

INSPECTION REPORT

CLEVES CROSS PRIMARY SCHOOL

Ferryhill, Durham

LEA area: Durham

Unique reference number: 114093

Headteacher: John Hepplewhite

Reporting inspector: G R Alston
20794

Dates of inspection: 17 – 21 January

Inspection number: 190473

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

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INFORMATION ABOUT THE SCHOOL

Type of school: Infant and Junior

School category: Community

Age range of pupils: 4 - 11

Gender of pupils: Mixed

School address: Ferryhill
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Appropriate authority: The Governing Body

Name of chair of governors: Mr C Magee

Date of previous inspection: November 1996

INFORMATION ABOUT THE INSPECTION TEAM

Team members		Subject responsibilities	Aspect responsibilities
Mr G Alston	Registered inspector	Special Educational Needs	What sort of school is it? What should the school do to improve further?
		Science	School's results and achievements
		Design & Technology	How well are the pupils taught?
		Physical Education	
Mr A Smith	Lay inspector	Equal Opportunities	Pupils' attitudes, values and personal development
			How well does the school care for its pupils?
			How well does the school work in partnership with parents?
Miss L Spooner	Team inspector	English	How well is the school led and managed?
		Art	
		Geography	
		Music	
Mrs L Short	Team inspector	Under fives	How good are the curricular and other opportunities offered to pupils?
		Mathematics	
		Information Technology	
		History	
		Religious Education	

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Inspection Quality Division
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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Cleves Cross School is an averaged sized primary school with 210 pupils ranging from 4 – 11 years in age. There are very few pupils with parents from another culture, although there is a small number of pupils from traveller families, and the number of pupils entitled to free meals is above the national average. The number of pupils identified as having special needs due to learning or behavioral difficulties is below the national average and pupils' attainment on entry is at the expected level. There are five pupils who have a statement of special needs. This is a popular school and is unusual in that there are a lot more boys than girls in the school.

HOW GOOD THE SCHOOL IS

This is a caring school that expects and gets good results and good behaviour from its pupils. Pupils are well taught and achieve good standards in English, mathematics and science. The school is effectively led and managed by the headteacher with support from staff and governors and as a result gives good value for money.

What the school does well

- Overall, the quality of teaching is good, particularly for children under five and for older pupils in Key Stage 2. This results in pupils making good progress, particularly in English, mathematics and science.
- The 1999 National test results at the end of Key Stage 2 in English, mathematics and science are above average and much better than other schools with pupils from a similar background.
- The headteacher, with the support of a conscientious staff, provides good leadership and in consultation with a dedicated governing body ensures that money is used effectively.
- The pupils behave well, form good relationships and try hard with their work.
- Teachers are very conscientious and successfully provide a happy, caring environment for pupils.
- Pupils with special needs make good progress; they receive effective help in the classroom from high levels of support staff.
- The school has good links with parents and the community. The support parents give pupils in school and at home is a great help to them.
- Good provision is made for pupils' personal development, particularly for social and moral development.
- The school gives good value for money.
- There is a good range of activities provided for pupils outside the school day that enriches the curriculum.

What could be improved

- The standard of pupils' handwriting is not good enough in Key Stage 2, and across the school pupils are not given sufficient opportunities to write at length in other subjects other than English.
- In information technology pupils have limited skills in modelling and control and they are not given enough opportunities to use their skills in other subjects. The school has plans to improve this.
- The length of lessons in mornings in Key Stage 2 is long and many younger pupils find difficulty in concentrating towards the end of the lesson. The school has plans to review this.
- There is no specified area or equipment for children under five for outdoor play.
- Pupils are assessed in foundation subjects but the information is not sufficiently well recorded to be easily accessible to teachers.

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 November 1996 and has made good progress in its planned programme of improvement. The school has an effective behaviour policy in place which teachers apply consistently resulting in good behaviour from pupils. The overall quality of teaching has improved, and the number of lessons judged to be of good quality has risen from one third to one half. However, teaching remains unsatisfactory in a small number of lessons, mainly in one class, despite the school's effort to improve it. Teachers' planning has improved and lesson plans clearly identify what pupils are to learn. The school has appropriate systems to identify pupils with special needs and provision for these pupils is good. Through a planned programme, the school effectively provides opportunities for pupils' personal development and there are many opportunities in lessons for pupils to show initiative and be responsible for their own learning. The role of the deputy headteacher has been extended and now contributes to school developments for example, through monitoring curriculum planning and developing homework policies. All these factors have improved the quality of teaching and in turn have raised standards, particularly in English, mathematics and science. The priorities the school has identified for development along with its enthusiasm and commitment to higher achievement, give the school a good capacity for further improvement.

STANDARDS

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

Performance in:	compared with				Key
	All schools			similar schools	
	1997	1998	1999	1999	
English	D	E	B	A	Well above average A Above average B Average C Below average D Well below average E
Mathematics	A	E	A*	A*	
Science	A	D	A	A*	

The information shows that results in mathematics are in the highest 5% nationally, in science are well above the national average and above average in English. Compared to schools who have pupils with a similar background, results are much better in all three subjects. Trends over time show an overall improvement, although results fell in 1998 due to a larger than normal number of pupils with special needs in the Year 6 class. Inspection findings agree with test results; pupils achieve well in all three subjects reaching above average standards. The results of the 1999 National tests for 7-year-olds show that results are average in reading and mathematics and above average in writing. When the school's results are compared with schools with pupils from similar backgrounds they are much better in reading and writing and better in mathematics. Inspection findings show pupils' attainment is better. Pupils achieve well and the proportion of pupils who will reach the expected level in reading, writing and mathematics is above average. The impact of the Literacy and Numeracy strategy is helping to raise standards. In information technology, at the end of Key Stage 1, pupils' attainment is in line with national expectations, however, at the end of Key Stage 2, pupils' attainment is below national expectations. In religious education pupils' attainment at the end of both key stages is at the level expected by the Locally Agreed Syllabus. Across the school, pupils achieve appropriately in most subjects doing well in music and physical education in Key Stage 2. This shows that standards have been maintained. There is no significant difference in the progress made by boys and girls although test results show girls do better than boys. Pupils with special needs make good progress in relation to their prior attainment as a result of the good support they receive. The school is achieving high standards and has already met the targets it has set itself in national tests.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Pupils are keen to learn. They settle quickly to tasks and concentrate well. They are proud of their school and give of their best.
Behaviour, in and out of classrooms	Behaviour both in lessons and around the school is good. Pupils care for one another, showing respect for adults and other pupils.
Personal development and relationships	Personal development is good and pupils have a clear sense of responsibility. Relationships are positive.
Attendance	Attendance is good and pupils enjoy coming to school.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	Aged 7-11 years
	Very good	Good	Good. Very good in classes with older pupils

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

Overall, the quality of teaching is good, and is particularly strong for children under five and in upper Key Stage 2. Teachers successfully meet the needs of all pupils. Across the school, 93 per cent of teaching was satisfactory or better, and nine per cent very good. However, 7 per cent of the teaching was unsatisfactory. The teaching of English and mathematics is good and the skills of literacy and numeracy are effectively taught. Pupils are well motivated by the tasks teachers prepare. Teachers have high expectations of pupils' behaviour and work output and pupils try hard to reach the high standards they are set. Due to the length of lessons in the morning pupils in Key Stage 1 and younger pupils in Key Stage 2 find difficulty in concentrating towards the end of lessons, and as a result their work output falls.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	The curriculum is broad and balanced with a strong emphasis on literacy and numeracy. There are not enough opportunities for pupils to use their literacy and information technology skills across other subjects. No outdoor play facilities for under fives. Good range of out of school activities.
Provision for pupils with special educational needs	Good provision; work planned to meet needs. Effective support helps pupils to achieve the targets set in the areas highlighted in their education plans.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Learning opportunities for pupils' personal development are good. Good examples of older pupils working with younger pupils with reading or on the computer. Good provision for pupils' moral and social development.
How well the school cares for its pupils	The school provides a secure, caring environment. Teachers know their pupils well, and good assessment helps teachers build on pupils' past learning. Information gained from assessment in foundation subjects is not easily accessible.

Parents support the school well, both in raising funds and by helping pupils at home or in school with their work. The school tries hard and successfully keeps parents informed about the work of the school and of their children's progress.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	The headteacher provides good leadership and a clear sense of direction. There is a good team approach in decision making. Coordinators effectively manage their subjects. The teaching is monitored carefully.
How well the governors fulfil their responsibilities	Governors are very supportive and carry out their duties purposefully. They successfully monitor and evaluate the work of the school.
The school's evaluation of its performance	The school carefully evaluates its performance. Where areas have been identified they consider and implement ways to improve them.
The strategic use of resources	The school uses the money it receives well and deploys its resources effectively. In view of the above average standards achieved, the average income, effective teaching, and the good progress made by pupils who have average attainment on entry, the school gives good value for money.

The school applies the principles of best value in purchasing equipment and services.

PARENTS' AND CARERS' VIEWS OF THE SCHOOL

What pleases parents most	What parents would like to see improved
<ul style="list-style-type: none">• The quality of teaching• The behaviour of pupils• The progress pupils make• The management and leadership of the school• The information the school provides• The school is approachable	<ul style="list-style-type: none">• The amount of homework pupils receive• More activities out of school• Information about class topics

Inspectors' judgements support parents' positive views. It does not support two of the views in which parents expressed concern. Homework is consistently given and supports pupils' learning. The school provides a good range of activities out of school and many pupils enjoy this provision. However, the school does not inform parents directly of topics which classes cover each term.

PART B: COMMENTARY

HOW HIGH ARE STANDARDS?

The school's results and achievements

- 1 In the 1999 national tests the proportion of pupils at the end of Key Stage 1 reaching the expected level (Level 2) and above was in line with the national average in reading and mathematics, and above in writing. The proportion of pupils achieving the higher level (Level 3) was well above the national average in mathematics, in line in writing and below in reading. The results in 1999 were higher than in the previous year; this reflects the greater numbers of special needs pupils who took the test in Year 2 in 1998. Trends over time show a gradual improvement except for 1998. At the end of Key Stage 2, the proportion of pupils achieving the expected level (Level 4) and above was very high in comparison to the national average in mathematics, well above in science and above in English. The proportion of pupils achieving the higher level (Level 5) was well above the national average in English, mathematics and science. Trends over the past four years show a significant rise from 1996 to 1999 but a fall in 1998. The results in 1998 were not as good because there was a higher proportion of lower attaining pupils in the Year 6 class than is the norm for the school. The trend in improvement in test results is better than the national trend. Inspection findings reflect test results at the end of Key Stage 2, but pupils' attainment at the end of Key Stage 1 is better. The impact of the Literacy and Numeracy strategy is helping to raise standards. Test results indicate a wide variation in the results of boys in comparison to girls in English, mathematics and science at the end of Key Stage 2. This was not apparent in the work seen or in observing lessons during the inspection. The school has identified this and has targeted groups for extra support.

- 2 On their entry to the school, the attainment of most children is around the level expected for their age, although there is a wide range of abilities. Overall, the under-fives achieve well in the reception class and, by the time they reach compulsory school age, they achieve slightly higher than expected standards in their personal and social development, language and literacy, mathematics, and knowledge and understanding of the world. A lack of outdoor play facilities restricts the progress in children's creative and physical development. However, most children achieve the expected levels in these areas of development. Children are confident and articulate in talking, and enjoy listening to stories. In reading, they are familiar with letters and their sounds, and can compose simple sentences in their writing. In mathematics, they can understand number values and recognise numerals to 20. They share equipment well and are beginning to work collaboratively. They are developing good attitudes to learning, sustain concentration, persevere with their work and show some independence. There is sufficient planning for continuity and progression between both members of staff to link the small steps required to achieve the skills laid down in the desirable learning outcomes.

- 3 Overall, pupils achieve well in English, and their attainment by the end of both key stages is above the national average. Progress is good in writing and reading, and satisfactory in speaking and listening. By the end of Key Stage 1, pupils' attainment is above the national average in reading and writing and in line in speaking and listening. By the end of Key Stage 2, attainment is above average in reading and writing and in line in speaking and listening. By the end of Key Stage 1, pupils listen carefully, and speak confidently when making responses. By the end of Key Stage 2, they contribute

appropriately to class discussions and are able to explain clearly what they have learnt. However, skills in recounting, explaining or answering questions at length are not as strong. In reading, all pupils show a developing enthusiasm for books and display an appropriate range of strategies for becoming independent readers. By the end of Key Stage 1, pupils can successfully read from a range of texts. When reading aloud many use good expression and demonstrate a secure understanding of what they have read. By the end of Key Stage 2, pupils have good library skills, and can use scanning and skimming skills successfully to find information. In writing, by the end of Key Stage 1, most pupils can express their ideas clearly. Standards in spelling and the use of grammar are good and handwriting skills are satisfactory. By the end of Key Stage 2, most pupils can write for different purposes, producing interesting, lively accounts. Spelling, grammar and the use of punctuation are good. However, the standard of handwriting is below the level expected. There are insufficient opportunities for pupils to develop their extended writing skills in other subjects.

- 4 Pupils achieve well in mathematics and their attainment is above the national average by the end of both key stages. All pupils make good progress in both key stages. In Key Stage 1, pupils are competent in shape recognition and using mathematical language. They have a good understanding of the place value of tens and units and can competently add and subtract two and three figure numbers. By the end of Key Stage 1, good mental skills are evident and pupils can explain their strategies. All pupils can collect information and record their results on graphs. By the end of Key Stage 2, pupils are confident with mental recall of their tables and can multiply and divide large numbers accurately. Most pupils are developing their own strategies for solving problems and can explain their reasoning. All pupils have good skills in finding areas and perimeters of shapes, fractions, decimals, and graphs, reaching levels above those expected for their age. Data-handling skills are good and in many instances pupils use appropriate computer programs well. This is an area for development. Pupils' knowledge of shape, space and measures is good.
- 5 In science, pupils achieve well and their attainment by the end of both key stages is above the national average. Overall, their progress is good. By the end of Key Stage 1, pupils are developing a good scientific approach and exhibit sound skills in observation and communicating their findings. By the end of Key Stage 2, pupils' ability to recognise the need for a fair test, and to plan and carry out their own experiments and select relevant equipment is good. Pupils have a well-developed science vocabulary and good investigative skills. They have good knowledge of the natural world, materials and their properties, and the physical world.
- 6 In information technology, by the end of Key Stage 1 pupils achieve appropriately and their attainment is in line with national expectations. By the end of Key Stage 2, pupils achieve appropriately in some aspects but underachieve in their control and modelling skills. By the end of Key Stage 1, most pupils are confident in using a computer and understand the basic functions of the keyboard and a mouse. Pupils can use a range of programs and programme a 'floor robot'. By the end of Key Stage 2, pupils have a sound facility with desktop publishing, and creating a spreadsheet. They have appropriate skills in word processing, and can save their own work, find information on the CD ROM and use icons and menus. They have little opportunity to use their control and modelling skills and as a result these skills are not at the expected level.

- 7 By the end of both key stages, pupils achieve appropriately in religious education and standards are in line with the expectations of the Locally Agreed Syllabus. Pupils, including those with special needs, make satisfactory progress. Pupils have a wide knowledge of Christianity and a satisfactory knowledge of other religions, such as Judaism and Hinduism. They can make comparisons between the different religions and they can discuss similarities and differences. Their opinions show respect, interest and thoughtfulness.
- 8 Since the last inspection standards have been improved in reading, writing and mathematics in both key stages. Pupils' attainment has been maintained in information technology in Key Stage 1, and, although standards have fallen in Key Stage 2, they are set to rise again after a major investment in resources and staff training. At the end of both key stages, the standard of pupils' work is at the level expected for their age in art, design and technology, geography, history, music and physical education. This shows that standards have been maintained in all these subjects. Pupils achieve appropriately, and in lessons progress is always at least satisfactory, and in about 50 per cent of lessons is good. Over time, pupils make sound progress in art, design and technology, geography, history, music and physical education. Pupils display satisfactory creative skills developed through art, music and design and technology. There is no significant difference in the progress made by boys and girls.
- 9 Across the school, pupils' literacy skills are not given sufficient emphasis in other subject areas. Pupils' writing skills are not used well. Insufficient opportunities are provided for pupils to write at length and for different purposes; for example, in religious education, geography and history. However, there are appropriate opportunities for reading for information. The learning in many subjects is enhanced by opportunities to use research skills; for example, in history and geography. Pupils' numeracy skills are used effectively to classify, compare and measure in several subjects; for example, in art, design and technology, geography, information technology and science. The school is on course to meet the high targets it has set itself for literacy and numeracy.
- 10 Pupils with special educational needs achieve well and make good progress towards the targets set for them in their individual education plans. This is because tasks in the classroom are planned effectively by the teacher to meet their needs and the classroom assistant provides good support. For example, in Year 1 when pupils were investigating materials to decide which ones would be best to wear in winter to keep warm and dry, the quality of help given was necessary for pupils to complete the task competently. Both gifted pupils and pupils from traveller families are well provided for.

Pupils' attitudes, values and personal development

- 11 Good attitudes to learning are exhibited by almost all pupils. In reception, children settle quickly into the school's routines and establish a positive approach to learning. Through both key stages pupils enjoy school life and are keen to learn and work hard. They are well motivated and responsive to the positive praise and encouragement offered by all staff and the good quality of teaching. In a few isolated instances, a few pupils find difficulty in sustaining their concentration and motivation to stay attentive. These instances are where lessons are over long and the teaching is less well targeted to the individual needs of those pupils. Pupils enjoy displaying their work to both adults and other pupils.

- 12 Pupils' behaviour overall is good. For example, at morning break times, which the school has staggered to allow pupils ample space to play, the pupils interact with each other in a generally thoughtful manner. They recognise the playground rules for the active and quieter areas. During the inspection pupils were seen to behave well and quickly settled to work with positive effort. There was no aggressive behaviour or bullying observed and in conversation with pupils they expressed no concerns as well as being fully aware of what to do if they should feel threatened i.e., go straight to a member of staff and relate their concerns. There have been no exclusions from the school in recent years; this is below the average for schools of this size. Pupils accept and almost all respond well to the school's positive behaviour policy, which is followed carefully by staff in order to maintain the positive and caring learning environment.
- 13 Personal development of pupils is good throughout the school. Pupils are eager to accept responsibilities, acting as classroom monitors, helping staff and tidying their own desks and classrooms. The school is tidy and very little litter is evident. This is in part due to the pupils' respect and ownership of the school and grounds. They collect litter and place it in the tidy bins provided. Older pupils read to younger ones, help them on the computer and take general care around the school of the younger and less confident. Relationships are good between all adults and pupils and between pupils themselves. For example at lunch times, which are staggered due to the hall size and school numbers, there is a very positive and also respectful manner between pupils, teachers and lunchtime personnel. An example that was noted was of pupils caring for other less able pupils before adults could intervene in order to assist them.
- 14 Attendance is good, and at 95 per cent is slightly above the national average of 94.1. Both authorised and unauthorised absence at 5 per cent and 0 per cent are better than the national averages of 5.4 per cent and 0.5 per cent respectively. Pupils are eager to come to school and several arrive early. The school's attendance monitoring involves following through on any absences fully. The good quality attitudes, behaviour, personal development and relationships and attendance across the whole school enhance the education the school offers.

HOW WELL ARE PUPILS TAUGHT?

- 15 In the previous inspection the quality of teaching was unsatisfactory in seven per cent of the lessons seen, mainly in Key Stage 2, and as a result a Key Issue for the school was to improve the overall quality of teaching in Key Stage 2. Unsatisfactory teaching was linked to an inconsistent approach to the management of pupils, work not sufficiently matched to pupils' needs and time in lessons not well used. Overall, the quality of teaching has improved and very few examples of unsatisfactory teaching were seen. The quality of teaching has been maintained and improved in Key Stage 1 and successfully improved in most classes in Key Stage 2. The amount of teaching judged to be good or very good has improved. A number of factors have contributed to the improvement in the overall quality of teaching;
- the development of effective strategies to manage pupil behaviour:
 - a raising of teachers' expectations through target setting:
 - teachers' short term planning has improved:
 - lessons have clear learning objectives.
- A number of other factors have also contributed to the improvement in teaching. There have been a number of teaching staff changes and staff training in the school has been beneficial in improving the teaching of English, mathematics and information technology.

Most of the unsatisfactory lessons were in one class and the school has tried hard to improve this situation by providing support and advice through regular monitoring. This has yet to be successful. In Key Stage 1 and for younger pupils in Key Stage 2, some pupils find it difficult to concentrate towards the end of the lesson and do not work productively because of the length of the lesson. This is especially true in morning sessions.

- 16 Overall, the quality of teaching is good ensuring pupils achieve well in lessons and over time. The teaching is particularly strong for children under five where all the teaching was at least good, with over 30 per cent of the teaching very good. Across the school, in 93 per cent of the lessons observed teaching was satisfactory or better; and in nine per cent of lessons teaching was very good. In seven per cent of lessons the teaching was unsatisfactory.
- 17 Overall, the teaching for under-fives is very good and enables children to acquire new knowledge and skills. Teachers' planning is extensive and carefully based on the desirable outcomes for children's learning. Relationships are very good and the teacher has a good understanding of the needs of young children in these areas. The nursery nurse and the teacher cooperate and work well together, planning interesting activities to build the children's confidence and increase their understanding in these areas of learning. In a very good mathematics lesson aimed at increasing children's understanding of addition, the teacher interacted well with the children; and good informal assessment took place leading to each successive step building effectively on children's past knowledge. The lesson was well organised to encourage children to work on their own and be responsible for their own learning.
- 18 In Key Stage 1 the teaching is good. In the lessons seen the teaching was almost always at least satisfactory and was good in 54 per cent of lessons. One lesson was unsatisfactory. The good quality of teaching provides pupils with opportunities to apply their intellectual and creative effort in their work and to make good progress. Where teaching is good, careful preparation provides a good range of resources to support pupils' learning and they are well motivated by praise and encouragement. The teacher has high expectations of pupils and they respond enthusiastically. Lessons are well planned and organised, providing pupils with challenging tasks. An example of good teaching was in a science lesson when pupils discussed the properties of different materials and how this affected their use. Questioning was used effectively to promote and assess understanding. The teacher had high expectations of pupils and valued their contributions to the discussion. In completing the task pupils worked productively and at a good pace. In the Literacy Hour, teachers have established good classroom routines for pupils and there is an industrious working atmosphere. Pupils are able to work well independently and concentrate for long periods. When parent helpers and support staff are present they are used purposefully and provide good support for pupils for example, in mathematics and English. In the unsatisfactory lesson, the higher attaining pupils were not sufficiently well challenged and as a result made little progress in the lesson. This resulted in pupils being off task at times and a little noisy.
- 19 In Key Stage 2, the teaching is good, and is especially strong in the upper key stage. In most lessons the teaching was at least satisfactory; it was good in 50 per cent of the lessons, and very good in nine per cent. However, six per cent of lessons were unsatisfactory and most of them were in one class. The best lessons are well planned, cater for the needs of all pupils, have a clear purpose, include challenging activities and

proceed at a good pace. In a good mathematics lesson with higher attaining Year 5 and 6 pupils concerned with using factors to help with multiplication, for example, the teacher used an effective range of teaching strategies and had high expectations of what pupils could achieve and how they should behave. In this lesson, discussion and questions were used well to challenge pupils and to check understanding. Whole class teaching was effective, but pupils also had the opportunity to work independently or collaboratively, which they did well. In a good English lesson with Year 5 and 6 lower attaining pupils when pupils were making their own notes from text, the teacher used her time well in monitoring and supporting pupils as they worked. Opportunities to develop pupils' skills were effectively taken. Pupils are clear as to what they are trying to achieve and the teacher keeps them informed on how well they are doing and how they can improve. In unsatisfactory lessons, the main weakness was the teacher's inability to effectively match the work to pupils' previous learning, resulting in pupils' not being able to complete the task and little learning takes place. In another lesson the teacher's instructions were not clear or precise enough and as a result the pupils are not clear what is to be achieved. For example, in a science lesson, when pupils were asked to investigate how switches work they were unsure of what they were trying to find out and as a result gained little in their understanding of how a switch works.

- 20 Teachers have a sound knowledge and understanding of the subjects they teach. Overall, the help given to pupils by support staff in English and mathematics is very beneficial to pupils. Particularly well taught subjects are English, mathematics and science in both key stages, information technology in Key Stage 1, and music and physical education in Key Stage 2. There is good continuity between those lessons that are part of a series, especially in English and mathematics. The introduction of the National Literacy Strategy has helped to improve the teaching of English. Pupils are effectively taught literacy skills. Lessons are very clearly focused ending with effective plenary sessions to check on pupils' learning. Basic skills are well taught during group work and great emphasis is given to this in the lessons. Overall, the teaching of mathematics is good and the structure of the lesson is in line with the National Numeracy Strategy. Teachers make effective use of verbal and mental activities to give pace to the start of the lesson. There is a range of appropriate tasks for pupils of all abilities and teachers intervene as pupils work to challenge pupils' thinking. At the end of the lesson good use is made of the plenary session to check on pupils' learning.
- 21 Homework is used appropriately to support the work in classrooms. The regular use of homework is effective in promoting the development of reading, spelling and mathematics. Good use is made of the reading diary, particularly in Key Stage 1, and it has great value as an effective link between home and school. Parents are happy with the amount of homework given.
- 22 The pupils with a statement of special educational needs are well supported. They receive good individual help in the classroom from support staff and have access to all areas of the curriculum. Individual education plans exist for all pupils who have been identified as having special needs. They are well structured and identify appropriate and realistic goals. Overall, pupils achieve well and make good progress towards the targets set for them in their plans. Teachers plan tasks based on pupils' individual plans and support staff are well briefed to work with small groups; as a result pupils make good progress. For example, in a Year 1 literacy lesson when pupils were recording the main incidents in a story, the support was well used in helping pupils who found difficulty concentrating remain on task. Higher attaining pupils are well catered for particularly in

English, mathematics and science. Pupils are banded in Key Stage 2 for English and mathematics which provides teachers with opportunities to set challenging tasks and to further extend pupils' thinking through well chosen questioning. The very small number of pupils from travelling families are well supported by the school and receive effective help from a visiting teacher.

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

- 23 The school's curriculum is broad and balanced. It reflects the aims of the school in promoting pupils' intellectual, physical and personal development in a relevant curriculum. Statutory requirements are met in the delivery of the National Curriculum and religious education. Emphasis is given to literacy and numeracy. The planning is good in providing coverage of all aspects of the national Desirable Learning Outcomes in the areas of learning for children under five, although provision for physical development is restricted by the lack of outdoor facilities for this age group. The curriculum links to the national curriculum where appropriate and so provides good continuity and progression for all pupils of reception age.
- 24 Literacy and numeracy receive a very high profile and the school's implementation of both the Literacy and Numeracy strategies is good. This has had a good impact on pupils' learning and improved standards of attainment. Setting for Key Stage 2 pupils with different attainment in literacy and numeracy is having a positive impact on learning and attainment in these subjects, particularly in the older classes.
- 25 The provision for pupils with special educational needs is good. The school has continued to develop its provision since the last report and there are clear processes for identifying such pupils at an early stage in their education. Individual educational plans are written for all pupils on each stage of the special needs register. Individual educational plans for literacy, speech and language, behaviour and moderate learning difficulties generally contain appropriate short term targets linked to appropriate strategies. Class teachers and special needs support staff work closely together and ensure that pupils who are withdrawn from classes for extra support are covering the same subject work at a level appropriate to their needs. The pupils who have special educational needs are identified early and provided with good support. Provision fully meets the requirements of the Code of Practice and statutory reporting requirements.
- 26 In general, all pupils, including those pupils with special educational needs and pupils from traveller families, enjoy equal access to the curriculum, including extra curricular activities. However, some pupils are withdrawn for music teaching and miss the same subjects every week which can have an impact on their learning, although teachers do try to make sure that pupils are updated on their return to the classroom.
- 27 Sex education and health education, including awareness of the misuse of drugs, are planned as part of science topics. Personal and social education is systematically taught and has a positive impact on behaviour and self esteem.

- 28 There are good procedures in place for when pupils first enter school in the reception class. The children visit reception with parents prior to entry. Transition arrangements are good for transfer to secondary education; meetings and visits are arranged to help smooth the transition and staff from year seven visit Year 6 during English, mathematics and science lessons. The head teacher from the secondary school also visits during school assemblies.
- 29 The teachers are planning effectively for English and mathematics, using the national guidelines for literacy and numeracy. The focus on developing progression in knowledge and skills for pupils of different prior attainment, along with classes being set for different attainment groups, is aimed at raising standards. Short term plans have been reviewed and are now monitored to ensure they include clear aims and objectives for lessons and that the pupils are informed of learning objectives for lessons. The lessons are carefully planned; there are clear objectives for each part of the lesson, and the work is interesting and challenging, particularly for pupils in upper Key Stage 2. There are, however, too few opportunities planned to promote pupils' skills in extended writing in subjects other than English, which has an impact on standards in writing across the school as well as on the amount of recorded work in these subjects. At times, this is as a result of a shortage of time for pupils to record their ideas. Literacy and mathematics both include planning for the use of information technology, but other subjects are not advanced enough in their planning to use information technology productively.
- 30 The school provides a very good range of extra curricular activities for pupils, particularly in Key Stage 2. During the year these include sport and dance as well as study classes for Year 6 pupils in order to raise standards in literacy and numeracy. Pupils are peers teaching others in the chess club. Visits and visitors from the community provide added support in teaching and learning and pupils visit museums and local places of interest as part of topic work, for example Beamish Museum, Hamsterly Forest and Durham City and cathedral. The oldest pupils also have a residential field study week each year to develop personal and social skills as well as support curriculum work.
- 31 Learning opportunities for pupils' personal development are very good and most pupils are confident and delightful. The provision for spiritual and cultural development is satisfactory, and for moral and social development it is very good, and is a strength of the school.
- 32 Provision for spiritual development is satisfactory. Although collective worship meets statutory requirements and makes a positive contribution to pupils' spiritual development, the lack of school assemblies limits the opportunities to develop pupils' spiritual development. Opportunities are used to encourage pupils to reflect and to develop aesthetic awareness in literature and in everyday life. However insufficient emphasis is given to providing opportunities for pupils to respond to natural and created beauty in art and music, or to celebrate their achievements by having a broader range of pupils work on display in classrooms. There is a good sense of school community and as a result pupils have high self-esteem.

- 33 Provision for moral development is very good. Aspects of moral education are taught and a clear discipline code means that pupils know the difference between right and wrong as well as acceptable and unacceptable behaviour. Pupils learn to respect themselves and others. Parents support the values promoted by the school. Pupils are given opportunities to evaluate their behaviour and to discuss moral issues in curriculum topics and in personal and social education lessons. These have had a very positive impact on pupils' moral values.
- 34 Provision for social development is also very good. In the previous report it was found that there was inconsistency in the behaviour management of pupils. The school has made good progress to address this issue through the implementation of a behaviour policy and applying this consistently in all classes.
- 35 Reception staff give much time to settling children into the school's routines and older pupils are involved in this process. In all classes, pupils are encouraged to help each other and work cooperatively on projects. There are very good examples of peer teaching where pupils help the youngest pupils on the computer, promoting both social skills as well as self-esteem. Pupils' willingness to help and their reliability are further developed in tasks in classrooms and around the school. Activities such as playing maths games in lessons provide opportunities for cooperation and fair play. After school activities provide opportunities for pupils to cooperate in team games and to compete against other schools. Pupils join other schools to perform at the inter school music festival.
- 36 Provision for cultural development is satisfactory overall. Pupils have a good sense of their own culture and traditions and have very good opportunities to visit local places of interest and talk to visiting specialists. Provision for multi-cultural awareness is satisfactory. Pupils learn about other religious beliefs and festivals in religious education, and about the places and the way of life of others in geography. However, there are few opportunities and limited resources to study the richness of other cultures through the more creative aspects of the curriculum, such as music and art.

HOW WELL DOES THE SCHOOL CARE FOR ITS PUPILS?

- 37 Pupils are well cared for by the school, which is effective in promoting the welfare and safety of its pupils. The atmosphere throughout the school is one of care, with staff well committed to the support of all of their pupils in order to enrich the learning potential available.
- 38 The headteacher has responsibility for child protection. He has received training and there are sound procedures in place, which the staff are aware of, with regular information being transmitted to individuals as required. The school has satisfactory contacts with the relevant agencies. There is an effective health and safety policy in place with members of staff and the governing body involved in on-going review. The school successfully supports pupils with special educational needs through well established procedures which meet with the Code of Practice for pupils with special educational needs for the early identification, monitoring and targeting of teaching support. The effective links with outside agencies make a positive contribution to the quality of education of these pupils.

- 39 Pupils are well assessed academically in English, mathematics and science. However, assessment is less effective in the foundation subjects such as geography, history and design and technology where it is more difficult for teachers to access this information easily or to gain a clear picture of what pupils know, understand or can do. The day-to-day assessments by teachers of pupils' learning, are used well to assist future lesson planning. Good practice was seen in a Year 3 class where a teacher carefully assessed pupils based on the learning objectives highlighted in the lessons. Pupils' assessment in personal skills is carried out throughout the school. For children under five, for example, the individual monitoring of pupils permits targeted support to be correctly focused as necessary. The individual monitoring of pupils by teachers supports their needs in personal, social and health areas.
- 40 The behaviour and discipline policy is in place and well defined. All staff are consistent in their continuous and positive approach to its beneficial use across the school. Parents and pupils are fully aware of the school's views on the requirement for good behaviour and the need to maintain an absence of any type of bullying. No inappropriate behaviour or any incidents of bullying were observed during the inspection. Pupils' behaviour is appropriately monitored and where there is concern, effective strategies are used to improve individual pupils' behaviour. The school has an attendance policy, which is also applied by all to monitor in order to continually improve the school's sound attendance and absence levels.
- 41 Children are introduced with care into school in an attempt to minimise any stress or worries for both children and parents. There are also good arrangements for transfer to secondary school and there is appropriate help and advice to support pupils and parents.

HOW WELL DOES THE SCHOOL WORK IN PARTNERSHIP WITH PARENTS?

- 42 The good links with parents highlighted in the last report have been maintained. The school's partnership with parents is good overall. The information provided by the school is good. This was confirmed by parents at their meeting with inspectors. The analysis of the questionnaire returns further demonstrates that parents are generally happy with the quality of information supplied. Other aspects of the school which parents felt happy about are the school's open access, the availability and positive communications and their own involvement in the life of the school for the benefit of the pupils. The three areas in the returned questionnaires where slightly less satisfaction was indicated are in homework, the range of out of school activities provided and the extent to which school works with parents. Inspectors' judgements indicate that homework is effective in supporting pupils' work in lessons, that the school provides a good range of out of school activities and the school works well with parents. However, the school does not provide sufficient termly and curricular information for those parents who are unable to visit school on a regular basis to assist them in fully supporting their children's education. The newsletters are of value in informing of school social and topical events but contain insufficient curriculum information. They are helpful in informing parents of ways of assisting in children's learning at home. Parents of children who have special needs are kept well informed of their children's progress and regularly attend review meetings to discuss how well these pupils are achieving. The school consults with

parents effectively about curriculum matters and the meetings the school has held to demonstrate the current teaching styles and about the Literacy and Numeracy Strategies have been beneficial. The pupils' annual reports are currently satisfactory in content although more detailed future target setting aspects are under consideration by the school in order to improve further this portion of information to parents.

- 43 The absence of a Parent Teacher Association is not considered either by the school or parents to cause any difficulty in the organisation of the many events that are regularly generated. The beginning of the morning and afternoon sessions to school, as well as the end of day, provide a valuable meeting point for the positive transfer of information between parents and teachers. This communication is furthered by the use of home-school diaries and the home-school agreement, which is in place. The school's initial contact with new parents and the transfer to the high school are secure and well planned and prepared in good time. There is however, no currently available introductory information booklet for the under fives or information about areas of learning to assist new parents.
- 44 The number of parents helping in school is good and has a positive impact on pupils' learning, supporting the good work going on in the school. Parents are correctly encouraged to participate within school whenever possible. They are well used and given helpful guidance that enables them to assist effectively in lessons. They work efficiently both in classrooms as well as on educational visits into the community.

HOW WELL IS THE SCHOOL LED AND MANAGED?

- 45 The quality of management in the school is effective and has made a significant contribution to the good progress made since the last inspection. The key issues identified in the 1996 report have been addressed. Standards in English, mathematics and science have improved since the previous inspection and pupils make good progress. However, more work still remains to be done to improve standards in aspects of information technology in Key Stage 2. The school complies with all the regulations concerning health and safety.
- 46 The headteacher provides good leadership and a clear sense of direction for the school. His positive approach and involvement of staff in decision-making help to build good teamwork throughout the school. The headteacher's ability to delegate, the trust he places in the staff and the encouragement he gives them have all been key factors in the improvements the school has made.
- 47 Since the previous inspection the role and responsibilities of the deputy head have been successfully reviewed. A clear structure for auditing, monitoring and evaluating the curriculum has been established and the school is already preparing for the introduction of the revised National Curriculum later in the year. The headteacher encourages a shared approach to decision-making and curriculum development. The special needs coordinator manages provision for special needs pupils effectively. Subject coordinators monitor planning and work towards ensuring that agreed teaching and learning policies are being implemented. The headteacher monitors teaching on a formal basis and all staff are involved in the regular moderation of the outcomes of pupils' work. Further work needs to be done to ensure agreed systems for handwriting, reading records and record keeping in subjects other than English, mathematics and science are in place.

- 48 The governors provide good support for the school. They are fully involved in all policy-making and give careful consideration to the implications of their decisions. For example, the success of their decision to enhance the provision of support staff in order to raise standards in literacy and numeracy is evident in the improvement in standards since the previous inspection. An appropriate system of committees is in place that enables governors to carry out their responsibilities effectively. A very good feature of the governors' role in the school is in the appointment of designated governors for literacy, numeracy and special educational needs who work in the school on a regular basis and report back to the governing body. Governors have a good understanding of standards in the core subjects and the role the school plays in the community. The governing body fulfils its legal responsibilities except in some minor omissions of information for parents in the governors' annual report and in the school prospectus.
- 49 The budget is managed well and resources are carefully considered before purchase. The school successfully applies the principles of best value in seeking services for the school. It receives a basic income that is broadly in line with the national average and effective budget procedures take full account of the priorities outlined in the School Development Plan. Through the headteacher the governing body is provided with regular and clear financial information that enables it to monitor the school's financial position and make appropriate spending decisions. The effects of these are evaluated and reviewed annually by the governing body. The school makes good use of monies it receives for pupils with special needs and for staff training.
- 50 The most recent audit of the school's finances reports that financial control is sound. The school has addressed all of the auditors' recommendations. Day-to-day administration of the finances is very efficient. As a result, members of staff and governors are able to focus on the pupils' education.
- 51 There is a good number of teaching and support staff to meet the demands of the National Curriculum. Teachers are suitably qualified and there is a wide range of experience amongst staff. The arrangements for staff training and professional development are good and are linked to priorities identified in the school development plan and to individual training needs. The school appropriately follows the required programme of staff appraisal and there are very supportive arrangements for the induction of new staff including newly qualified teachers. The school is not currently involved in providing training for new teachers but has much potential to do so.
- 52 Development planning procedures are very good. The school development plan is based on a thorough review of the school's strengths and weaknesses. It includes areas for improvement and target setting based on information gleaned from assessment and other data available to the school. There are clear programmes for action with deadlines for completion and criteria by which to measure success. This latter, which was identified, as a weakness in the last inspection is now an effective management tool. The responsibilities for taking the necessary action are allocated and targets are clearly linked to appropriate budgets. All teaching staff contribute to the plan of action appropriate to their areas of responsibility.

53 Satisfactory use is made of the range of information technology available to schools both in classrooms and in the management of the school. The school is linked to the National Grid for Learning and has recently connected to the Internet. The accommodation is adequate to support the curriculum. However, there is no designated outdoor play area for children under five. The overall quantity and quality of resources for teaching and learning, for children under five and pupils in both key stages, are good. The school has made significant purchases of resources to support literacy. This has a positive impact on standards.

54 The school is successful in meeting its stated aims. All involved with the school have a shared sense of purpose and work productively together to achieve an ethos that actively promotes learning and personal development. Parents who indicate that their children are happy in school reflect this view. The capacity for further improvement is judged to be good. The school is well placed to continue the improvement in the quality of all that it does.

55 **WHAT COULD BE IMPROVED?**

- Standards in handwriting and the use of pupils' writing skills
- Standards in information technology in Key Stage 2
- How time is organised in the mornings
- Facilities for outdoor play for children under five
- Assessment procedures in foundation subjects

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

- Further raise standards in

writing across the school by

improving pupils' handwriting in Key Stage 2 by devising a more effective, systematic approach to the teaching of handwriting, developing a portfolio of samples of handwriting to give teachers and pupils clear guidelines on handwriting standards, providing more opportunities for pupils to use their extended writing skills in other subjects across the school. **(paragraphs 3, 29, 73, 77).**

information technology in Key Stage 2 by

implementing the planned programme aimed at improving pupils' skills in modelling and control. increasing opportunities for pupils to use their skills in these aspects in other subjects. introducing procedures for assessment. **(paragraphs 29, 110, 111, 112)**

- Implement the planned programme of review relating to

how the school day is organised, particularly in the mornings for younger pupils in Key Stage 2, the amount of time allocated to subjects. **(paragraphs 15, 29)**

- Ensure children who are under five have regular access to outdoor play by incorporating such activities in a carefully planned programme, providing appropriate resources, developing an accessible area. (**paragraph 56**)
- Improve current assessment procedures in foundation subjects in order to gain a clear, easily accessible picture of pupils' achievements. (**paragraph 39**)

OTHER ISSUES WHICH SHOULD BE CONSIDERED BY THE SCHOOL

- How the continued unsatisfactory teaching in Key Stage 2 can be eliminated (paragraph 15)
- Developing consistency in the style and quality of reading records (paragraph 77)
- Making sure pupils do not miss parts of lessons for other activities (paragraph 26)
- All items are included in the school prospectus and in the governors' annual report to parents. (paragraph 48)
- Why girls by the end of Key Stage 2 do better than boys in national tests but not in lessons. (paragraph 1)

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	53
Number of discussions with staff, governors, other adults and pupils	28

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0%	9.4%	49.1%	34.0%	7.5%	0%	0%

*5*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	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	210
Number of full-time pupils eligible for free school meals	N/a	56

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	5
Number of pupils on the school's special educational needs register	N/a	21

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	18
Pupils who left the school other than at the usual time of leaving	12

Attendance

Authorised absence	%
School data	5.4
National comparative data	5.7

Unauthorised absence	%
School data	0.5
National comparative data	0.2

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	16	8	24

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	14	14	16
	Girls	7	8	7
	Total	21	22	23
Percentage of pupils at NC level 2 or above	School	88	92	96
	National	82	83	87

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	14	16	16
	Girls	7	7	7
	Total	21	23	23
Percentage of pupils at NC level 2 or above	School	88	96	96
	National	82	86	87

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

Attainment at the end of Key Stage 2

Number of registered pupils in final year of Key Stage 2 for the latest reporting year	Year	Boys	Girls	Total
	1999	12	16	28

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	16	16	16
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	82	86	93
	National	70	69	78

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	7	8	10
	Girls	16	16	16
	Total	23	24	26
Percentage of pupils at NC level 4 or above	School	82	86	93
	National	68	69	75

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	
Black – African heritage	
Black – other	
Indian	
Pakistani	
Bangladeshi	
Chinese	
White	210
Any other minority ethnic group	

This table refers to pupils of compulsory school age only.

Exclusions in the last school year

	Fixed period	Permanent
Black – Caribbean heritage	0	0
Black – African heritage	0	0
Black – other	0	0
Indian	0	0
Pakistani	0	0
Bangladeshi	0	0
Chinese	0	0
White	0	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.

Teachers and classes

Qualified teachers and classes: YR – Y6

Total number of qualified teachers (FTE)	9.1
Number of pupils per qualified teacher	23
Average class size	30

Education support staff: YR – Y6

Total number of education support staff	6
Total aggregate hours worked per week	64

Financial information

Financial year	1998/9
	£
Total income	289,961
Total expenditure	278,855
Expenditure per pupil	1,354
Balance brought forward from previous year	8,178
Balance carried forward to next year	16,284

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	210
Number of questionnaires returned	73

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	66	32	3	0	0
My child is making good progress in school.	60	40	0	0	0
Behaviour in the school is good.	44	52	3	0	1
My child gets the right amount of work to do at home.	48	41	11	0	0
The teaching is good.	63	36	0	0	1
I am kept well informed about how my child is getting on.	52	38	8	0	1
I would feel comfortable about approaching the school with questions or a problem.	64	30	5	0	0
The school expects my child to work hard and achieve his or her best.	70	29	1	0	0
The school works closely with parents.	47	37	14	1	1
The school is well led and managed.	55	38	1	0	5
The school is helping my child become mature and responsible.	55	42	1	0	1
The school provides an interesting range of activities outside lessons.	41	38	15	1	4

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

AREAS OF LEARNING FOR CHILDREN IN THE FOUNDATION STAGE

- 56 Pupils are admitted to the reception class at the beginning of the year in which they are five. Although there is a spread of attainment, assessment of children on entry to the school shows that most of them are of average attainment. The reception class is staffed by a teacher and a classroom assistant. At the time of the inspection, fifteen of the twenty-eight children were under five in the reception class. The classroom for reception pupils, although it is not spacious, provides the full range of practical activities expected. However, there is no enclosed outdoor play area or equipment for regular outdoor play. The school compensates for this by using the hall for physical education lessons twice a week.
- 57 The quality of teaching for pupils under five is generally very good in all the areas of learning. Children are regularly assessed on their achievements and this information is used well to plan suitable work for the children. The reception staff plan together and show good understanding of how young children learn. Very good use is made of the classroom assistant to support group activities. The scrutiny of planning and inspection observations shows good coverage of all aspects of the national Desirable Learning Outcomes, although provision for physical and creative development is restricted by the lack of outdoor facilities for this age group. The curriculum links to the National Curriculum where appropriate and so provides good continuity and progression for pupils of reception age. No judgement was given on under fives in the previous report.
- 58 Learning in personal and social development is good. The quality of teaching in this area of learning is good. Teachers have high expectations of children's behaviour and successfully teach them purposeful classroom routines. The children's good response is shown in good behaviour and their ability to choose from the broad range of activities on offer. There are good relationships between adults and children. The children become confident and develop independence and are able to work and play together, for example when involved in practical counting activities or acting as shoppers and the shopkeeper in the class shop. There is a good balance of teacher-directed tasks and children move confidently from these to their own chosen activities. The children have a positive attitude to learning. Most speak confidently to adults and respond openly to questions from their teacher and other adults.
- 59 Children enter reception with average language skills and their learning in the reception class is good so that by the age of five most attain the level expected. The quality of teaching is good and staff emphasise the development of children's speaking and listening skills in all the work done. The lively presentation motivates the children and helps them to concentrate. The children generally listen attentively to their teacher. They listen to each other in large groups during the literacy hour and in smaller groups as they work on tasks such as building a house using wooden blocks. The children enjoy listening to stories and join in with repeating phrases. Children 'tell' stories using the pictures in books, turning the pages carefully as they do so. All recognise their own names and recognise letters and their sounds within words in books. The children progress in their reading skills and can read the first words in the texts of the reading

scheme and some can read the very earliest books. They write their names and simple words using upper and lower case letters. They learn how to hold a pencil correctly and gain confidence in the early stages of writing. Handwriting is beginning to be formed correctly by most children. Children take books home to share with an adult.

- 60 The children make good progress in their mathematics learning and most achieve the nationally expected level by the age of five. The quality of teaching is very good with a very good range of activities planned to consolidate and extend the children's skills and understanding in number. The children learn the language of mathematics such as "one more than" and count and match the symbols of numbers in the correct order when counting to ten and beyond. They understand that the order of numbers is important and can recognise when numbers are missing on a number line using number tiles. Children are given a good range of activities to choose from and these reinforce the work done with the teacher or nursery nurse. Examples of this include completing number jigsaws, playing counting board games using dice and counting the number of blocks when building towers. The children learn to write numbers through drawing on the chalkboard as well as more formally in lessons. There are many incidental opportunities for the children to learn; for example when playing in the water they learn about concepts of capacity and volume and understand what full and empty mean. They sort objects by shape and colour and look for pattern when printing and making collages. These activities help the children to learn and develop very positive attitudes to mathematics.
- 61 By the time they are five most children are likely to achieve the level expected in knowledge and understanding of the world. They talk about people who help them, and have opportunities to talk their environment in school and in the community. For example, they know the names of many fruit and vegetables in the grocery shop. They recreate these everyday situations in their role-play. Many children know about families consisting of different generations and are beginning to understand the relationship between past and present when looking at old pictures. Children look carefully at natural objects and use hand held magnifiers with increasing level of skill showing their enjoyment when they are successful in doing this through their laughter. They mould playdough into shapes, build models with construction sets and houses with wooden blocks. The children can cut and join materials using scissors and glue when making a bed for the three bears. They show good mouse skills when using the computer, showing that they know how to click and drag, as when using the program on finding or dressing the bear. A good example of peer teaching was observed when an older pupil helped three reception children on the computer using a number program. He was able to report to the teacher on the children's attainment and how they worked. One of his comments "they were brilliant" was evidence not only of the children's work but of his own enjoyment and self esteem. The quality of teaching is good and the children are involved in a balance of teacher led and child initiated activities with appropriate intervention to ensure good learning.
- 62 Despite the limited opportunities for children to develop their physical skills through structured outdoor play, children's physical development is satisfactory. Teaching is good. By the age of five most children are likely to achieve the national expectation in this area of learning. Teachers carefully plan physical education lessons in the hall, twice a week, which effectively incorporate climbing and balancing well as developing awareness of space and different types of moving in dance. The children march around the hall showing a good awareness of space by not bumping into each other as

they march swinging their arms. They are able to dress and undress themselves. There are many opportunities to develop fine motor skills through the use of paintbrushes, pencils, scissors and glue spreaders, as well as through joining jigsaws and when making models with construction kits.

- 63 Most children make good progress in creative development and are likely to attain the national expectation by five, some exceed this. Teaching is very good and there is a very good range of creative activities planned to promote this area of learning. Children have many opportunities to paint, draw and make collages using different texture, colours and materials. Most know a range of colours and can sort and match by colour. They mould using dough and make three-dimensional models with recycled materials and construction sets. The role-play area is well used by the children, but a lack of outdoor facilities limits this aspect. They learn a variety of songs and sing enthusiastically, knowing the words and tunes to the song such as 'It's a brand new day'. The children respond to the theme of gentle rain building into a storm and show an imaginative response by recreating and demonstrating the sounds of gentle rain and the wind using percussion instruments and their voices. They listen to the sounds the different instruments make and choose those they think would represent the sounds they want best.
- 64 Resources are good and well organised so that children can easily access them. Although there is no written information about the curriculum for under fives, parents are involved in the classroom and are given information on how to help their children at home, particularly with reading.

ENGLISH

- 65 The percentage of pupils reaching Level 4 and above in the 1999 English tests for eleven-year-olds was above the national average. The percentage attaining Level 5 was well above the national average. The overall English results in 1999 were above the national average and well above the average for schools in similar areas. Results over the four years 1996 to 1999 have been above the national average with the exception of 1998 when there was a fall.
- 66 In the 1999 end of Key Stage 1 tests in both reading and writing the percentage reaching Level 2 and above in reading was close to the national average and well above the results of similar schools. In writing, the percentage gaining Level 2 and above was above the national average and well above the average for similar schools. The percentage achieving the higher level 3 in reading was in line with the national average and in writing was above the national average.
- 67 End of key stage test results indicate that boys' attainment remains consistently below that of girls. However, during the inspection no significant differences were observed. Pupils with special educational needs make good progress throughout their time in the school. Good support for them is provided through focussed group work in class and withdrawal of pupils identified by prior attainment.

- 68 Inspection evidence indicates that the percentage of children attaining the expected standards in reading and writing by the ages of seven and eleven is above the national average. Standards in speaking and listening are broadly in line with the national expectation by the end of both key stages. Attainment in handwriting in Key Stage 2 is below national expectations. Attainment overall for both key stages indicates an improvement since the previous inspection when standards across the subject and in both key stages were judged as being broadly in line with the national average. Girls do better than boys in national tests at the end of Key Stage 2, but this was not apparent from work seen or in the lessons observed.
- 69 At the end of both key stages, standards in speaking and listening are satisfactory. Most pupils are articulate, and are able to pose questions and put across a point of view. However, there is a small number of pupils of all ages who are less skilled in recounting, explaining or answering questions at length. Most pupils cope well in oral situations in all subjects. They listen attentively and respond to questions appropriately.
- 70 Standards in reading are good at both key stages. In the reception class many children are already reading independently and by the end of Key Stage 1, they have made good progress and are fluent and accurate readers. When reading aloud many read expressively and demonstrate a secure understanding of what they have read. Pupils have a good sight vocabulary and they use their knowledge of letter sounds and patterns well to tackle unfamiliar words and to guide their spelling. They know how the contents and index pages can help them to find information in non-fiction books.
- 71 By the end of Key Stage 2, most pupils cope well with any text and can read a range of fiction and non-fiction books confidently and independently. Many are developing good strategies for skimming and scanning text and making notes of key words and phrases in a passage. They demonstrate a good understanding of significant themes, characters and events in stories and plays. They know how and where to find information in the school library.
- 72 By the end of Key Stage 1, pupils have developed good writing skills. They write in a variety of forms including story and descriptive writing, for example in their reports on a visit to the school by a brass band. Pupils' work is well organised and clear with higher ability pupils demonstrating good levels of imagination and expression. Discussion with pupils and completed work in books indicate a good understanding and use of the more formal aspects of grammar, punctuation and spelling. Spelling standards are good. Pupils have little difficulty in spelling common words and they make sensible attempts at less familiar ones. Handwriting skills are satisfactory and pupils produce work using a legible printed hand. Pupils know how to use simple word processing to write and present their work for others to read.
- 73 By the end of Key Stage 2 attainment in writing is above average. Written work is often lively and thoughtful with expressive vocabulary. Pupils write for a range of purposes including accounts and reports and plays and poetry. This was evident in pupils' books and in work displayed around the school. For example, in letters to the local secondary school and sensitive poems written by Year 6 pupils. However, this is not as well established in Year 3/4 upper band class where there are insufficient opportunities for creative writing. Good progress is being made in spelling, grammar and punctuation with pupils demonstrating a secure understanding of the correct use of, for example, speech marks, phonemes and verb tenses. Although the school introduces a joined up

handwriting style in Year 3, pupils do not consistently transfer their new skills from handwriting exercises to everyday on-going work throughout the key stage. As a result, by the age of eleven, handwriting standards have not reached the level of fluency expected of pupils of this age.

- 74 At Key Stage 1, pupils demonstrate good attitudes to learning. They are confident and often eager to make contributions during discussion time. However, a small number are noisy at times, calling out inappropriately. This results in the flow of the lesson being disrupted. During group work sessions, many pupils demonstrate good levels of independence and are able to sustain concentration for appropriate lengths of time without direct supervision.
- 75 At Key Stage 2, pupils are attentive and interested in what their teachers are saying and many willingly offer their thoughts and opinions. They demonstrate good levels of independence and organise their work well. During paired and group reading sessions pupils provide good levels of support for each other. In addition, some Year 6 pupils provide reading support for pupils in the Reception class.
- 76 The quality of teaching is good. In the lessons seen in both key stages the teaching was almost always at least satisfactory, was good in almost half and very good in one lesson in upper Key Stage 2. However, one unsatisfactory lesson was observed in lower Key Stage 2. The school's policy is to have a guided reading session before the literacy hour. During this time teachers and other staff provide well-planned support for pupils, including those with special educational needs. Combined with the school's approach to shared reading, this has had a positive impact upon the raising of standards. Teachers identify clear learning objectives in their planning and in most lessons activities are well matched to pupils' prior attainment. In the few instances where this was not the case insufficient progress was made during the lesson. Most teachers have a secure knowledge of the subject. Teaching takes full account of the targets in Individual Education Plans for pupils with special educational needs. Teachers have high expectations of the quality of work to be produced. However, in Key Stage 2 they rarely insist that pupils present final copies of their work using a clear and legible joined script. Pupils' behaviour is managed well through the promotion of good relationships and consistent application of the school's code of conduct. In the very few instances where pupil management is not sufficiently strong, this results in some inappropriate behaviour. Day-to-day assessment of pupils' attainment is thorough. Effective questioning and regular recording of pupils' knowledge and understanding ensure that progress is effectively monitored. All work in books is marked. Teachers make useful comments that provide pupils with a valuable insight into how they might improve their work, especially in Upper Key Stage 2. Homework is regularly set, collected and marked.
- 77 In order to focus on raising standards in reading and writing, the school has decided not to teach the literacy hour in the form promoted through the National Literacy Strategy. Although this decision has been successful it has resulted in very long sessions of English, often lasting for almost an hour and three-quarters. This is too long for many pupils and towards the end of lessons the pace often slows as levels of concentration decrease. All teachers maintain reading records. However, these are inconsistent in both the style and the quality of information contained within them. The school does not yet have a collection of samples of moderated work to provide teachers with clear guidelines on handwriting standards. There are insufficient opportunities for pupils to develop their extended writing skills in other subjects of the curriculum. A strength of

the provision is in the 'booster' classes held after school for pupils who would benefit from extra support. In addition, there is a good range and number of books in the school. The coordinator monitors planning and has had opportunities to monitor teaching of the subject. Curriculum requirements are fully met. Across the school, pupils' literacy skills are not given sufficient emphasis in other subject areas. Pupils' writing skills are not sufficiently well utilised; there are insufficient opportunities for pupils to write at length or for different purposes, for example, in geography and history. However, there are sufficient opportunities for reading for information. The learning in many subjects is enhanced by the opportunities presented to pupils to use their research skills for example, in history and geography. Pupils use their word-processing skills well and are particularly successful in story writing and in the re-drafting of work.

MATHEMATICS

- 78 The results of the 1999 National Curriculum mathematics tests for seven year olds indicate that standards in pupils' overall performance are above average at the expected level (Level 2 and above) and also above the average at the higher level (Level 3).
- 79 The results of the 1999 National Curriculum tests for eleven year olds indicate standards in pupils' overall performance are well above the national average in the number of pupils attaining the expected level (Level 4 and above), and very high for pupils attaining the higher Level 5.
- 80 Over the last three years the results of national tests at age seven and eleven show that, although there was a fall in 1998, overall the trend is one of improvement. In comparison with schools with pupils from similar backgrounds the pupils attain above the average. Inspection evidence agrees with this evidence. Also, though in the test results boys do not perform as well as girls at the end of Key Stage 2, there was no evidence of this during the inspection.
- 81 The school has given a high priority to implementing the National Numeracy Project. Subject leadership of mathematics is very good. The subject leader's own understanding and competence in teaching mathematics provides a very good role model for other staff. The school emphasises monitoring, evaluating and improving teaching and pupils' performance. This has enabled the school to implement the Numeracy Strategy very effectively. The policy in Key Stage 2 of organising groups into sets, enables teachers to match the work to the abilities of the pupils more easily. The impact on standards is positive and they have improved since the previous inspection.
- 82 By the end of Key Stage 1, most pupils have a good knowledge and understanding of number. They use the language and symbols of addition and subtraction in their oral and written work. They understand the value of numbers up to one hundred and beyond and demonstrate their understanding in mental maths sessions. Most pupils can add and subtract two or three numbers to 20 correctly. Higher attaining pupils cope competently with higher numbers. They have quick mental skills for adding and can explain the strategies they use, for example, rounding up two digit numbers to the nearest ten, looking for the biggest number and adding on the smaller one, looking for doubles. A lower attaining pupil explained "I start with 20 and use my fingers to count five more" when adding 20+5. Pupils know the value of different coins and can work out different ways of making set amounts and apply their addition strategies to adding three numbers. In Year 1 they can identify and name flat and solid shapes and are able to

find everyday objects which are cuboids, cylinders, cubes and spheres as well as circles, squares and rectangles. They know the properties of these shapes, for example the number of sides and the shapes of the edges. Higher attaining pupils know that a cuboid has six faces. In Year two pupils identify and name more complicated shapes such as hexagons, pentagons and develop their knowledge of the properties of two and three-dimensional shapes. The pupils collect information and make graphs to record results. On occasions they use the computer to display their results, for example, when finding out whether most pupils in the Year 1 class come to school by car, bus, or walking.

- 83 By the end of Key Stage 2 pupils are competent in the four rules of number and place value to two decimal points. Over the key stage, and particularly in the older classes where the work is more challenging, the pupils increase their skills and understanding and are learning to apply these in different situations. Pupils know their tables to times ten and can apply these when counting forward and back in equal steps beyond zero. They understand that they can use the inverse operation of multiplication and division to check answers. They can identify prime numbers and make factor trees for two digit numbers, and higher attaining pupils are able to work with three digit numbers. All pupils can then write these as a multiplication sentence. The pupils are able to collect and interpret data sometimes using spreadsheets and graphs that are computer generated. They have good understanding of standard units of measurement and can calculate area and perimeter. They are able to convert fractions to decimals and calculate percentages. Higher attaining pupils in Years 5 and 6 are able to apply their knowledge of number in different situations for example when playing very challenging factor games. Pupils have some experience of using and applying mathematics in other subjects such as science, when collecting and displaying data and in design and technology when designing the playground. There is some use of information technology to support learning in mathematics although this could be further developed.
- 84 The quality of teaching is good overall. In the lessons seen, most of the teaching was satisfactory or better; good in half the lessons, with one very good lesson in upper Key Stage 2. However, there was one unsatisfactory lesson in each key stage. In each lesson the teacher had implemented the numeracy work identified for that age group rather than adapting it sufficiently well to meet the needs of the pupils and build effectively on pupils' previous learning. As a result the task lacked challenge for some pupils and was too difficult for others. However, the scrutiny of pupils' books supports the teaching judgement and there is little evidence of the mismatch of work to pupils' attainment that was seen in the unsatisfactory lessons. Where the teaching is good the lessons are carefully planned; there are clear objectives for each part of the lesson, and the objectives of the lesson are made clear to the pupils so they understand the purpose of the lesson. This is an improvement since the last inspection report. The better lessons are not only carefully planned but the work is interesting and challenging, particularly for pupils in upper Key Stage 2. For example, one numeracy lesson in an upper Key Stage 2 got off to a good start with the teacher giving the pupils strategies for maintaining rhythm when recalling multiplication facts. The pupils enjoy the task and say how it helps to make the learning fun and helps them think when they respond in a rap type beat. Mathematics games are also used effectively to reinforce the work and challenge pupils in applying their knowledge. In another lesson the teacher's questioning enables all pupils to participate and to demonstrate understanding of tables. Questions such as "If the answer is 27 what is being multiplied?" were used to check knowledge of tables to times nine. This challenges pupils to apply their knowledge of tables. In most

lessons the tasks are well structured and organised and in the best lessons teachers monitor pupils' progress more closely and match the tasks more closely to pupils level of ability. The use of homework is good throughout the school in supporting the pupils' learning.

SCIENCE

- 85 In the 1999 national tests at the end of Key Stage 2 the proportion of pupils achieving the expected level (Level 4) and above was well above the national average. The proportion of pupils achieving Level 5 was also well above the national average. Teacher assessments in 1999 at the end of Key Stage 1 indicate that the proportion of pupils reaching the expected level (Level 2) and above was above the national average. The results at the end of Key Stage 2 have improved since 1996, and higher-than-average standards have been maintained for the past three years. In 1998 there were greater numbers of lower-attaining pupils in the class than is normal for the school and results fell. When the school's results are compared to schools with pupils from a similar background they are very high. Inspection findings agree with test results: pupils achieve well and their attainment at the end of both key stages is above the national average. Results in 1999 show a significant improvement at the end of both key stages. In the previous report, there were no serious concerns expressed and the school has maintained and improved standards, mainly due to good teaching, the broad science curriculum the school offers and the high priority given to pupils' experiencing first-hand investigative science. Girls do better than boys in tests at the end of Key Stage 2, but there was no evidence to support this in the work seen or in the lessons observed.
- 86 Pupils achieve well in using their knowledge and understanding to carry out investigations. The pupils with special educational needs also achieve well in comparison to past attainment. They are supported well in the classroom by the teaching staff and additional support staff. They are given work that they understand, yet which is still challenging to them. Teachers encourage and provide opportunities for independent learning and this effectively helps the higher-attaining pupils extend their scientific understanding, knowledge and skills. Pupils build up their scientific vocabulary and effectively extend their skills in carrying out investigations.
- 87 In Year 2, pupils successfully investigate a range of materials, and using their knowledge of materials can successfully decide which material would be best to stop sound travelling. They study how sound travels and can predict what happens as you move further away from the source. Most pupils effectively study a range of everyday materials. They are encouraged to observe differences and similarities, which they do well. The higher-attaining pupils learn to use the differences they observe to classify a range of materials according to given criteria. In Key Stage 1, the pupils use simple equipment well when carrying out investigations. By the end of the key stage they competently record their results, and the higher-attaining pupils use their knowledge and understanding to begin to explain their findings. Pupils make simple predictions and handle materials with care. From the start of the key stage pupils make appropriate observations related to their tasks. They are taught to observe carefully.

- 88 The youngest pupils in Key Stage 2 effectively learn about solids, liquids and gases. In their studies they are able to extend their previous knowledge of materials. In studying electricity they use their knowledge of circuits to observe and investigate which materials are good conductors. They have a good knowledge of their bodies and the importance of healthy eating and exercise. Higher-attaining pupils are encouraged to further develop their knowledge of the anemometer through independent learning. By the end of Key Stage 2, most pupils have a well-developed scientific vocabulary. They also have good investigative skills. They understand the need to use a 'fair' test. They communicate their findings clearly in a variety of ways and they observe accurately, describing carefully what they see. When writing down their findings the standard of presentation of most pupils is satisfactory and often good. To help them in their search for information they are taught to use a range of sources including reference books and CD-ROMs. Older pupils have a good knowledge of themselves and other animals. They have an awareness of health risks such as the danger of smoking. They confidently name and position the main human body organs and can describe their various functions. They have a good understanding of forces and can measure accurately in newtons using a forcemeter, recording their results on single line graphs. Pupils have a sound knowledge of physical processes such as forces and light, and of materials and their properties; for example, how to separate salt and sand, based on their knowledge of the substances. Pupils achieve well and build effectively on knowledge that they have gained in earlier years.
- 89 Pupils greet science lessons with great enthusiasm and show high levels of interest. Their concentration is very good and pupils are keen to answer questions or express their own ideas in classroom discussions. In group activities they work well together, discuss their work sensibly and respect one another's views. The pupils are attentive, responsive and well motivated. Behaviour is very good. Pupils respond sensibly to safety matters, looking after and using resources carefully.
- 90 Overall, the quality of teaching is good. In the lessons seen in both key stages the teaching was almost always good; one lesson was very good but one was unsatisfactory. All teachers have a secure knowledge and understanding of the subject and they plan and organise effective activities. In most lessons teachers skilfully draw on what pupils have done earlier or on what they already know, and then revise, consolidate or extend this knowledge and understanding. For example, in a Year 6 lesson on shadows the teacher asks appropriate questions, both to assess pupils' understanding and to assist the learning process. Good support is given to pupils with special educational needs through the good use made of support staff. Resources are well organised, readily available when required and used effectively. Links with numeracy and literacy are sound. The pupils are at times expected to record their ideas and describe their activities in writing. Pupils measure and count in a range of contexts. There are opportunities for pupils to use graphs and data-handling to support their investigations. Teachers extend and reinforce the use of appropriate scientific vocabulary; for example, in one lesson seen at Key Stage 2 in which pupils were studying shadows, they were introduced to words such as 'transparent' and 'opaque' and how this affects the density of shadows. Teachers communicate high expectations to their pupils and receive a good response. Lessons proceed at a good pace. Teachers emphasise the importance of safety in the subject. In an unsatisfactory lesson, the teacher failed to give clear instructions to pupils and the monitoring of pupils as they worked was ineffective. As a result many pupils did not complete the task and were unsure as to what they had achieved.

- 91 The science curriculum is planned effectively to include a good balance between the programmes of study, ensuring that the subject meets statutory requirements. Science makes a good contribution to pupils' spiritual, moral, social and cultural development. They visit ecological sites. Environmental issues are considered in lessons and pupils are encouraged to wonder at the extent of the universe. Pupils are beginning to use information technology on a regular basis. The school has a range of appropriate CD ROMs which pupils use to search for information and as teaching and learning resources. They record and write about their investigations and findings, using computers as word processors. The coordinator has a sound subject knowledge and leads appropriately and there are formalized systems in place for the monitoring of teachers' planning. Effective assessment procedures are in place and both formal and day to day assessments are used by teachers to inform the planning of future work for pupils. Science contributes effectively to pupils numeracy skills as they represent information on graphs and in their investigation make accurate measurements for example, temperature and distance.

ART

- 92 During the period of the inspection it was not possible to observe any art lessons in Key Stage 1. As a result there can be no judgement on the quality of teaching and learning in this key stage. A small number of lessons were observed in Key Stage 2, combined with a scrutiny of displayed work. By the age of eleven standards in two-dimensional work are broadly in line with those normally found for pupils of this age and progress is satisfactory. There was insufficient evidence of three-dimensional work to make a judgement on this aspect. Pupils in Year 6 have a basic understanding of the work of some famous artists, such as Van Gogh and Monet but this is not well developed. The school has sustained the quality of provision identified in the previous inspection.
- 93 Younger pupils in Key Stage 2 are able to use tools and materials well when planning and designing mosaic patterns. They demonstrate good levels of independence when organising resources and are developing satisfactory appraisal skills when talking about their own work and the work of others. Older pupils in the key stage, painting in the style of Turner, can use paint to produce a feeling of light and reflection. They mix their own colours and understand how the properties of the medium can be used to create atmosphere.
- 94 The quality of teaching is satisfactory. Teachers encourage pupils to make choices in the tools and materials they are going to use. Lessons are planned carefully and pupils are taught appropriate skills. Adult support is used well to provide opportunities for pupils to work in small groups. In the lessons observed, art was effectively linked to other subjects; for example, light and reflection in Year 6 and the Romans in Britain in Year 4.
- 95 The scheme of work provides a useful framework to guide teachers' planning. Teachers collect samples of completed work and keep their own records of pupils, attainment. However, there is no agreed procedure in place to record pupils' progress. The subject contributes to competence in Literacy as they research about famous artists and in information technology as they design and experiment with 'clip art' programs.

DESIGN AND TECHNOLOGY

- 96 It was only possible to observe one design and technology lesson during the inspection. However, samples of pupils' work, teachers' plans and discussion with teachers and pupils show that pupils make satisfactory progress at both key stages and by the time pupils leave the school their level of attainment is in line with that expected for pupils of this age. There were no serious concerns in the previous report.
- 97 Throughout Key Stage 1 pupils have appropriate opportunities to handle a range of materials and appreciate how different materials can be joined to each other. In this key stage, appropriate emphasis is placed on the design process. Pupils use material confidently, choosing pieces appropriate for the intended purpose. They talk about their ideas and explain adaptations to their original designs. Some pupils know how to make a structure rigid. Year 1 pupils have designed a sandwich. They have considered a number of factors such as what should be included in a castle. Having drawn designs for pieces of equipment and evaluated them they then made models from the designs.
- 98 All pupils, including pupils with special needs, make sound progress throughout the school. In making things they show increasing accuracy in measuring, cutting and shaping. As they get older they pay more attention to the quality of the finished product. Pupils progress from producing simple designs in picture form in Year 1 to drawing accurate plans to scale in Year 6. In Year 6, pupils design and make slippers after carefully studying how they are made. They can adapt their design using previously gained knowledge for a particular person, for example a small child or a grandparent. The oldest Key Stage 2 pupils have completed a project in which the brief was to work in small groups and design a school playground. The quality of most designs produced was good. Plans were drawn to scale and produced with considerable accuracy. The ideas were then used to develop the playground.
- 99 In discussion it was noted that pupils enjoy all aspects of their work in technology. Pupils enjoy food technology. They evaluate their models and think of ways to improve them. They co-operate with each other in the making process and in the sharing of tools. In the lesson seen pupils have good attitudes to work and show great interest in their topics, they take great care in drawing their plans and take a pride in their finished product.
- 100 In the lesson seen the teaching was good. Effective use of questions by the teacher, a purposeful task and a good range of resources to support the lesson helped pupils achieve well. Lesson planning is sound, with teachers supported with an appropriate policy/guidelines. Teachers are clear about what they want pupils to learn. Lessons are structured to provide opportunities for pupils to share ideas, work individually or collaboratively and to evaluate their progress. Resources are adequate, and are well maintained and stored. The curriculum coordinator responsible for design and technology has a satisfactory understanding of the subject and manages it appropriately. The subject contributes appropriately to the development of pupils' literacy and numeracy skills; for example, in writing up their evaluations and careful measuring. However, there is little contribution made to pupils' competence in information technology. Although pupils are assessed as teachers evaluate their lessons this information is not easily accessible, especially as pupils move through the school.

GEOGRAPHY

- 101 During the inspection it was possible to observe only one lesson in Key Stage 1 and two lessons in Key Stage 2. However, although evidence from the scrutiny of work in books and on display was limited, combined with lesson observations and discussions with pupils this indicates that standards are similar to those expected for pupils of this age. This judgement reflects that made during the previous inspection, when attainment was in line with national expectations at both key stages. The subject is taught in blocks for most, but not all terms in the year. At the time of the inspection, Years 5 and 6 had not studied the subject during the previous term and were at the beginning of a new topic.
- 102 Older pupils in Key Stage 1 can draw simple maps and are developing a secure understanding of the concept of a 'bird's eye view' in their work on mapping skills. For example, they can draw a route from the school library to the classroom and can recognise objects when viewed from above. In Key Stage 2, map work skills are developed and in the early part of the key stage pupils are able to design their own symbols for a variety of features and place them accurately on maps. Older pupils are able to study a map of Northeast England and work out the best route from Ferryhill to Jarrow using road numbers and directions. The scrutiny of work indicates that younger pupils in the key stage have a satisfactory understanding of the weather and seasons, wind energy and the use of the Beaufort scale.
- 103 The quality of teaching is satisfactory overall. Lessons are clearly planned. Pupils are provided with appropriate resources and given opportunities to work collaboratively in pairs or small groups. Pupils are interested in the subject. They listen attentively and share resources generously. Opportunities are limited for pupils to record their work in a variety of ways, including extended writing, reports and charts.
- 104 A clear framework for planning is in place that fully addresses the programme of study for the subject and provides appropriate guidelines for teachers' planning. Although teachers assess and record pupils' achievement in the subject, they have yet to agree a system that will provide a consistent, evaluative record of attainment and progress. Good opportunities are provided for pupils to take part in field trips and visits during the year. In particular, the annual Year 6 residential field trip to Richmond provides good opportunities for pupils to learn. Although pupils' literacy skills are developed through their learning of specific vocabulary and some reading for research, the use of extended writing is not developed sufficiently well and this results in little recorded geography work. Contributions are made to pupils' numeracy skills though map reading and drawing to scale.

HISTORY

- 105 During the week of inspection only one lesson was observed in Key Stage 1 and none in Key Stage 2. Discussion with pupils and scrutiny of planning and the limited amount of written work, allow judgements to be made about standards and pupils' learning. Standards of attainment at the end of both Key Stage 1 and 2 are broadly in line with national expectations.

- 106 The concept of chronology is developed in Key Stage 1 with pupils able to sequence events in a timeline. By the age of seven the pupils have a good understanding of present time. Year 1 pupils talk about 'in olden times' and of things being 'old fashioned' when discussing the history of Ferryhill. They can compare how some of the old houses are different to modern houses. Some pupils recall that there used to be three pits in Ferryhill and that his grandad worked at the pits and he has an old lamp. Pupils are developing research skills and their interest is shown in the way they find things out at home and bring in books and artefacts about the topic.
- 107 Historical concepts are further developed in Key Stage 2 through the study of topics such as the Romans and Ancient Greeks. Pupils have a good understanding of chronology and can relate to major events and periods. They tell of how to find out about different people and periods through research using books, artefacts, CD Rom and the internet. By Year 6 they are able to discuss and compare the different periods they have studied in different year groups.
- 108 There are some very good artefacts on display in school and visits and visitors enrich the curriculum and enthuse the pupils. Although pupils' literacy skills are developed through their learning of specific vocabulary, the use of extended writing is not developed sufficiently in history and this results in little recorded history work.

INFORMATION TECHNOLOGY

- 109 By the end of Key Stage 1 the pupils' attainment in information technology is broadly average. The pupils know how to open and quit programs and have appropriate mouse and keyboard skills. All pupils know basic word processing functions and are able to use the tool bar, use the delete function, print out and save their work. Pupils are learning to change the size, the font, and colour of the text. There are examples of pupils' work showing data handling to produce bar charts and they are able to program the floor robot to move forwards, backwards and turn.
- 110 Pupils' attainment at the end of Key Stage 2 is below average overall, although they are average in word processing and data handling. It is below average overall because of the lack of a sufficient range of work in controlling and modelling. The school has identified the need to develop these areas of the information technology curriculum in order to raise standards. Good use is made of word-processing to support literacy and the pupils are able to amend and present their work for different audiences by the use of clip art and using a variety of text layouts. Pupils can discuss different ways of presenting their work and the advantages and disadvantages of using computers compared with other methods. In data handling the pupils produce and use spreadsheets and they present information in various graph formats.
- 111 Although only two information technology lessons were observed, it is still possible to judge the quality of teaching based on those lessons and on the range of work produced. The quality of teaching in Key Stage 1 is good. Teachers ensure that pupils have the necessary vocabulary and teach the necessary computer skills so that pupils can use these effectively, particularly to support their learning in literacy and numeracy. In Key Stage 2 teaching is satisfactory. The best teaching is characterised by good skill instruction and demonstration using the pupils to show others, and when the plenary is used to recap on the skills and assess pupils' learning. Teachers build on pupils' previous skills and knowledge and support pupils well. This results in the pupils

learning new computer skills; being able to apply them in their work, being confident and experiencing success. Information technology is taught as a discrete subject and is used to support work in literacy and numeracy but is underdeveloped in supporting teaching and learning in other subjects of the curriculum.

- 112 The leadership of the subject is good and a development plan has been produced with clear identification of areas for development in information technology and the strategies required in order to achieve higher standards including clear procedures for assessing pupils. The school's potential for improving standards in information technology is good.

MUSIC

- 113 In the previous inspection standards in music were found to be in line with national expectations at the end of both key stages. Inspection evidence shows that the school has maintained these standards, which that are similar to those found in most schools. During the inspection there were limited opportunities to listen to pupils in Key Stage 1 singing.

- 114 In Key Stage 1 younger pupils listen carefully to pre-recorded music and respond appropriately. They can clap to a simple rhythm and recognise the difference between long and short sounds. Pupils use un-tuned percussion instruments appropriately to accompany a piece of familiar music. By the time they are seven, pupils have refined their listening and performing skills and can play a range of percussion instruments changing pace and speed.

- 115 Younger pupils in Key Stage 2 listen carefully to pre-recorded music. For example, after listening to 'Khasi's Lullaby' they demonstrated an understanding of the concept of a lullaby and sensitively explained how it made them feel. Older pupils are developing basic skills in playing the recorder and as a group, can perform musical pieces following simple notation. Pupils in both Years 5 and 6 sing well as a large group. They perform expressively demonstrating a good understanding of tempo, duration and dynamics. They can sing two-part songs changing key as they perform.

- 116 Pupils are interested and enthusiastic. They listen attentively to their teachers and this helps them to learn quickly and improve their performance. They willingly share their ideas and feelings and respect those of others.

- 117 The quality of teaching is satisfactory in Key Stage 1 and good in Key Stage 2. All teachers plan the lessons clearly and activities are generally well matched to the pupils' ages and levels of ability. Where teaching is good, teachers are enthusiastic and expectations of the pupils' performance are high. Pupils respond positively to this and learn well as a result.

118 Planning addresses the programme of study for the subject and provides appropriately for continuity and progression in learning. There is little contribution made through the subject to developing pupils' competence in information technology. There is no agreed system in place to record pupils' attainment throughout the year. Opportunities are in place for pupils to learn to play a brass instrument through the Local Education Authority's music service. Pupils in upper Key Stage 2 are provided with opportunities to learn to play the recorder. However, this is during the school day and results in these pupils regularly missing a part of another lesson.

PHYSICAL EDUCATION

119 The previous inspection report identified no areas of concern and standards have been maintained. In line with the timetabled activities, pupils' progress was judged in games, swimming, dance and gymnastics. Overall, pupils are making sound progress, including those with special educational needs. By the time pupils leave the school their level of attainment is in line with that expected for pupils of this age.

120 Pupils in Key Stage 1 are making sound progress in dance and in gymnastics. In dance, pupils are appropriately skilled in employing imaginative movements to music and they have made significant progress in devising a variety of actions. For instance, they sensitively use dance to develop patterns of movement through Scottish dance. In gymnastics, pupils are improving their balance, on the floor and apparatus; developing sequences of movements using mats and showing great mobility and thought. For example, pupils found a wide range of ways of travelling across a large mat using straight and curved pathways.

121 Pupils in Key Stage 2 make sound progress in swimming, games and dance. In swimming, most of Year 5 pupils can swim more than 25 metres, and the non-swimmers are rapidly gaining confidence in the water. In games, the majority of pupils in Year 5 make good progress in controlling and hitting a ball with a hockey stick. In Year 6, in response to 'Samba' music all pupils are able to interpret the music effectively using their shoulders and hips, creating a lively carnival atmosphere. Pupils effectively evaluate their own and others performance during lessons for example 'I like Rebecca's dance, they looked like they were having fun.'

122 Attitudes overall are good. The pupils concentrate hard to follow instructions, and plan their own work. They are confident to perform in front of the class. They work well collaboratively and offer positive support to one another. The older pupils show independence and responsibility when getting out apparatus.

123 Overall, the quality of teaching was good. In the lessons seen, nearly all the teaching was good and one lesson was satisfactory. The good lessons were mainly in dance. Lesson objectives are clear, comprehensive and ensure progress. Effective use is made of music; teaching and learning progress briskly in small steps. Pupils are encouraged to be uninhibited and to express mood and feelings. Generally, teachers are well prepared, use resources efficiently and have high expectations. However, in one lesson, insufficient attention was paid to extending pupils' performance. The teacher followed the prescribed lesson plan too rigidly.

RELIGIOUS EDUCATION

- 124 Only one religious education lesson in each key stage was observed. Judgements are based on those lessons, the scrutiny of planning and of previous work, and talking to pupils. There is little recorded work in religious education, particularly in Key Stage 2. Standards of attainment are satisfactory at the end of both Key Stage 1 and Key Stage 2. Pupils attainment meets the expectations of the locally Agreed Syllabus for their age. By the time they leave the school the pupils have a sound factual knowledge and understanding of Christianity and other world religions and their significance.
- 125 By the end of Key Stage 1, pupils are aware of their own feelings and of special people and events in their lives. They are aware that Jesus was special and know that there are stories in the Bible about his life. Pupils can name some of the twelve disciples, such as Peter, John and Matthew. When asked why Jesus was not afraid of the storm and was able to calm the sea most thought it was because "he has magic powers". One high attaining pupil answered that it was "because he was the son of God and he did it so that people would believe that he was the son of God".
- 126 By the end of Key Stage 2 pupils show an awareness of some of the symbolism in Christianity and know the important events in Jesus' life. They recount Old Testament stories and talk about Christian ceremonies. They have a growing knowledge and understanding of the sacred buildings, practices and festivals of other religions. Pupils understand that these celebrations and practices, although different to their own, have a significance to people of the other faiths. They can make comparisons between the different religions and they can discuss similarities and differences. Their opinions show respect, interest and thoughtfulness.
- 127 The quality of teaching is satisfactory with teachers' planning showing clear link with the guidelines of the Locally Agreed Syllabus. Learning objectives are made clear to the pupils and they are provided with opportunities to discuss different aspects of life and religion. Good use is made of the local community to extend and enrich religious education teaching and learning. The subject continues to make a strong contribution to pupils' spiritual, moral, social and cultural development. However, pupils have little opportunity to write at length in their lessons and this limits the contribution the subject makes to the development of the writing skills. Pupils' reading skills are developed satisfactorily for example, as they read to research about different religions.