

# INSPECTION REPORT

## **WEST BOLDON PRIMARY SCHOOL**

West Boldon

LEA area: South Tyneside

Unique reference number: 108701

Headteacher: Mr Peter Millington

Reporting inspector: Mr A J Dobell  
10373

Dates of inspection: 19<sup>th</sup> - 21<sup>st</sup> June 2000

Inspection number: 189182

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

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## INFORMATION ABOUT THE SCHOOL

Type of school:	Primary
School category:	Community
Age range of pupils:	4 to 11
Gender of pupils:	Mixed
School address:	Hindmarch Drive West Boldon Tyne and Wear
Postcode:	NE36 0HX
Telephone number:	(0191) 536 2846
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Appropriate authority:	The Governing Body
Name of chair of governors:	Councillor J Oxley
Date of previous inspection:	September 1996

## INFORMATION ABOUT THE INSPECTION TEAM

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## **PART A: SUMMARY OF THE REPORT**

### **INFORMATION ABOUT THE SCHOOL**

The school is of average size for schools of this type. It is a well-respected school within the local community and parents are very supportive of the school. Most pupils come from the immediate locality, which consists mainly of rented accommodation. The available social indicators suggest an above average level of social disadvantage. The proportion of the school's pupils eligible for free school meals (47 per cent) is well above the national average. There are 55 pupils (23.5 per cent) on the school's register of special educational needs and this is slightly above average. Two pupils have statements of special educational needs and, at 0.8 per cent, this is slightly below the national average. There is a very small number of pupils from ethnic minority groups and English as an additional language is not a significant concern for the school. The level of attainment of children when they enter the school is well below that normally found for children at the age of four.

### **HOW GOOD THE SCHOOL IS**

This is a very effective school with many strengths and few weaknesses. In most years, pupils achieve above average standards in their work by the time they leave the school and their levels of attainment are well above those found in schools which draw their pupils from similar backgrounds. The quality of teaching is good and the very effective use of regular assessments of pupils' work helps them to make good progress in their learning as they move through the key stages. Pupils with special educational needs make very good progress overall. The headteacher and staff, with the support of the governing body, have an impressive determination to enable all pupils to attain their potential in academic and personal terms within a supportive and secure learning environment. Given the impressive progress that pupils make, and the context within which the school operates, it gives very good value for money.

#### **What the school does well**

- Standards of work are good, particularly in the core subjects of English, mathematics and science, and pupils make good progress throughout the key stages.
- The quality of teaching is good overall and teachers work unstintingly on behalf of their pupils, both in and out of class.
- The provision for all pupils, including children under the age of five and pupils with special educational needs, is very good.
- Pupils' attitudes to learning are very good and behaviour and the quality of relationships are good.
- There is a very good range of learning opportunities both in and out of class.
- The school cares for its pupils very well; it has excellent procedures for assessing pupils' attainment and progress.
- The provision for the spiritual and social development of pupils is very good; for moral development, it is good.
- Parents and the local community are very supportive of the school and contribute very well to the quality of pupils' learning.
- The leadership provided by the headteacher, very ably supported by his deputy and other key staff, is very good and highly effective in this community.

#### **What could be improved**

- Writing and the presentation of work are of variable quality.
- There is an overuse, and an inappropriate use, of worksheets in some lessons.

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

### **HOW THE SCHOOL HAS IMPROVED SINCE ITS LAST INSPECTION**

The school was last inspected in September 1996 and, since then, it has improved well. The quality of teaching has improved and unsatisfactory teaching has been eliminated. Both medium-term and short-term lesson planning are now more secure and contribute well to the quality of learning. Behaviour management is more consistent across the key stages, but examples of challenging behaviour remain. The quality of teaching and learning is now very effectively monitored and

evaluated.

Since the last inspection, the school has maintained its high standards in the progress that pupils make and their attitudes to learning. Relationships between pupils and between adults and pupils continue to be friendly, but purposeful. The school continues to provide very good learning opportunities, including an unusually wide range of learning experiences outside the classroom, which greatly enrich learning. The school makes excellent use of the community to support learning. The school's concern for the welfare and wellbeing of its pupils is a high priority and all pupils feel secure and valued.

## STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1997	1998	1999	1999
English	D	B	C	A
Mathematics	A	A	C	A
Science	A	A	B	A

**Key**

well above average    A  
 above average        B  
 average                C  
 below average        D  
 well below average   E

The attainment of children entering the Reception class is well below that normally found for four year olds. They make good progress during the Foundation Stage, particularly in their personal and social development. While they are not at the nationally expected level at the age of five, they are able to begin their work on the National Curriculum successfully when they enter Key Stage 1. Pupils continue to make good progress in Key Stage 1, although they are still below the national average when they take the National Curriculum tests for seven year olds. However, in 1999, when compared with schools which draw their pupils from similar backgrounds, attainment in reading and mathematics was above average and, in writing, it was average.

In Key Stage 2, pupils continue to make good progress, especially in the upper key stage. When they took the National Curriculum tests in 1999 at age 11, pupils were at the national average in English and mathematics and better than the national average in science. When compared to similar schools, pupils in this school attained results which were well above average in all three subjects. This good progress in the acquisition of skills, knowledge and understanding is a commendable achievement for the school.

By the time pupils leave the school, their attainment in information and communications technology, art, design and technology, geography, history, music and physical education is in line with that normally found for eleven year olds. In religious education, attainment matches that normally found for pupils following the South Tyneside locally agreed syllabus. The school uses information and communications technology well to support learning in other subjects. Pupils are well prepared for the next stage of their education.

## PUPILS' ATTITUDES AND VALUES

<b>Aspect</b>	<b>Comment</b>
Attitudes to the school	Pupils have very good attitudes to the school. They are keen to learn and to play a full part in lessons.
Behaviour, in and out of classrooms	Behaviour is good overall. Most pupils behave very well both in and out of class, but a few pupils throughout the key stages find it difficult to concentrate for a long time and their behaviour then deteriorates.
Personal development and relationships	Personal development and relationships are good. There are many examples of very good relationships between teachers and pupils, but in a small number of classes relationships are less good.
Attendance	Attendance is slightly better than the national average and there are no unauthorised absences. Pupils enjoy coming to school.

Pupils support each other well in and out of class and pupils of all ages mix well together. The good relationships and opportunities for responsibility in the school develop pupils' confidence and self-esteem well. There are few instances of exclusions.

### **TEACHING AND LEARNING**

<b>Teaching of pupils:</b>	<b>aged up to 5 years</b>	<b>aged 5-7 years</b>	<b>aged 7-11 years</b>
Lessons seen overall	Good	Good	Good

The quality of teaching was good or better in two thirds of the lessons observed during the inspection. The teaching of children under the age of five was very good in one of the lessons observed and good in the other. In Key Stage 1, in just over half the lessons the teaching was good and, in the rest, it was satisfactory. In Key Stage 2, teaching in one third of the lessons was satisfactory and in one third it was good; in the other third of the lessons observed, two fifths were excellent and three fifths were very good.

The basic skills of literacy and numeracy are well taught overall, with an effective concentration on speaking and listening. However, opportunities to develop skills in writing for different purposes are not always taken; for example, there is a lack of report writing in science.

Teachers have a good knowledge and understanding of the subjects they are teaching and ensure that pupils have a clear understanding of the work they are doing. Most teachers go to considerable efforts to make work interesting and stimulating for pupils but, in a few classes, there is excessive use of worksheets. Most lessons move along at a good pace so that pupils are absorbed in their work. Procedures for assessing pupils' attainment and progress are excellent.

### **OTHER ASPECTS OF THE SCHOOL**



Aspect	Comment
The quality and range of the curriculum	The quality and range of learning opportunities are very good and the range of activities outside lessons is excellent. There is good emphasis on the key skills of literacy, numeracy and information and communications technology.
Provision for pupils with special educational needs	The provision for pupils with special educational needs is very good; they make good progress in Key Stage 1 and the Foundation Stage and very good progress in Key Stage 2.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Provision for pupils' spiritual and social development is very good; provision for their cultural development is satisfactory and for their moral development it is good. The provision for personal, social and health education is very good.
How well the school cares for its pupils	There is very good personal and educational support for pupils. The school creates a secure learning environment. Procedures for assessing pupils' attainment and progress are excellent.

The school's curriculum meets all statutory requirements. Teachers know their pupils very well and quickly offer support when necessary. Pupils receive a very good standard of care and they and their parents much appreciate this. For example, a Year 1 pupil wrote to her teacher, 'I love you. Thank you for everything'. The school's use of resources in the community to enrich learning is excellent.

#### HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher, his deputy and other key staff are very committed to raising attainment in the school. This determination is central to the school's ethos which strongly promotes learning in a secure and stimulating learning environment. Leadership and management are very good.
How well the governors fulfil their responsibilities	The governing body fulfils its statutory duties and gives the school good support in its work.
The school's evaluation of its performance	Teaching and learning are monitored and evaluated very well. The school has a good appreciation of its strengths and weaknesses and carefully identifies its priorities for further development.
The strategic use of resources	The school uses its resources, both human and physical, very effectively. It makes good efforts to ensure that it gets good value for its expenditure. It gives very good value for money.

Leadership and management are a major strength of the school. The commitment and clear-sightedness of the headteacher and his deputy are major factors in the school's success. They are very well supported by a hard working and united staff. The governing body shares this commitment and many governors are regularly active in the school.

#### PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
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<ul style="list-style-type: none"> <li>▪ Children make good progress and achieve well.</li> <li>▪ Behaviour is good and any bullying is effectively dealt with.</li> <li>▪ Homework supports learning well.</li> <li>▪ 97 per cent agree that teaching is good.</li> <li>▪ The school communicates effectively with parents.</li> <li>▪ 99 per cent feel comfortable in approaching the school with concerns.</li> <li>▪ Children are expected to work hard and do their best.</li> <li>▪ The school works closely with parents.</li> <li>▪ The school is well led and managed.</li> <li>▪ Children become mature and responsible.</li> <li>▪ There is a good range of activities outside lessons.</li> <li>▪ Children like school.</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant concerns were expressed.</li> </ul>
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Parents overwhelmingly support the school, and are very appreciative of what it achieves for their children. The strength of their support is shown by the fact that over 50 per cent of the questionnaires were returned - an unusually high proportion. The inspection supports their positive views.

## **PART B: COMMENTARY**

### **WHAT THE SCHOOL DOES WELL**

**Standards of work are good, particularly in the core subjects of English, mathematics and science, and pupils make good progress throughout the key stages.**

1. When children enter the Reception class, their ability varies but, overall, it is well below that normally found for four year olds. They quickly begin to make good progress, particularly in their personal and social development. This good progress is rooted in the imaginatively planned tasks which engage their interest. As a result, they are well able to begin their work on the National Curriculum when they reach the age of five, even though they are still not at the level normally found for five year olds nationally.
2. During Key Stage 1, pupils make good progress in their learning. In 1999, in comparison with schools which draw their pupils from similar backgrounds, the school was above average in reading and mathematics and average in writing. It was the fact that none of the school's pupils attained the higher level 3 in the National Curriculum tests which prevented the school from comparing well with similar schools in writing. The percentage of the school's pupils attaining the national expectation of level 2 was close to the national average in reading and writing, but below the national average in mathematics. However, the percentage reaching the higher levels is less than the national average overall. There is no test in science at the end of Key Stage 1, but teachers' assessments placed the school's pupils close to the national average, with an above average percentage attaining the higher level 3.
3. Pupils continue to make good progress in their learning in Key Stage 2. In comparison with similar schools in 1999, this school's pupils were well above average in English, mathematics and science. In comparison with the national average, the school's pupils were in line with the average in English and mathematics and above average in science. These highly creditable results demonstrate the good progress that pupils make in their learning as they move through the key stages. Careful planning ensures that pupils build systematically on their previous knowledge and understanding.
4. Attainment in information and communications technology is at the level expected nationally at the end of each key stage. Pupils are adept in using computers and see them as a resource for their learning in subjects across the curriculum. In the other subjects of the curriculum, pupils' attainment matches what would be expected nationally at the end of both Key Stage 1 and Key Stage 2. Overall, good opportunities are taken throughout the curriculum to support pupils in their learning of skills in literacy and numeracy. The exceptions are when opportunities to develop skills in writing for different purposes are missed and when learning is un-stimulating because of the excessive use of undemanding worksheets.

**The quality of teaching is good overall and teachers work unstintingly on behalf of their pupils both in and out of class.**

5. The quality of teaching in the school is good overall. It was good in one of the lessons observed for children under the age of five and very good in the other. Thorough planning and the very good use of other adults in the school mean that all children under the age of five are constantly engaged and challenged, so that the quality of their learning is very good.
6. In Key Stage 1 and 2, the quality of teaching is good overall. In Key Stage 1, four out of seven lessons were judged to be good; the other three were satisfactory. In the satisfactory lessons, the pace of the lessons slowed because of the time taken to manage the behaviour of a few pupils. This loss of briskness affected the levels of concentration and interest of other pupils. In the good lessons, these difficulties were less apparent. In Key Stage 2, two thirds of lessons were at least good, with one third being very good or excellent: the rest were satisfactory.

7. The very good and excellent lessons are characterised by stimulating and imaginative approaches to learning, which engage pupils' interest for the whole lesson. Teachers have high expectations for behaviour and effort and very high expectations for children under five. The very good relationships between the teacher and the class mean that lesson organisation and the management of behaviour appeared almost effortless. Different work is carefully targeted to different groups of pupils so that they all have tasks which are challenging, but attainable. However, this skill in grading work to groups of pupils of different levels of attainment is not consistent across the key stages. Lessons are carefully planned and move forward at a brisk pace. Teachers know their pupils very well and are ambitious for them to be successful in their learning. This ambition is reflected in the way that work is regularly and carefully marked with supportive comments to help pupils to make further progress.
8. In an excellent English lesson for Year 6, the teacher reminded pupils of previous styles of writing they had studied by using Ted Hughes as an example. She then contrasted a piece of writing on a local theme which stimulated pupils' interest. The class moved swiftly and smoothly into group work which was challenging and thought-provoking so that the quality of learning was very good. This led to homework which reinforced the learning. In a very good science lesson for children under the age of five, an understanding of the basics of planting seeds and the conditions needed for plants to grow, was reinforced very effectively by practical work. Literacy and numeracy were well developed in the lesson, by expanding vocabulary in discussion, and practising number wherever possible, for example by counting the number of ducks in the water. Very good learning resulted because the children were challenged in a busy and motivating learning environment.
9. Where lessons were less stimulating, the management of behaviour was more time-consuming so that the pace of lessons was slower and pupils' interest and attention were reduced. This was particularly evident in some lessons at Key Stage 1. Routine activities such as an over-reliance on worksheets failed to stimulate interest and improve concentration. The movement from one activity to the next was less skilfully managed so that time was lost and the pace of the lesson slowed further.
10. Teachers give appropriate emphasis to the key skills of literacy, numeracy and information and communications technology. Speaking and listening skills are well taught and reading skills are systematically promoted as pupils move through the key stages. While writing develops satisfactorily, teachers do not systematically take opportunities to develop pupils' skills in writing in different styles, for example, by report writing in science, biographies in English or history, or descriptive and analytical writing in geography. Pupils practise a neat, if somewhat dated, style of handwriting in their handwriting books. However, they do not use this style in their day-to-day work, so that the presentation of their work is less good than it could be. Number skills are taught systematically as pupils move through the key stages and teachers take opportunities well in other subjects, such as science and design and technology, to practise the use of number skills. Teachers give pupils frequent opportunities to use information and communications technology, so that they come to think of it correctly as a tool to aid their learning in subjects across the curriculum.
11. In the most successful lessons, imaginative approaches to teaching mean that pupils are concentrating fully on their work for the whole lesson. The very good quality of learning which results is rooted in the very good relationships between the teacher and pupils. This means that pupils and teacher are working together with a unity of purpose and shared enjoyment which creates real interest and enthusiasm for learning. The quality of learning is further enhanced by the school's excellent use of resources in the community which make learning interesting and relevant. Teaching and learning are supported by excellent procedures for the assessment and recording of attainment and progress.

**The provision for children under the age of five and for pupils with special educational needs is very good.**

12. When children enter the Reception class, their average level of attainment is well below that normally found for four year olds. The very good provision made for them ensures that they make good progress in their learning. They are given good opportunities to develop their basic skills. Structured opportunities for oral work ensure that they quickly develop confidence and an understanding of the need to take turns when speaking. They are introduced to books and quickly realise that print conveys meaning. They develop early reading skills well. Similarly, they begin to write simple words and understand that words need to be grouped in a structured way to convey meaning.
13. In number, regular opportunities for practice ensures that they count in sequence at least up to ten by the time they are five. Their knowledge and understanding of the world are developed well in the areas of science, history and geography. They begin to appreciate the basics of the physical world, for example in the difference between pushing and pulling, and the world of nature, for example, in how plants grow. In history, they begin to appreciate the concept of the passage of time and, in geography, of the concept of place. Their creative and physical skills develop well as they are given opportunities to develop new skills in a planned and structured way.
14. This good progress has its roots in the way in which teachers carefully nourish the children's personal and social development. This is underpinned by the teacher's clear-sighted understanding of the needs of the age group and of how young children learn. She has high expectations for their behaviour and effort and manages them very effectively. She assesses their progress regularly and uses the information from these assessments to set them challenging but attainable targets for their further development. This very well thought-through approach to their learning means that these children quickly develop very good learning skills and an awareness of why they are learning. The good management of their learning means that they make good progress and, while their attainment remains below that of average five year olds when they leave the Reception class, they are well prepared to begin their work on the National Curriculum.
15. There is very good provision for pupils with special educational needs and, as a result, they make good progress in their learning in the Foundation Stage and Key Stage 1 and very good progress in Key Stage 2. Their progress is carefully monitored by the co-ordinator for special educational needs and this area of the school's work is overseen effectively by the governing body.
16. Children are assessed soon after entering the school (baseline assessment) so that those with potential special educational needs are identified early. Where necessary, they are placed on the school's register of special educational needs and given an individual education plan to provide them with an individual programme of learning to meet their particular needs. These plans are of good quality and their writing is shared between the teacher and the special needs co-ordinator. They are reviewed three times per year so that the school can be sure that the pupils' current needs are being met.
17. The good provision means that pupils with special educational needs have good attitudes to their work and attend school regularly. They have good relationships with other pupils and with adults. They have equality of access to the curriculum and to activities outside lessons. Their parents are fully involved in their education and are informed about their progress in line with the requirements of the special educational needs code of practice. External agencies offer support as necessary, and pupils in Key Stage 2 also have support from a specialist teacher who teaches in the school for two days per week.
18. As a result of the carefully planned support provided for them, pupils with special educational needs develop well in personal terms, as well as making very good progress in their learning.  
**Pupils' attitudes to learning are very good and behaviour and the quality of relationships are good.**
19. Overall, pupils' attitudes to school are very good. The large majority of pupils approach their work with interest and clearly enjoy being in school. Most pupils recognise that their teachers work very hard on their behalf and are very appreciative. For example, a Year 1 pupil wrote

to her teacher, 'I love you. Thank-you for everything'. Attitudes to learning are very good and most pupils are keen to be successful in their work. A Year 5 pupil, in conversation with a member of the inspection team, said, 'we are here to learn, you know'. This shared commitment to learning between teachers and pupils is a key element in the school's success in raising standards.

20. The behaviour of most pupils is good, both in and out of class. Most pupils co-operate well with each other and with adults. This results in mature relationships in most classes, which are friendly, but purposeful. Most pupils settle quickly to their work and get on with a minimum of fuss. At breaks and lunchtimes, play is lively but friendly and the inspection team found no evidence of bullying. Pupils understand the behaviour policy and how to react if harassed. They and their parents acknowledge that the school deals quickly and effectively with bullying.
21. There are a few pupils throughout the key stages whose behaviour is immature and unco-operative. Most teachers are skilled in dealing with these situations, but there are examples of lessons where the learning of other pupils is adversely affected by the time taken to manage the behaviour of a few. The majority of pupils have a good understanding of the effect of their behaviour on others.

### **There is a very good range of learning opportunities both in and out of class.**

22. Most teachers create imaginative and stimulating learning opportunities for their pupils. For example, in a very good English lesson for Year 5, pupils were considering how to write in the style of Daniel Defoe. The teacher had good learning resources, involved the whole class and asked challenging questions. The lesson moved on at a good pace, so that all pupils were engaged, and improving their knowledge, understanding and analytical skills. Similarly, in a good mathematics lesson in Year 1, pupils were being introduced to the three-times table; this created such interest that, within 24 hours, higher-attaining pupils had worked out their three- times sequence to 100 and beyond.
23. Learning is enriched by an unusually wide range of visits out of school and visitors to the school. During this academic year, the school has involved the police, the fire brigade and the school nurse. Visits have included Beamish Museum, a Roman fort, the library, the Planetarium, an outdoor activities weekend, a farm and a nature reserve. There have been road safety and first-aid courses and a visit from a dance group from Zimbabwe.
24. Learning is also supported by a wide range of activities after school, and parents are very appreciative of the amount of time that teachers devote to these activities. Pupils have opportunities to engage in a number of different sporting activities. For example, this year, after over 30 years of trying, the school has won the Durham County Cup in soccer, and is undefeated in the league, being division one champions. There are also musical and drama productions. For example, the choir performs for various groups in the community at different times of the year and pupils take part in music and drama festivals.
25. The school is very effective in providing rich and stimulating learning experiences which give pupils a good introduction to the opportunities that are available, so that they can go on to pursue them in later life if they wish to do so.

### **The school cares for its pupils very well.**

26. The school has good systems in place for monitoring pupils' progress. Information from a range of sources, including statutory and optional National Curriculum tests, is analysed rigorously. This, and the regular marking of pupils' work, means that the school has a clear picture of what pupils know and can do. This, together with the teachers' good knowledge of their individual pupils, gives the school a good basis on which to judge its strengths and weaknesses. It uses this information well to build on its strengths and identify areas for future development.
27. The school has excellent systems for assessing pupils' attainment and progress. This

information is very well used to guide the planning of lessons, and to set challenging but realistic targets for pupils. In 1999, the school exceeded its target for the number of pupils attaining level 4 or above in English in the Key Stage 2 National Curriculum tests and came close to it in mathematics. The school is on course to meet its targets for this academic year.

28. The school includes in its aims, which are outlined in its mission statement, to develop in its pupils enquiring minds and good values. An example of its concern for the welfare of its pupils is its good arrangements for child protection and for pupils' safety. It seeks a caring community with equality of access and opportunity, so that its pupils will appreciate the interdependence of individuals and, in the wider world, of groups and nations. This means that they will be aware of themselves and sensitive to others. The school's very good systems for monitoring and supporting personal development means that these challenging goals are met for the large majority of pupils and that the 'whole child' is developed as pupils move through the key stages.

**The provision for the spiritual, moral, social and cultural development of pupils is good overall.**

29. The provision for pupils' spiritual development is very good. The school's whole ethos has an impressive spiritual dimension which prompts pupils to think about what they are doing and why. This is most effectively reinforced in daily assemblies. For example, in an excellent assembly taken by the headteacher, pupils were encouraged to consider the benefits of generosity and forgiveness by a story which retained their interest and concentration. The assembly was conducted in an atmosphere of spirituality reinforced by singing and prayer. The fact that pupils continued to sing as they left the hall, meant that this atmosphere of spirituality was not lost.
30. There is good provision for moral development of pupils. They have a clear idea of the difference between right and wrong, and the school's whole ethos promotes an awareness of the need to act responsibly. All adults in the school set pupils good examples, and the fact that pupils feel valued means that they learn to value others. The fact that the school has a clear commitment to equality of opportunity, and will not tolerate any bullying, helps to reinforce the clear moral values held and practised by the vast majority of pupils throughout the school.
31. The provision for pupils' social development is very good. From the time they enter the school, the personal and social development of pupils is given a high priority. As they get older, particularly in Key Stage 2, opportunities for experiences out of class increase. In their different ways, these opportunities increase pupils' confidence and social skills. There is excellent use of Year 6 pupils in assemblies, for example in operating the overhead projector and in leading prayers, which further increases social competence. Some Year 6 pupils have produced a 'novel' to support special needs pupils in Year 4 in their learning. Visits and work in the community further develop pupils socially. They are well prepared for the next stage of their education.
32. There is satisfactory provision for pupils' cultural development. There are sound opportunities to develop an appreciation of western cultural traditions. They are introduced to the work of different artists in art lessons, and composers in music. History introduces them to developments in western culture, for example in the local links with the Roman occupation, and they are aware of the local influence of the Venerable Bede from religious education. However, the school is less successful in introducing pupils to the richness and diversity of non-western cultural traditions, many of which are now represented in our own society.

**Parents and the local community are very supportive of the school and contribute very well to the quality of pupils' learning.**

33. Parents are very appreciative of the considerable efforts that the school makes on behalf of

their children. They understand that the teachers work extremely hard and that this brings their children great benefits. Many parents, grandparents, and friends, including members of the governing body, help in school regularly, and the school values the contributions that they make. Parents appreciate the efforts that the school makes to work with them as partners in their children's learning.

34. One of the factors that has helped to promote this partnership is the school's voluntary membership of the Education Action Zone. As well as bringing extra resources into the school, both human and physical, and providing opportunities for professional development, this membership has given the school the opportunity to participate in Family Numeracy and Literacy Projects. This has enabled different groups of parents to work with their children in school for one afternoon per week, and so parents become more aware of the work their children are doing and more confident to help them at home.
35. The school's use of the local community to enrich learning is excellent. Members of the community are regularly in the school to support learning. This produces art and design and technology work of very high quality. As well as developing the necessary techniques, much of this work introduces pupils to many kindnesses that members of a community can do for each other. During the week of the inspection, a number of friends of the school, including governors, were being interviewed by Year 6 pupils about local coal mining traditions which no longer exist. In this way, not only was their study of local history enriched, but they were introduced to an array of artefacts which helped them to understand what life had been like locally in the recent past.
36. This involvement of the community not only adds to the quality of education available to the pupils, but also increases their social competence in dealing with the public.

**The leadership of the headteacher, very ably supported by his deputy and other key staff, is very good and highly effective in this community.**

37. The headteacher and his deputy have a very clear idea of what the school is trying to achieve and their vision is shared by the staff and by the governing body. There is a very clear commitment to drive up attainment, while at the same time ensuring that pupils get a rounded education and develop well in personal terms. The success of leadership and management can be seen in the good improvements made since the last inspection and the good progress made by pupils in all key stages. The school is in a strong position to continue to improve.
38. Strategic planning is effective and results from consultation with the governing body and the teaching staff. The governing body fulfils its statutory responsibilities. A number of governors are regularly active in the school and so bring a good first hand knowledge of its strengths and weaknesses to their discussions. Financial management is prudent and effective and the school has managed its falling rolls well. The school makes good efforts to ensure that its expenditure is cost effective.
39. The headteacher and deputy headteacher form the senior management team. They work closely together in an informal but effective way. Management ensures that the school's daily routines are efficient, and the headteacher is very effective in the way he monitors the quality of teaching and learning. Specific grants, for example those for professional development and special educational needs, are used appropriately. The school is well staffed to teach the National Curriculum and religious education, its accommodation is generous and well cared for and there is a good supply of resources for learning.
40. Pupils understand that the school values them and has high expectations for them. They know that if they try their best, their efforts will be appreciated. This combination of high expectations and a concern for pupils as individuals is central to the school's work and its success. It stems from the whole staff's concern that pupils should have every opportunity to reach their potential in both personal and academic terms. To this end, learning is strongly promoted, good relationships are sought and quality of education is regarded as the right of all pupils. Both parents and the wider community are very appreciative of the school's great



efforts on behalf of their children.

## **WHAT COULD BE IMPROVED**

### **Writing and the presentation of work are of variable quality.**

41. Pupils have handwriting books in which they practise neat handwriting. However, in their everyday work, they tend to ignore this neat handwriting so that the presentation of work is not given a high priority. Further, the approach adopted by different teachers to the correction and learning of spellings, is inconsistent.
42. Opportunities are missed for pupils to practise extended writing for different purposes, for example, report writing in science, formal and less formal letters, and longer pieces of imaginative and creative writing. This means that pupils' skills in writing are not developed as systematically as they might be and standards in writing are lower than other areas of English, such as speaking, listening and reading, by the time that pupils leave the school.

### **There is an overuse, and an inappropriate use of worksheets in some lessons.**

43. While most teachers are effective in creating imaginative approaches to learning, there are occasions when worksheets are used inappropriately. When worksheets are unimaginative and routine, opportunities for challenging pupils to think and develop new skills are missed. Work becomes dull and boring and pupils lose motivation. If all pupils in the class use the same worksheet, then the appropriate level of challenge for groups of pupils with different levels of attainment is not there. As a result, the work may be too demanding for some, while being insufficiently demanding for others.

## **WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?**

44. The governing body, headteacher and staff should:
  - a) improve the quality of writing across the key stages by:
    - ensuring that pupils use their neatest handwriting in all their work;
    - agreeing a consistent approach to the correction and learning of spellings;
    - creating good opportunities for pupils to practise extended writing for different purposes throughout Key Stage 2 (see paragraphs 4, 10, 41 and 42);
  - b) sharpen the process of learning by:
    - ensuring that activities planned in all lessons increase knowledge, skills and understanding for pupils of all levels of attainment;
    - using worksheets only when they are the most appropriate means of promoting progress (see paragraphs 4, 9 and 43).

## PART C: SCHOOL DATA AND INDICATORS

### Summary of the sources of evidence for the inspection

Number of lessons observed	23
Number of discussions with staff, governors, other adults and pupils	16

### Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
8	17	42	33	0	0	0

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

### Information about the school's pupils

Pupils on the school's roll	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	234
Number of full-time pupils eligible for free school meals	103

FTE means full-time equivalent.

Special educational needs	YR – Y6
Number of pupils with statements of special educational needs	2
Number of pupils on the school's special educational needs register	55

English as an additional language	No of pupils
Number of pupils with English as an additional language	2

Pupil mobility in the last school year	No of pupils
Pupils who joined the school other than at the usual time of first admission	13
Pupils who left the school other than at the usual time of leaving	4

### Attendance

#### Authorised absence

	%
School data	4.4
National comparative data	5.4

#### Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

### Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	1999	25	13	38

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	20	20	19
	Girls	12	12	12
	Total	32	32	31
Percentage of pupils At NC level 2 or above	School	84(79)	84(83)	82(91)
	National	82(80)	83(81)	87(84)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	20	20	21
	Girls	12	12	12
	Total	32	32	33
Percentage of pupils At NC level 2 or above	School	84(88)	84(88)	87(79)
	National	82(81)	86(85)	87(86)

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

### Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	22	20	42

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	17	15	19
	Girls	17	16	17
	Total	34	31	36
Percentage of pupils At NC level 4 or above	School	81(78)	74(81)	86(89)
	National	70(65)	69(59)	78(69)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	12	17
	Girls	16	16	17
	Total	25	28	34
Percentage of pupils At NC level 4 or above	School	76(81)	76(85)	83(89)
	National	68(65)	69(68)	75(72)

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

### **Ethnic background of pupils**

	No of pupils
Black – Caribbean heritage	0
Black – African heritage	0
Black – other	0
Indian	2
Pakistani	0
Bangladeshi	0
Chinese	0
White	232
Any other minority ethnic group	0

*This table refers to pupils of compulsory school age only.*

### **Teachers and classes**

#### **Qualified teachers and classes: YR – Y6**

Total number of qualified teachers (FTE)	11.5
Number of pupils per qualified teacher	20.3
Average class size	23.5

#### **Education support staff: YR – Y6**

Total number of education support staff	1
Total aggregate hours worked per week	35

### **Exclusions in the last school year**

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	2	0
Other minority ethnic groups	0	0

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

### **Financial information**

Financial year	1999-2000
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	£
Total income	479,619
Total expenditure	475,348
Expenditure per pupil	2,023
Balance brought forward from previous year	47,544
Balance carried forward to next year	51,815

## Results of the survey of parents and carers

### Questionnaire return rate

Number of questionnaires sent out	234
Number of questionnaires returned	119

### Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	60	34	4	1	0
My child is making good progress in school.	64	34	2	0	0
Behaviour in the school is good.	45	45	4	1	2
My child gets the right amount of work to do at home.	53	36	8	1	1
The teaching is good.	66	31	2	0	1
I am kept well informed about how my child is getting on.	60	33	4	2	1
I would feel comfortable about approaching the school with questions or a problem.	75	24	0	0	1
The school expects my child to work hard and achieve his or her best.	74	25	1	0	0
The school works closely with parents.	60	34	4	0	1
The school is well led and managed.	71	24	3	0	1
The school is helping my child become mature and responsible.	64	33	2	0	1
The school provides an interesting range of activities outside lessons.	55	36	5	1	4

### Summary of parents' and carers' responses

3 questionnaires had written comments.

- 1 Little swimming because of baths not working or instructor off.
- 2 Very supportive of the school: concern about head lice.
- 3 School excellent, but a few children's behaviour is aggressive and less confident children are bullied.