, but do not have the language skills to explain their level of understanding adequately.
130. Overall pupils, including those with special educational needs, make satisfactory progress in Key Stage 1, and the early part of Key Stage 2, and they make good progress in the later stages of Key Stage 2. Overall, progress in Key Stage 2 is satisfactory. In Year 1, most pupils understand that children grow into adults and have a satisfactory understanding of some of the changes that take place. They are beginning to understand how important our senses are to us and, with help, carry out simple investigations to find this out. In Year 4, pupils respond appropriately to suggestions about how to feel, and see the effects of gravity. Higher attaining pupils understand clearly that gravity is a force acting downwards on an object.
131. Pupils' attitudes to work are satisfactory overall. Behaviour is good where there is high expectations of pupils' behaviour, and where the pace of the lesson is brisk. Pupils mostly listen to instructions well and respond accordingly. They share equipment appropriately and older pupils collaborate quite well in group tasks. They are usually enthusiastic and keen to answer questions. Pupils, particularly lower attaining pupils enjoy the practical aspects of the subject. They handle equipment with care, and concentrate fairly well on tasks. However, many pupils, especially in Key Stage 1 and the lower stages of Key Stage 2, find difficulty in recording their work and in presenting it to a satisfactory standard.
132. The quality of teaching is satisfactory overall in both key stages. No unsatisfactory teaching was observed in Key Stage 2. Teaching was mostly good and, on one occasion in Key Stage 2, it was very good. It was good where the lesson was well organised and there were high expectations of the pupils, both in terms of behaviour and work. Overall planning is good and resources are well prepared. However, sometimes, higher attaining pupils are given insufficient opportunities to develop their experimental and investigative skills to an appropriately high level. Pupils are usually well managed and organised satisfactorily. Teachers have a sound knowledge of the subject. There are satisfactory procedures for assessing pupils' attainment and these are mostly used effectively to guide the planning of future lessons. Work is marked consistently, but it is not always annotated sufficiently, so as to indicate clearly areas for improvement. Homework is used satisfactorily to consolidate and extend pupils' learning. Speaking and writing about the subject and encouraging the correct use of technical vocabulary, for example, 'prediction', 'condensation' and 'properties', supports work in literacy. The use of number and measuring

activities within scientific work makes an important contribution to improving pupils' numeracy skills. Information technology, such as data handling, is occasionally used to support work in science.

133. Weaknesses from the last inspection report have been addressed. The subject is managed satisfactorily. The science co-ordinator has a sound subject knowledge and has attended appropriate courses to extend his skills. He is keen to develop the experimental and investigative aspects of science. There is a satisfactory policy and scheme of work in place and standards of attainment, particularly at the end of Key Stage 2, have improved considerably.

## **OTHER SUBJECTS OR COURSES**

### **Art**

134. Standards of attainment in art are as expected of pupils when they leave the school at eleven. All pupils, including those with special educational needs, make sound progress in recording their ideas and feelings confidently and show a developing ability to represent what they feel and touch. In Key Stage 2, these skills are further developed well and pupils experiment successfully with ideas. Much of the art seen was linked to the current history topic.
135. In Key Stage 1, pupils begin to mix colours which represent autumn leaves and, in Years 3 and 4, pupils mix secondary colours. Some pupils in Year 2 recognise the different approaches to art taken by Mondrian and satisfactorily make these links in their own pictures. They also make satisfactory pictures using a range of paper sculpture techniques. In Year 4/5 pupils select a small area of a Tudor picture and make an accurate close observational drawing of that area. They draw small Tudor portraits in detail and paint in the style of George Seurat. In Year 6, pupils use warm colours effectively to paint a background for a picture about 'The Blitz'. They understand the difference between mixing and blending. They complete the picture effectively with cut out silhouettes of buildings in black paper. Sketch-books are appropriately used across the school to plan ideas and to experiment with techniques.
136. Overall, pupils enjoy their lessons in art and take a pride in their work, although some lack confidence. They respond well to encouragement from the teacher. They share equipment and make positive responses to each other's work.
137. The quality of teaching in the lessons observed was sound overall. Lesson plans are satisfactory, and resources are well organised. Instructions for tasks are clear and good support is given to individuals to develop skills and ideas. Praise is used effectively to raise self-esteem. Where teaching is good, in about one lesson in four, the teacher shares pupils' work with the rest of the class to demonstrate the level expected and there was good demonstration of techniques at the start of the lesson.
138. Management of art is good. The co-ordinator has good subject knowledge and gives good support to colleagues, ensuring that there are sufficient resources available to them. She effectively monitors planning and has monitored teaching of art to improve standards. An adviser in the authority has led in-service training to further support this staff development. Since the last inspection, much work has been done to increase teachers' confidence and their understanding of skills needing to be taught. There has also been an emphasis on acquiring resources for the appreciation of art and in ensuring that a systematic structure for teaching new skills is in place. The school is now in a sound position to go on to improve further.

## **Design and technology**

139. No whole class lessons were observed in design and technology during the inspection week in either key stage. Two small groups of Year 6 pupils were observed; one was working with a support assistant and another with a parent helper. Other evidence produced to the inspection team was insufficient to make a secure judgement on progress in design and technology through both key stages. There was insufficient evidence of a range of work or of the ways in which the processes of design, choosing materials, making and evaluating the success of the process are developed to determine whether the rate of progress is satisfactory.
140. The pupils' work observed in Year 6 was in line with that expected for eleven-year-old pupils. They use information sources appropriately in order to help them to design a nesting box for a bird. Although the design part of the activity was not observed, completed designs indicate that they had been well thought out, with appropriate account being taken of the size of the completed structure. Pupils accurately measure, mark out and cut out materials fairly skilfully in order to make a prototype model of the nesting box. They evaluate their work thoughtfully as it develops, with a view to its function. For example, one pupil built a little bowl at the end of the perch to collect rain water from the roof, thus allowing the nesting bird easy access to water. Another group of Year 6 pupils effectively developed their skills in measuring and sawing wood and fixing it together in order to make a bird box from a given plan.
141. Evidence produced from last year's Year 1 pupils showed that they design and make an object for a purpose. For example, in response to the story 'The Gingerbread Man', they designed and made a model boat for the gingerbread man to cross the river. They make choices from a range of materials available such as plastic pots, modelling materials and cardboard. They tested out their models and made sensible suggestions as to how they might be improved.
142. The attitudes to learning of the very small number of pupils observed were good. They concentrated well, shared materials and persevered with the task when they came up against difficulties. They showed initiative in adapting the original plan and enjoyed the practical nature of the subject.
143. There is a satisfactory policy and scheme of work in place. Assessments undertaken are informal, through teachers' observations and the pupils' own evaluations. The design and technology co-ordinators have been only recently appointed. They have little specific expertise or qualifications in the subject and they have not received any specific training. Therefore, as yet, they are not in a position to effectively undertake their co-ordinators' role. Resources for design and technology overall appear adequate. However, an audit of resources is currently taking place and money has been designated to fill any shortcomings.

## **Geography**

144. Pupils across the school make satisfactory progress. They make sound progress in lessons where they are motivated by enthusiastic teaching and are set tasks that stimulate and interest them. Pupils with special educational needs make satisfactory progress and work is normally targeted at levels to enable them to attain standards appropriate to their capabilities.
145. In Key Stage 1, pupils begin to develop a sound understanding of their surroundings through studying the school building and the use of its rooms. Pupils develop a satisfactory understanding of maps and the use of keys to give more information by making a map of their own route to school which shows the main features that they pass on the way. During Key Stage

1, they make an overnight visit to a local residential centre where they make close contact with another area. Whilst there, they make sound use of first hand evidence to develop their geographical skills.

146. In Key Stage 2, pupils aged eleven have a sound knowledge of the human and geographical features of Colburn and learn the main features of the British Isles and the major rivers of the world. By the end of the key stage, most pupils understand the way rivers wear away the land, the landforms that result from erosion and know the geographical terms that apply, such as meander, flood plain and estuary. On a more continuous basis, they record weather data and identify cirrus, cumulus, stratus, and nimbus clouds. A further residential visit is organised which helps to deepen and extend the use of primary evidence. Simple map reading, in Key Stage 2, is inhibited by the lack of suitably sized Ordnance Survey maps and information technology is underused, both in presentation of work, and as a tool for research.
147. Pupils have good attitudes to their work and are keen to learn about their immediate and distant environments. Most settle to their work and concentrate well in groups. A small but significant number of pupils in Key Stage 2 do not follow the expected rules of behaviour that other pupils regard as fair and reasonable. Their conduct is distracting to their classmates and causes teachers to spend time in control methods that would be better spent on teaching and learning.
148. Numeracy skills are developed in the recording of weather patterns, such as rainfall measured in a rain gauge and temperature measured on a thermometer. The results are plotted on bar and line graphs to show the constant changes in meteorological conditions. Descriptive passages and note taking underpin the pupils' developing skills in literacy.
149. Only a small amount of teaching was seen during the inspection, but from the scrutiny of work and talking to pupils and teachers, the overall quality of teaching is satisfactory. Lessons are rooted in sound long term planning, which pays due regard to the National Curriculum programmes of study. Most lessons are structured with clear objectives and teachers use question and answer techniques well to achieve a pace that moves learning along. In a small minority of cases, where teaching is unsatisfactory, lessons lack real purpose, timing is not well used and instructions are given over an unacceptable level of class noise, so that many pupils are unsure of what to do. Few of the opportunities that naturally present themselves in most lessons are taken to celebrate the wonders of the world, and this is not a strong element in the planning of teaching and learning in geography. The standards recognised in the last inspection have been maintained and continue to give pupils a satisfactory learning experience in geography, so that their learning about the local and wider world is satisfactory. Their views of the world and their beliefs, particularly about the environment, are soundly developed. Sound planning now gives a structure to the work and is consistent across the school. Resources are adequate for teaching according to the scheme of work, although there are insufficient small-scale maps for Key Stage 2. The school is in a secure position to continue to improve.

## **History**

150. Pupils in both key stages, including those with special educational needs, are making sound progress in history. They are developing their skills satisfactorily by using a range of resources to find out about the past. Younger pupils are making sound progress in showing their emerging sense of chronology by sequencing events and older pupils satisfactorily compare life in the past with their lives today.
151. Pupils in Key Stage 1 look carefully at a range of artefacts, such as an iron and a candleholder,

and compare them with objects used today. They make sensible suggestions about things that they have in their houses which people would not have had in Victorian times. Other pupils in Years 2/3 look at a range of items and try to describe the person they belong to. This is in preparation for becoming 'historians'. In Key Stage 2, pupils in Year 6 use a range of sources effectively including books, posters and artefacts, to find out about life in Britain during the Second World War. They thoughtfully consider some of the reasons for the war and its consequences.

152. Most pupils enjoy history lessons, particularly when they can handle some of the artefacts. They listen carefully, concentrate well and are interested in the tasks. Behaviour is good overall and most pupils listen attentively to each other's thoughts and ideas. There are occasions, especially in Key Stage 2, where the poor behaviour of a small minority of pupils affects the progress of other pupils.
153. The quality of teaching is sound. Lessons are well planned with clear objectives. Planning appropriately follows the effective scheme of work, which has been produced since the previous inspection. End of topic assessment opportunities are highlighted on medium term planning and a record of attainment in history has been introduced this year. This will provide a useful basis for supporting teachers in planning and assessing pupils' understanding. Questioning is used well to promote discussion. Instructions are clear and reinforced appropriately to ensure understanding of tasks. In Key Stage 2, there are high expectations for the presentation of work in the later years. Subject knowledge is sound and resources are well organised.
154. The management of history is sound and planning is appropriately monitored to ensure coverage of the curriculum and the development of skills. The scheme of work has a two-year rolling programme to support the mixed aged classes. Resources are satisfactory and good use is made of visits to museums to enhance learning.

### **Information technology**

155. Progress in information technology in both Key Stage 1 and Key Stage 2 is below that expected nationally. There is no evidence that pupils reach the standards of which they are capable. This very much follows the evidence of the last inspection. The school has addressed some of the issues raised in the previous inspection report but, as yet, there has been insufficient impact on raising standards. There are plans in place to improve attainment levels that are based on the planning and training that the school has undertaken and on national initiatives that the school expects to benefit from in the immediate future.
156. By the end of Key Stage 1, most pupils operate the mouse satisfactorily to change screens on the computer and click and drag both for menu change and to operate relevant programs, such as the numerical programs that demand the placing of screen objects on shelves. Some slowly identify letters on the keyboard and deliberately build up text using word processing programs. Few know how to save material, or to operate print processes. Knowledge of simple computer vocabulary, such as the meaning of 'font' is underdeveloped and is understood by very few. Information technology is taught and used in National Curriculum lessons rather than in separate specialised lessons. Some pupils satisfactorily access information sources such as 'Encarta', but mainly to download.
157. Eleven-year-olds do little more. Word processing is a little faster and there is some evidence of the use of data presentations. Most pupils access saved programs. Few understand the meaning of, or use of, the 'cut', 'paste' and 'edit' functions. Graphic work is infrequently used in science,

mathematics or geography, where there are many opportunities for information technology to be used to support learning. Drafting in English using word processing is not sufficiently developed. The school does use control programs, mainly Roamer, but these were broken during the inspection, and not observed in action.

158. Overall, progress, including that for pupils with special educational needs, is unsatisfactory. The simple programs that pupils use in Key Stage 1, which are at a low level, are insufficiently built on in knowledge or learning during Key Stage 2. Older pupils are more adept with information technology, and some use information sources, but without sophistication. The vast majority of pupils program a video recorder, and understand that images can be moved backwards and forwards, fast or slow, but this has little to do with their learning in school. The use of computers in many domestic, public and national services is largely not understood.
159. Where pupils have the opportunity to use computers, their attitudes are good and they treat the hardware with respect. They co-operate well together and support each other well in their work.
160. The quality of teaching in both key stages is unsatisfactory. A common feature of the shortcomings often found in teaching is in the missed opportunities by teachers in their thinking and planning as to how computers and software could be used to support and extend pupils' learning. As a result, many lessons were seen during the inspection where computers were left unused. Other shortcomings include lack of sufficient knowledge and confidence by some staff in how to use software, such as electronic encyclopaedia, in planning pupils' learning. Few lessons show sufficiently clearly the knowledge and skills that pupils or groups of pupils are expected to learn, either during the course of a lesson or over a longer period. In addition to this, too few links are made with other subjects; for example, how to use information technology to develop the pupils' literacy, numeracy or scientific skills. Because of the haphazard approach to teaching information technology across the school, teachers undertake few clear or regular assessments of pupils' attainment and progress. This results in too little regard to planning work that builds on what pupils know, can do and understand about information technology. Pupils with special educational needs use computers as infrequently as other pupils to support their learning and this affects their overall progress in the subject.
161. The varied ages of the computers available to pupils, which have different operating systems and different software, do not help teachers to plan a programme to raise attainment smoothly through the key stages. The school is aware of this and has drafted a good action plan that is in the process of being implemented with the objective of improving the level of provision and of improving standards in information technology. This includes installing a network system in the main school building. Staff have already undertaken some training and have more confidence in using computers than at the time of the last inspection, but the variety of computers in classrooms has inhibited this development.
162. The school has made some progress since the last inspection, but there is a great deal still to do. The priority now is to implement the planning already in place in order to ensure that pupils attain the standards required.

## **Music**

163. Throughout the school, pupils, including those with special educational needs, make sound progress in music, and, in some areas of the subject, progress is good. This is the result of the school developing some useful and effective resources such as the 'Colburn Zoo' and also the good quality instrumental teaching from visiting teachers which benefits a few pupils at Key

Stage 2. Whole school singing is satisfactory, with the large majority of pupils joining in and due attention being paid to rhythm and dynamics. Through listening and appraising, pupils develop an understanding of the music of different times and cultures, for example, of Tudor music, African drumming, as well as music from the western tradition including Vivaldi, Haydn, Mozart and Grieg, and more modern composers, such as Britten, Orff, and Bernstein.

164. In Key Stage 1, pupils have a good understanding of rhythm and know the relative lengths of quavers, crotchets and minims. They understand the place of rests in musical notation. Higher attaining pupils clap quite complex rhythms representing different animals in the 'Colburn Zoo', for example 'bush baby', 'crocodile' and other pupils identify correctly the animals concerned. They support both singing and rhythms by using not only percussion instruments, but also instruments that they themselves have made.
165. In Key Stage 2, understanding of rhythm is secure, and most pupils sing well, both with sensitive regard to meaning and in tune. Pupils in both key stages have a good understanding of rhythm. In a Year 4/5 class, pupils listened carefully to a recording of a piece of Tudor music and were fascinated when the teacher showed examples of crumhorns and attempted (unrehearsed) to play them. They then played the tune of the Tudor piece on tuned percussion instruments and made a good attempt to play the tune to the accompaniment of the taped music. In this way, the pupils successfully combined the skills of listening and appraising, and thinking and playing.
166. Pupils' attitudes to music are good overall, in both key stages, and this has a positive impact on the progress that they make. They work co-operatively well, although their enthusiasm and wish to get on with practical work can lead them to not follow instructions precisely. Some pupils in both key stages become totally absorbed in their work. They treat instruments with care and are responsible in the way in which they handle them. The large majority of pupils persevere and concentrate well and take an obvious pride in their performances. However, in both whole school singing and in combined year group singing in Key Stage 2, a few boys are uncooperative and unwilling to participate; or, when they do, they respond in an immature and irresponsible way.
167. In both key stages, the quality of teaching is good overall. Teachers have high expectations for pupils and use resources well. The lessons include a range of activities to develop different musical skills and movement from one activity to the next is smooth and unfussy. Lessons have good pace and effective use of praise and humour helps to maintain concentration and motivation. Subject knowledge is secure. Teachers use a variety of resources for listening and performing to enhance pupils' appreciation.
168. Music makes a good contribution to social and cultural development. Opportunities for extra-curricular activities are good. There is a voluntary choir, which meets weekly, and school performances are regarded as important in developing pupils' skills, confidence and self-esteem. In school, there are regular musical elements in class led assemblies. There are also regular productions which involve music and drama; recent examples include 'Joseph and his Amazing Technicolour Dreamcoat', 'The Millenium Bugs' and a Christmas pantomime.
169. The subject is well led by an enthusiastic and knowledgeable musician who accompanies school singing on the piano. She has developed an effective scheme of work, which includes some school generated materials and which now underpins teaching and learning across the key stages. She now plans to develop the school's work in composition and to lead staff development in that area, as she has in the past in other areas, such as rhythm. She has developed a satisfactory range of resources, including keyboards and percussion instruments, which are readily available to teachers in both key stages. The school is in a good position to continue to improve levels of



attainment in music.

### **Physical education**

170. There has been an improvement in the quality of teaching since the last report and it is now more consistent across the key stages. This has had a positive effect on the progress that pupils make as they move through the key stages. Pupils, including those with special educational needs, make sound progress. Progress in swimming is good, with virtually all pupils swimming the expected 25 metres by the time they leave the school.
171. In Key Stage 1, pupils are aware of space and the need to be safety conscious. They understand the need to warm up and to cool down. They have good body awareness, for example, when creating curled and stretched shapes. Skills in catching large balls, bean bags and quoits are well developed for a few pupils and adequate for the majority.
172. In Key Stage 2, pupils work well individually and in pairs and teams. In dance, there are examples of good imaginative responses to musical stimuli. For example, in a Year 6 class, good 'robot-like' movements were being developed in a movement lesson based on machinery. In a Year 4/5 lesson, the majority of the pupils were developing elegant and stylish movements in a lesson based on a Tudor dance tape. In another Year 4/5 class, most pupils showed adequate competence in controlling small balls with a hockey stick, both individually and in pairs.
173. In both key stages, good progress is made in lessons when pupils concentrate well throughout the lesson. A small minority of pupils particularly in Key Stage 2, have very short concentration spans and spend much of the lesson distracting others. They not only make little or no progress themselves, but also prevent other pupils from making as much progress as they could.
174. Most pupils dress appropriately for physical education and change quickly and sensibly. The large majority of pupils have a positive attitude to the subject, listening carefully and responding promptly to instructions. Pupils respond particularly well when teachers show that they have high expectations of them in terms of behaviour and levels of attainment. When given the opportunity, most pupils confidently make judgements on their own and others' performance.
175. The quality of teaching is never less than satisfactory in both key stages and, in half the lessons observed, was good or very good. In the one very good lesson, expectations were very high and the lesson was confidently led as a result of very good subject expertise. There was a carefully planned sequence of activities to develop skills and understanding. Praise was very effectively and realistically used and pupils were used to demonstrate good practice. Other pupils were invited to describe why the practice was good. In the best lessons, teachers set a good example by dressing appropriately. In the less successful lessons, pupil management was less secure, so that the pace of the lesson was frequently slowed for the few uncooperative pupils to be admonished. Overall, teaching is satisfactory.
176. The headteacher has recently taken over co-ordination of the subject. Resources have been improved in conjunction with national initiatives such as Top Sport, and are now good. Accommodation is good, with a good-sized hall, a spacious hard play area and an adjacent playing field. There are good opportunities for competitive sport, for example, in soccer (boys and girls), netball and athletics. These are enjoyed by a satisfactory number of boys and girls at Key Stage 2. Physical education makes a good contribution to social development.
177. The previous co-ordinator prepared a good scheme of work, which effectively supports teaching

and learning in both key stages. It incorporates outdoor and adventurous activities in Key Stage 2, which are part of the Year 6 residential week. He has organised support where possible from professional coaches, for example from Darlington Football Club. There has been good improvement in the provision of physical education since the first inspection and the school is in a good position to continue to improve.

### **Religious education**

178. Standards at the end of both key stages are in line with those expected from pupils at age seven and eleven who are following the North Yorkshire Locally Agreed Syllabus for religious education. This is a good improvement on the last inspection where, at Key Stage 1, there were signs of under-achievement. There has also been an improvement in understanding the difference between the purposes of school worship and religious education, whilst appreciating the mutual support that the one can be to the other. Across the key stages all pupils, including those with special educational needs make satisfactory progress, with teachers following the scheme of work, which derives from the agreed syllabus.
179. By the end of Key Stage 1, the vast majority of pupils know and understand the main themes in the Christian year, and have made acquaintance with some important elements from the major religions of the world. For example, they explore the use and importance of light in religious celebrations, from Jesus as the Light of the World, to Diwali. A connection with light in science is made at this point in learning. They celebrate their own importance in the world and understand the importance of relationships. When studying the reason for the school celebrating Harvest Festival (later in the week to be a major assembly for the whole school), they have a sound appreciation that there are others in the world who will not have enough food to eat, let alone to celebrate. In Key Stage 2, pupils deepen their understanding of religious practices satisfactorily, for example, exploring the reasons for Islamic food being Halal and Jewish food being Kosher. In both religious education and personal and social education, pupils develop skills in discussion. By the end of the key stage, many occupy the 'Hot Seat' and, from this position, they defend views that they do not necessarily hold themselves. There is not a great deal of development in writing, but oral work is well established, as well as the skill of listening with respect to other people's views.
180. Attitudes to religious education are good. The vast majority of pupils listen to both class teacher and to classmates alike with close attention. They respond to invitations to questions, answers and involvement in discussion with increasing maturity. Only a small minority of pupils, mainly in Key Stage 2, do not give appropriate attention to the lesson and behave badly. This involves teachers giving more time to control than should be needed, to the detriment of the other pupils, who, for the most part, try hard to get on with their own work. Most pupils work well together in groups and in formal debate and discussion.
181. Teaching is satisfactory overall, and in over a third of lessons it is good. Lessons are well founded on long term planning and lesson plans which are sound or better. The objectives of the lessons are usually clear and are introduced with well-presented aims for pupils to achieve. Artefacts, such as the candle, used in the lesson on light, give a good focus to questioning. Well-used and directed questions move the learning along at a brisk pace. With older groups, pupils are given time and space to speak freely.
182. Teachers are now better informed with regard to religious education, as a result of in-service training, and the co-operative planning of lessons. New resources underpin the improved teaching standards, and visitors to the school, representing different religions, give variety to learning as living resources.

183. Since the last inspection, religious education has become better structured and focused and now plays an effective part in the education of all pupils. The school is in a good position to continue to improve.

## **PART C: INSPECTION DATA**

### **SUMMARY OF INSPECTION EVIDENCE**

184. A range of evidence was gathered from a variety of sources:

- before the inspection, six parents attended a meeting with the Registered Inspector, and an analysis was made of 12 returned questionnaires and comments;
- 24 inspection days were spent collecting information in the school by a team of 5 inspectors, one of whom was the lay inspector;
- the team undertook a range of lesson observations in all classes and other groups;
- pupils were heard reading aloud and they discussed their reading with the inspectors;
- pupils were questioned about their work;
- samples of pupils' work from each year group were scrutinised, as well as displays of work around the school;
- registration periods, assemblies and acts of collective worship were observed;
- pupils' behaviour in the playground, around the school and in classrooms was observed;
- discussions were held with members of the governing body, the headteacher, teaching and non-teaching staff; and
- the team also scrutinised the minutes of governors' meetings, their annual report to parents, teachers' plans, curriculum and other policy documents, pupils' records and attendance registers.

## 1. 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	300	5	102	84
Nursery Unit/School	44.5	0	0	0

### Teachers and classes

#### Qualified teachers (Y R- Y6)

Total number of qualified teachers (full-time equivalent)	13
Number of pupils per qualified teacher	22.4

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

Total number of education support staff	4
Total aggregate hours worked each week	50.5

#### Qualified teachers (Nursery school, classes or unit)

Total number of qualified teachers (full-time equivalent)	1
Number of pupils per qualified teacher	44

#### Education support staff (Nursery school, classes or unit)

Total number of education support staff	3
Total aggregate hours worked each week	97.5

Average class size:	25
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## Financial data

Financial year: 

1998-99
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	£
Total Income	554,689
Total Expenditure	573,966
Expenditure per pupil	1,603
Balance brought forward from previous year	50,929
Balance carried forward to next year	31,652

## PARENTAL SURVEY

Number of questionnaires sent out:

387

Number of questionnaires returned:

12

### 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	33.3	58.3	0	8.3	0
I would find it easy to approach the school with questions or problems to do with my child(ren)	41.7	50	0	8.3	0
The school handles complaints from parents well	25	50	16.7	8.3	0
The school gives me a clear understanding of what is taught	33.3	50	16.7	0	0
The school keeps me well informed about my child(ren)'s progress	25	75	0	0	0
The school enables my child(ren) to achieve a good standard of work	41.7	50	8.3	0	0
The school encourages children to get involved in more than just their daily lessons	16.7	58.3	16.7	8.3	0
I am satisfied with the work that my child(ren) is/are expected to do at home	33.3	41.7	8.3	8.3	0
The school's values and attitudes have a positive effect on my child(ren)	33.3	50	16.7	0	0
The school achieves high standards of good behaviour	25	41.7	16.7	16.7	0
My child(ren) like(s) school	66.7	25	0	8.3	0

Only six parents attended the parents' meeting with the Registered Inspector and only 12 questionnaires were returned out of 387 issued. This means that these views represent only a small percentage of parents.

The inspection findings support the positive views of the school that parents hold. The school is working hard to improve both behaviour and standards of attainment. The trend is one of improvement, overall, in both areas.

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