

INSPECTION REPORT

LANGLEY MOOR PRIMARY SCHOOL

Durham

LEA area: Durham

Unique reference number: 114120

Headteacher: Mr M Pritchard

Reporting inspector: Mr J Heap
18824

Dates of inspection: 26th – 27th March 2001

Inspection number: 191621

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 to 11 years
Gender of pupils:	Mixed
School address:	Brandon Lane Langley Moor Durham
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Appropriate authority:	The Governing Body
Name of chair of governors:	Father Peter Brown
Date of previous inspection:	February 1997

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PART A: SUMMARY OF THE REPORT

INFORMATION ABOUT THE SCHOOL

Langley Moor is a primary school that caters for pupils aged four to eleven. It is situated near the centre of the village of Langley Moor which is three miles from the city of Durham. It has 197 pupils on roll: 105 boys and 92 girls. This is smaller than the average primary school in England. The roll has increased in recent years. Pupils are taught in seven classes, each of which has pupils from one age group. There are 46 pupils (23.4 per cent) on the register of special educational needs; this is broadly in line with the national average. Eight pupils have a Statement of Special Educational Needs, which is above the national average.

The majority of pupils come from the village, but a minority come from surrounding areas. The census statistics from 1991 show that the area has lower levels of deprivation than the national average. The vast majority of the pupils are white. There are two pupils who have a first language other than English, and they are both at an early stage of learning English. There are 30 pupils (15.2 per cent) entitled to free school meals: this is broadly in line with the national average. Attainment on entry is broadly average. Pupils enter the school in the September prior to their fifth birthday. The number of pupils who leave and enter the school at times other than the start of the year is small.

HOW GOOD THE SCHOOL IS

This is a good school. Standards are above average at the age of eleven. The quality of teaching and learning is good. The headteacher and key staff provide very good leadership and management and they are supported well by the governing body. Pupils' attitudes, behaviour and personal development are very good. Overall, the school promotes social inclusion and equal opportunities effectively. The school provides good value for money.

What the school does well

- By the age of 11, pupils achieve well above average standards in science and above average standards in English and mathematics.
- The quality of teaching and learning is good.
- Pupils' attitudes to the school and their work, together with their behaviour and personal development are very good.
- The provision for spiritual, moral and social development is very good.
- Pupils with special educational needs are supported very well.
- The headteacher and key staff provide very good leadership and management. They are supported well by the governing body.

What could be improved

- There is insufficient provision for pupils' multicultural development.
- The quality of spelling and handwriting is inconsistent.

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 1997. The strengths identified in the last report have been maintained. In the context of the recent changes to primary education, the school has implemented effectively the following: the analysis of test results and other judgements of work that inform target-setting, the monitoring of teaching, the policy for homework and the curriculum programme for Key Stage 1. As a result of the good progress in these areas, national test results have improved in Key Stage 2 and the quality of investigative work in science has developed satisfactorily. Good improvements have been made to the accommodation, and the growth of the school has meant that all classes now cater for a single age group.

STANDARDS

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

Performance in:	compared with			
	all schools			similar schools
	1998	1999	2000	2000
English	A	C	B	B
mathematics	A	A	B	A
science	A	A	A	A*

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

Overall, the standards achieved by the age of eleven are above average. This is seen in the results of the 2000 national tests and in the work observed during the inspection. Pupils achieve well. Progress in English is particularly strong in speaking, listening and reading. The proportion of pupils achieving the higher Level 5 in the national tests was well above average in science, above average in mathematics and below average in English. When the results of the same group of pupils are tracked from ages seven to 11, pupils are achieving well. In comparison with schools that have similar numbers of free school meals, science results are very high (in the top five per cent of schools), mathematics results are well above average and English results are above average. Targets set by the school are realistic. Pupils with special educational needs make good progress in relation to their prior attainment.

The majority of five-year olds reach average standards for their age in communication, language and literacy and numeracy. By the age of seven, standards are above average in reading and mathematics, and average in writing when compared with all schools. In comparison with similar schools, reading results are above average and results in writing and mathematics are average. In science, teacher assessments give results that are average compared with all schools and in comparison with similar schools. Over the last three years, pupils' performance has been above the national average in reading, and close to the national average in writing and mathematics. Pupils learning English as an additional language and those with special educational needs make good progress relative to their prior attainment.

Overall, standards seen during the inspection are in line with national expectations at the Foundation Stage and Key Stage 1. Achievement is satisfactory.

PUPILS' ATTITUDES AND VALUES

Aspect	Comment
Attitudes to the school	Very good. Pupils are very keen about their school, respond well in lessons and work hard.
Behaviour, in and out of classrooms	Very good. Pupils are usually very well behaved in lessons, around the school and outside during playtimes. Pupils are invariably polite and cheerful. There has been one exclusion.
Personal development and relationships	Very good. There are high quality relationships between pupils and with adults. Particularly noticeable is the way that pupils with physical disabilities are integrated into all activities and the sensitive support they receive from their peers, teachers and support assistants. This strength reflects the pupils' acceptance and support of the school's values and aims.
Attendance	Satisfactory. The level is in line with the national average. There is no unauthorised absence.

TEACHING AND LEARNING

Teaching of pupils:	Aged up to 5 years	aged 5-7 years	aged 7-11 years
Lessons seen overall	Good	Good	Good

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. Teaching is at least satisfactory in 100 per cent of lessons; it is very good in 18 per cent of lessons and good in 65 per cent of lessons. Teachers meet the different needs of their pupils well, including those with special educational needs and those learning English as an additional language.

The teaching of English is good. Particular strengths of very good lessons include: brisk pace, good planning and very good questioning. Pupils are highly motivated in these sessions and they learn very well because there is an excellent ethos that encourages them to take a risk. Inconsistencies in the quality of pupils' spelling and handwriting come about because teachers are not as demanding about accuracy as they ought to be. Teaching of mathematics is good. Planning is effective, the pace is brisk and there is good use of support staff and resources. Pupils learn well and improve their number skills and their overall mathematical knowledge. Teachers have secure knowledge, skills and understanding of the national strategies for literacy and numeracy.

OTHER ASPECTS OF THE SCHOOL

Aspect	Comment
The quality and range of the curriculum	Satisfactory. The curriculum meets statutory requirements. Appropriate emphasis is placed on developing basic skills, particularly in the Foundation Stage and Key Stage 1. As a result, the school has received an award from the Skills Council. There is a good range of activities provided outside lesson-time.
Provision for pupils with special educational needs	Very good. Individual education plans are well written and include an input from the pupil. Management is effective, with a strong emphasis on developing pupils' self esteem. Learning support assistants are deployed well and they make a strong contribution to the planning of pupils' experiences.
Provision for pupils with English as an additional language	Good. Extra assistance is effective. Pupils are making good progress.
Provision for pupils' personal, including spiritual, moral, social and cultural development	Spiritual, moral and social development are very good. Overall, the provision for cultural development is satisfactory, However, there is room for improvement in the provision for multi-cultural development.
How well the school cares for its pupils	Provision for child protection and for ensuring pupils' welfare is good. A small number of health and safety issues have been raised with governors and the senior management.
Partnership with parents	Good. Parents appreciate the level and quality of the communication with the school. Annual reports of pupils' progress are effective and the information about the curriculum enables parents to make a significant contribution to their children's education.

HOW WELL THE SCHOOL IS LED AND MANAGED

Aspect	Comment
Leadership and management by the headteacher and other key staff	Very good. There is a clear vision for the school. Development planning is detailed, straightforward and identifies the needs of the school effectively. The process of maintaining strengths, implementing new initiatives and improving practice is established well.
How well the governors fulfil their responsibilities	Good. The governors are highly committed to the good of the school and provide good support for the management.
The school's evaluation of its performance	Good. Monitoring of teaching and the standards achieved by the pupils are effective. Targets for raising standards and further improving the school's work are identified well and based on appropriate information.
The strategic use of resources	Good. Day-to-day financial management is sound. Priorities for development are supported by prudent financial planning. Funds that are provided to the school for specific purposes are used appropriately. The school uses the principles of best value soundly when purchasing resources 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"> • Their children like school. • The approachability of staff. • The expectations the school places on pupils to work hard and achieve. • The quality of teaching. • Leadership and management. • The progress their children are making. • The help their children receive to become mature and responsible. • Behaviour. 	<ul style="list-style-type: none"> • The information provided about their child. • The range of extra-curricular activities. • Homework.

Inspectors agree with parents' positive comments. In relation to homework, the provision is satisfactory and the majority of pupils and parents are clear about its purposes and scope. The range of activities provided outside lessons is good. Annual reports of pupils' progress are effective, however, the setting of targets within the format would improve their worth further.

PART B: COMMENTARY

WHAT THE SCHOOL DOES WELL

By the age of 11, pupils achieve well above average standards in science and above average standards in English and mathematics

1. Attainment on entry to the school at the age of four is broadly average. Achievement in the reception class is satisfactory and the majority of children will achieve the nationally recommended early learning goals by the age of five. Children listen attentively and give appropriate answers to questions. Most speak clearly and confidently to each other and adults. They handle books carefully and appropriately and know that words carry meaning. Children say and use number names in familiar contexts. A good number of children can recognise and name numerals and children can count up to ten, saying the numbers correctly in sequence. Higher attaining children are learning to do addition sums. Most recognise and name simple shapes. The majority of children understand the meaning of 'more' and 'less'.
2. The evidence of the work seen during the inspection confirms that standards are above average in English, mathematics and science at the end of Key Stage 2. This judgement also broadly matches the targets set for 2001; these targets are realistic and relate to the majority of pupils achieving their full potential. These results are testimony of good progress as the pupils have moved through the school. This is due to several contributory factors which will be explained in greater detail later in the report. The factors are:
 - good, inspirational teaching, most particularly in Years 5 and 6;
 - very good attitude to learning amongst the pupils;
 - purposeful leadership and management that have made improving standards a priority;
 - the very good provision for pupils who have special educational needs.
3. The majority of eleven year olds are good readers, who read fluently and accurately and understand their books well. Writing standards are above expectations, but they are not as good as they ought to be because the quality of spelling and handwriting is too inconsistent. Standards in mathematics are as high as one would expect and most pupils are competent with number, shape and measurement. Pupils' scientific knowledge and understanding is very good and broad.
4. In the 2000 national tests for eleven year olds, the proportion of pupils reaching the expected Level 4 was well above average in science and above average in English and mathematics when compared to the results gained by all schools. The proportion of pupils reaching the higher Level 5 was well above average in science, above average in mathematics and below average in English. On the basis of the work seen during the inspection, the higher level results in English are on target to improve this year. However, there is a need to improve the consistency of spelling and handwriting. In comparison with similar schools, science results were very high (in the top five per cent of schools), mathematics results were well above average and English results were above average. Girls outperformed boys in English, mathematics and science. However, there were no indications in the inspection evidence that the provision for boys and girls was markedly different, or that standards of attainment and achievement were significantly different.

5. Over the last three years, the trend in results has been above average in English, mathematics and science. The overall trend in results matches the national picture. When the 2000 results of the eleven year olds are matched to their results as seven year olds, the improvement is above average in mathematics and science and average in English. This confirms the good progress identified in Key Stage 2.
6. The majority of seven year olds are reading well, with the higher attaining pupils using a very wide vocabulary and talking about their books in great detail. Most pupils read expressively and are beginning to make predictions about the direction that the story is taking. The majority of pupils achieve nationally expected standards in handwriting, spelling and punctuation. Higher attaining pupils have made the most progress since the start of the year, most particularly on those occasions when they use legible and joined handwriting and accurate spelling. Most pupils write well for particular audiences, for example, in their poems about spring and descriptions about everyday activities such as washing-up. Pupils' standards in mathematics are above expectations and they show an appropriate range of skills, knowledge and understanding in numeracy, shape and measures. Knowledge, skills and understanding in science meet national expectations. Pupils' investigative skills are improving because they are learning to observe and classify accurately, for instance when they hypothesise about the effects of light and water on the cress they are growing.
7. The standards achieved by seven years olds in the 2000 national tests are well above average in reading and mathematics and average in writing when compared with all schools. The proportion of pupils achieving the higher Level 3 is well above average in writing and above average in reading and mathematics. Compared with similar schools, reading standards are above average and writing and mathematics are average.

The quality of teaching and learning is good

8. Inspectors endorse the view expressed by the vast majority of parents in their questionnaire returns that the quality of teaching is good. The strengths identified at the time of the last inspection have been maintained, for instance:
 - the quality of planning is good and the learning objectives are clear and focused;
 - additional support for pupils who need it is effective.
9. Improvements have been made to the practice in Key Stage 1, particularly the level of stimulation in lessons and the demands made on pupils. A good example was the Year 1 geography lesson where the teacher matched the work accurately to individual pupils. The use of information from a traffic survey completed earlier in the term provided plenty of motivation and promoted a good level of learning. The development of investigational skills in science has been achieved satisfactorily and pupils were observed setting and challenging hypotheses in a Year 2 lesson about the cress they had grown.
10. The provision of homework is highly organised and there is a clear policy. Activities support, and often extend, work done in lessons. This is a satisfactory improvement on the findings of the last inspection. Parents, at their meeting with inspectors and in questionnaire returns, are happy and clear about the arrangements.

11. In the Foundation Stage, the teaching observed was good and the pupils learned well. The evidence from teachers' records is that pupils' achievement is satisfactory over time and that pupils' basic skills are developed effectively, most particularly in communication and literacy and mathematics. The strong features include good planning, a good use of resources and the effective support for pupils who need extra help and guidance. There are high expectations of behaviour which are met by the children and this supports learning effectively. The teacher and support assistants have secure knowledge and understanding of how young children learn and they work well in partnership.
12. The majority of lessons observed in Key Stage 1 were good. In these lessons, pupils learned well and they made good progress, most particularly in developing the basic skills of reading and mathematics; this is reflected in the 2000 national test results. The strengths in the teaching are shown clearly in lessons and pupils' books, such as effective planning which has clear and detailed learning objectives. An example of this was a Year 2 literacy lesson where pupils were required to read in a lively and interesting way the book 'Peace At Last', using expressive voices. The teaching moved appropriately to analysis of the text by using good questioning technique:
 - who? what? why? where? when?

This method of analysis is also an effective preparation for writing, through the use of a similar technique when setting about the task of planning what they are about to write. Objectives are shared with pupils and this helps them to understand and focus on their own learning. In a Year 1 numeracy lesson, important language and ideas about the passage of time were introduced, revisited and consolidated throughout the lesson. The use of a washing line with clock faces showing consecutive hours helped pupils understand the passage of time and answer questions, such as "What time will it be an hour later?". The expectations of pupils' work are appropriate and supported by the accurate recording of judgements of pupils' achievements. Classroom management is good. This is very important because Years 1 and 2 share a large classroom. The activities of one class do not impinge generally on the other. However, the pace of some lessons is affected occasionally by the need to be doing similar activities at the same time, for example, doing quieter activities. The school should explore ways of separating the classes, at least for some of the day.

13. The teaching observed in Key Stage 2, varied from very good to satisfactory. Overall, the standard is good. Pupils learn and achieve well and this is reflected in the results of national tests in 2000. The rate of progress reported from results at age seven to the results of the same group of pupils at the age of 11 also reflects the good progress.
14. Three of the eight lessons observed in Key Stage 2 were very good, and all of these were taught in Years 5 and 6. The strengths of these lessons included clear, cohesive planning that ensured teaching was highly efficient. In a Year 6 science lesson about flowers and pollination, the learning objectives were clear and related directly to the upcoming national tests. Pupils' learning was supported by the very good use of pupils to personify a bee spreading pollen from flower to flower. Pupils' motivation and interest are fostered by the good-humoured nature of the relationships. Good pace and questioning reinforce learning and promote a very good classroom ethos. In a Year 5 literacy lesson, the teacher matched work to the pupils' differing levels of attainment by effective questioning.
15. Throughout the classes, teachers mainly promote good learning habits and expect high standards of work and behaviour. However, standards in spelling and handwriting are not as high as they ought to be, because teachers are not as demanding about

accuracy and vigilance on the part of pupils. The supportive ethos is very important for pupils at all levels of attainment and it is fostered by good levels of learning resources, challenging activities and good use of the judgements of pupils' learning and progress in lesson planning.

Pupils' attitudes to the school and their work, together with their behaviour and personal development are very good

16. At the time of the last inspection this aspect of the school was reported as a strength. The school has successfully maintained this standard. Parents confirm this view in the very supportive comments at their meeting with inspectors and in the questionnaire returns. The vast majority of parents report that their children like coming to school and that the school is helping them become mature and responsible. They also consider that their children are highly responsive because the school promotes very good attitudes and has strong values. Inspection findings confirm this view.
17. Overall, pupils have very good attitudes to the school and their work. In the Foundation Stage, children respond well to the good, well-planned approach of the class teacher. This promotes high expectations, for instance, in a lesson on knowledge and understanding of the world, the children listened carefully to instructions and explanations about flowers. They concentrated for long periods and engaged well in the task of matching a flower with its leaves. In Key Stage 1, pupils concentrate well and show interest in all the activities. They respond well and in detail to the good questioning. Pupils cope well with changes to routine and react very favourably when other pupils provide exemplars such as in the music lesson when three Year 6 pupils played their violins for them. In Key Stage 2, attitudes to learning are generally very good; however, on occasions they are excellent. The vast majority of pupils are keen and eager to participate in lessons, and in Year 6 they respond to very good teaching by taking a few risks themselves. For example, in a Year 6 science lesson they ventured their views and ideas about difficult topics like plant pollination. The supportive ethos of the teaching and the relaxed atmosphere promote these very good responses.
18. Behaviour is very good, both inside and outside the classroom. This, again, reflects the views of parents who are confident that the high expectations are appropriate and they are confident that any incidents will be dealt with promptly and well. Pupils conduct themselves very well at assembly times when they enter and leave the hall with an orderly respect and dignity. Consequently, the atmosphere for collective worship is very effective. Pupils are courteous, polite and well mannered to staff, visitors and each other. Pupils accept the decisions, rewards and sanctions of the teachers and this leads to an atmosphere of trust, good-humour and acceptance. These are some of the hallmarks of this well-ordered community. Pupils look after their environment well and there is an absence of the outward signs of misuse, such as graffiti. There has been one fixed-term exclusion recently.
19. Personal development is very good. A significant factor in this is the school's effective approach to the social inclusion of all pupils, for instance the approach to and support for the pupils who have physical disabilities. All pupils are aware that high standards of care and support are expected from them and they respond very well indeed. Staff allocate responsibilities to pupils; for example, as assembly monitors, corridor monitors for the younger pupils and doing general jobs in classrooms. These activities are carried out diligently and effectively, often without adult supervision. Pupils collaborate well and understand the view that two can be more effective than an individual working alone. Older pupils recognise and carry out their responsibilities to younger pupils and their creed is on a notice above the classroom door in the Year 6 classroom:

"It is your responsibility when you leave this classroom to model good behaviour to the younger children in the school".

20. Relationships are a strong feature of the school, based as they are on mutual respect. There was no evidence of squabbling, either in groupwork in lessons or at playtimes. Pupils and teachers get on well and there is often a relaxed and good-humoured atmosphere in lessons. This was illustrated well in the Year 6 science lesson when some pupils donned bees' wings and head dress to personify the bee's role in pollination. The relationships between pupils themselves are very good.

The provision for spiritual, moral and social development is very good

21. The school has maintained the quality of provision identified in the last report. As a consequence, the provision makes a significant contribution to learning by establishing a supportive ethos within the school.
22. Provision for spiritual development is very good. Acts of collective worship are very well prepared and include opportunities for thought and reflection and provide significant levels of prayer and hymn singing. A further strength is the use of a cross and candles to signify worship and draw attention to the importance of light in religious ceremonies. Pupils are encouraged to participate, most particularly through answering questions and acting out parts of the story. The school has aims and values that permeate all that it does and these are fostered in many aspects of school life, for instance:
- the supportive approach in lessons;
 - the respect shown in collective worship.

Classes have regular discussion times, when pupils speak and listen to each other about issues that touch them all. These often follow the theme for the collective worship, for instance, that two working together can be better than one working alone. A significant part of this approach is the effective maintenance and ongoing development of pupils' self esteem and confidence.

23. Provision for moral development is very good. Pupils are taught to have a good, working understanding of right and wrong. An important part of this are the good role models that are given by members of staff. The consistent implementation of the assertive discipline policy, with its rewards and sanctions, means that pupils understand their responsibilities and abide by the school rules. Planning shows that wider issues of morality are covered in lessons: for example, in work on 'The Creation':
- "We have the power to protect or spoil our planet.

What will you choose to do?"

In Year 4, this theme was pursued practically when pupils produced graphs showing the cumulative mass of rubbish over five days.

24. Provision for social development is very good. Team work and co-operation are fostered through:
- lesson planning that provides opportunities to work as a group, sharing ideas and opinions;
 - involvement in sports teams and musical events;
 - direct teaching of the benefits of teams and the power of community effort.

Pupils are comfortable in the company of their peers and the staff. The parents, at the meeting with inspectors, were absolutely clear that their children benefit greatly from the respect shown to them by staff at the school.

Pupils with special educational needs are supported very well.

25. The provision for pupils with special educational needs (SEN) is very good. The main strengths are as follows:
- individual education plans (IEPs) are well formulated with appropriate targets;
 - pupils are encouraged to set their own targets;
 - monitoring and assessment are detailed and regularly reviewed;
 - management is very good with a strong emphasis on meeting pupils' learning difficulties and developing pupils' self esteem;
 - learning support assistants (LSAs) are deployed well and they contribute effectively to lesson planning;
 - there is a caring ethos within the whole school which is reflected in the provision for SEN;
 - the governing body takes an active interest in the welfare of pupils;
 - SEN is resourced well; including equipment for physically handicapped pupils.
 - pupils are encouraged to befriend and care for pupils with disabilities and derive significant social benefits from the experience.
26. The school's policy is written clearly, sets out the school's position with regard to the inclusion of pupils with SEN and explains the arrangements made for pupils and the role of the special educational needs co-ordinator (SENCO). It apportions responsibility appropriately; for instance, by naming the headteacher and others who have a specific interest, including the governor with special responsibility. The policy outlines comprehensively the procedures for assessment and the profiling system in use in the school. Strategies to encourage good behaviour, the inclusion of pupils in the National Curriculum and the preparation of IEPs are described fully.
27. SEN issues do not feature in the current school development plan. However, concern for development and improving knowledge and skills is ongoing, often with the assistance of the local education authority (LEA) and other outside agencies. For example, seven members of staff, including LSAs, have attended a course aimed at furthering their knowledge of the needs of autistic pupils. A representative of the governing body liaises with the SENCO and keeps the governors informed of developments on a regular basis.
28. The school maintains correctly that the social and educational inclusion of SEN pupils is beneficial for all pupils and adults in the school. A caring attitude amongst the pupils is encouraged successfully and many form friendship groups to share experiences and help each other. Playtimes and lunch times provide good opportunities for pupils to develop an understanding of the difficulties of the disadvantaged peer. In lessons, the needs of the pupils are carefully considered and small group, paired or individual teaching is planned where appropriate. Two pupils have the use of personal laptop computers but information and communication technology is not generally exploited for the benefit of SEN pupils. Some help has been given in this area by the LEA support group recommending software which could be beneficial and this is being explored. Homework is given to enhance the learning of the pupils and this is monitored by parents.

29. The continuing experience in meeting the special educational needs of pupils and the contributions of outside agencies enhance the expertise of staff and enable improvement in the quality of provision. The pupils' needs and personal targets are well known to the class teachers and their assistants. Staff are well versed in the needs of the pupils and lesson plans include appropriate provision.
30. Learning support assistants are fully involved in lesson planning and the establishment of IEPs. They keep daily diaries of the pupils in their care and use these to monitor pupil progress and advise the SENCO and class teacher. Good use is made of visual aids, for example pictures, photographs and the 'washing line' for patterns and sequences. Some withdrawal of pupils from the main class takes place to give extra help to pupils who will benefit from more attention in a small group and this is organised so that pupils do not miss the same lessons too regularly. Oral activities present problems for many SEN pupils and withdrawal ensures that the time is better spent concentrating on their individual needs. Group work involves tasks that are matched well to the pupils' individual needs.
31. The school encourages the inclusion of pupils in as wide a range of experiences as possible. Classrooms are arranged to allow pupils with wheelchairs or crutches to move around as easily as possible and they are encouraged to do so even though it may take a little time. The development and maintenance of self-esteem are considered paramount in helping the pupils to face challenges.
32. The judging of pupils' attainment and progress is monitored by the SENCO. Regular updates are given in staff meetings to keep all staff aware of developments in the provision of SEN. As Reception teacher, the SENCO is aware of possible needs of pupils entering the school and later referrals are made known by class teachers and non-teaching staff.

The headteacher and key staff provide very good leadership and management; they are supported well by the governing body

33. The previous inspection report judged management as good. There has been improvement since the last inspection:
 - the detailed analysis of test results is a significant part of monitoring;
 - target setting is bringing increased rigour to planning and teaching;
 - monitoring of teaching has become more systematic.
34. The school is well led by the headteacher, who has a clear and purposeful vision for the school's development and this is shared by staff and governors. The deputy headteacher and the leaders of Key Stages 1 and 2 present a strong team that provides leadership on a day-to-day basis and relating to strategy in the longer term. Day-to-day management is assisted by the good communication set up through the weekly key stage meetings; particular strengths are:
 - challenges faced by individuals or the whole school can be identified by anyone;
 - information is relayed to the management team through the weekly key stage meetings;
 - management decisions are relayed effectively after the weekly working lunch attended by the senior managers.

35. Strategic proposals are discussed at management meetings, after consultation, often with a range of interested parties; for example, governors, staff and parents. Important decisions and whole school policy that have benefited from this process include:

- the homework provision;
- assertive discipline policy.

It is understandable that these areas are judged to be successes and that they contribute very well to pupils' attainment and an orderly school.

36. The governing body is effective. It fulfils its designated statutory responsibilities and is developing its role in strategic management. The main business is carried out in committees, such as finance/buildings/premises, personnel and curriculum/pupil welfare.

These groups of governors effectively oversee these various aspects of school life and a number of governors provide valuable individual support. This structure benefits from written terms of reference and areas of responsibility. The governors are supportive of the school and work closely with the headteacher and staff. The governors maintain a role in shaping the direction the school will take through their involvement with setting up the school development plan. They have a small group that works with the headteacher on the proposals for development. A significant result of this close working partnership with management was the successful planning for increasing the size of the school over the last few years.

37. School development planning is effective. It provides in detail areas for development in the coming year and outline proposals for the future. Developments are prioritised appropriately, costs are planned for and the criteria for success are clearly set out. Reviews are undertaken properly. The headteacher has monitored teaching for many years and along with the comprehensive tracking of individual pupils, the information generated by these activities form the basis for the annual round of realistic target setting. The school is supported in its monitoring programme by the local education authority. In addition, subject co-ordinators monitor teachers' planning at regular intervals and use the information gained to provide a focus for staff meetings they lead.

38. Financial management is good. The developments identified are supported by careful financial planning. The most recent audit report, by the local education authority, indicates that financial controls are satisfactory. Areas for development identified in the report have been implemented. The management has satisfactory procedures for ensuring that value for money is achieved when buying resources and services, for instance:

- *consultation* with parents about specific issues such as homework;
- governors *challenge* decisions, such as the most appropriate use of the funding from the National Grid for Learning fund;
- *competitive* tendering is used when appropriate;
- the school *compares* standards with similar schools locally, and through local education authority publications;
- government provided information is also used to provide a national context for the school and this is shared appropriately with the governing body.

39. The SENCO ensures that colleagues are familiar with current needs and keeps them fully informed of developments. She promotes inclusion as appropriate, and values the need to encourage self-esteem amongst the pupils. She oversees the formulation of IEPs and monitors their inclusion in day-to-day planning. Pupil profiles include samples of work and detailed records of progress are available for reference. Contributions from other agencies are included and annual reviews include parent contributions.

WHAT COULD BE IMPROVED?

There is insufficient provision for pupils' multicultural development.

40. Overall, the provision for pupils' cultural development is satisfactory, the knowledge and understanding of the local culture is covered well in planned curriculum activities such as history, geography and religious education. Visits are made into the locality and visitors from the community come to the school to provide information and insight into local culture, for instance about the local coal field.
41. Religious education also provides knowledge and understanding of several faiths alongside Christianity. This multi faith approach includes Judaism, Hinduism and Sikhism. Pupils are introduced to these faiths through lessons that are supported by books and appropriate artefacts. Personal, social and health education fosters understanding of people generally, for instance the similarities and differences between races and the need to respect other cultures. Geography and history provide insights into the following cultures – Romans, Vikings, Greeks and Egyptians, and a study is made of life in an Indian village.
42. Despite this positive picture of provision, it is no more than one would expect to find. The school is located in a traditional area that does not have a broad and diverse cultural heritage. However, the rich diversity of a multicultural society is to be found within reasonable distance from the school, for instance, at Durham University. The school does not provide sufficient opportunities for pupils to celebrate, learn about and understand the rich diversity of an increasingly multicultural Britain. This would include:
- visiting places of worship other than Christian churches;
 - developing areas of the curriculum that would encourage pupils to take part in another cultural heritage, through cookery or clothes design;
 - inviting visitors from a range of ethnic backgrounds to come and talk about their heritage and experiences, and talk to pupils so that similarities and differences can be identified and explained.
43. Although some of these activities have been introduced into the school at irregular intervals, this aspect is not planned for sufficiently and not enough attention is given to the importance of preparing pupils for a culturally rich and diverse society.

The quality of spelling and handwriting is inconsistent

44. Overall, standards in spelling and handwriting meet expectations at the end of Key Stages 1 and 2, however these standards are not as high as they ought to be. The main reason for the lower than possible standards shown by pupils is inconsistent marking, and this allows careless mistakes to be made. Furthermore, expectations of pupils in Key Stage 1 are not as high as they should be in handwriting.

45. By the end of Key Stage 1, evidence from lessons and the scrutiny of pupils' work shows higher attaining pupils to be ready for joining letters, but only doing so some of the time. The expectation should be that joined script is used all of the time, once pupils have shown that they are competent. Average attaining pupils show variable skills in handwriting and spelling. A minority of these pupils have difficulty writing on lines. The simple spellings are accurate, but there are difficulties with some words which are misspelt, such as '*affraid*'.
46. In Key Stage 2, Year 4 pupils have variable spelling and handwriting skills. Pupils at all levels of attainment produce handwriting that is untidy, but legible. One of the areas of inconsistency is the way that these pupils use a mixture of joined and printed script. A minority of average attaining pupils make a number of spelling mistakes in their English work and in other areas of the curriculum such as religious education. By the age of 11, variable standards in handwriting and spelling are still observed and the main reason is that the inaccuracies are not always corrected. On a few occasions errors such as '*safly*' and '*quilty*' are marked as correct. However, improvements in the handwriting of pupils with special education needs are identified as targets in the individual education plans. Teachers judge appropriately that these pupils need to have basic skills improved and they concentrate their attention in this area well.

WHAT SHOULD THE SCHOOL DO TO IMPROVE FURTHER?

47. Improve the provision for multicultural development by:
- devising more activities in the planned curriculum that will promote an even greater understanding of a multicultural society, particularly those that require pupils to participate;
 - using the rich multicultural heritage of nearby places as a resource for teaching and learning;
 - providing appropriate training that will give staff confidence in teaching about the similarities and differences in faiths and heritages.

See paragraphs 40-43

48. Improve the quality of spelling and handwriting by:
- increasing the expectations placed on pupils in Key Stages 1 and 2, most particularly in the development and consistent use of joined handwriting;
 - developing greater consistency in marking across the school so that careless mistakes and untidy work do not go uncorrected.

See paragraphs 4, 15, 44-46

PART C: SCHOOL DATA AND INDICATORS

Summary of the sources of evidence for the inspection

Number of lessons observed	16
Number of discussions with staff, governors, other adults and pupils	17

Summary of teaching observed during the inspection

Excellent	Very good	Good	Satisfactory	Unsatisfactory	Poor	Very Poor
0	18	65	17	0	0	0

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

Information about the school's pupils

Pupils on the school's roll	Nursery	YR – Y6
Number of pupils on the school's roll (FTE for part-time pupils)	N/a	197
Number of full-time pupils eligible for free school meals	N/a	28

FTE means full-time equivalent.

Special educational needs	Nursery	YR – Y6
Number of pupils with statements of special educational needs	N/a	8
Number of pupils on the school's special educational needs register	N/a	46

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	8
Pupils who left the school other than at the usual time of leaving	4

Attendance

Authorised absence

	%
School data	5.3
National comparative data	5.2

Unauthorised absence

	%
School data	0.0
National comparative data	0.5

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

Attainment at the end of Key Stage 1

Number of registered pupils in final year of Key Stage 1 for the latest reporting year	Year	Boys	Girls	Total
	2000	13	14	27

National Curriculum Test/Task Results		Reading	Writing	Mathematics
Numbers of pupils at NC level 2 and above	Boys	12	11	12
	Girls	13	13	14
	Total	25	24	26
Percentage of pupils at NC level 2 or above	School	93 (100)	89 (88)	96 (100)
	National	84 (82)	85 (83)	90 (87)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 2 and above	Boys	12	12	12
	Girls	12	14	13
	Total	24	26	25
Percentage of pupils at NC level 2 or above	School	89 (100)	96 (100)	93 (100)
	National	84 (82)	88 (86)	88 (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
	2000	11	11	22

National Curriculum Test/Task Results		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	11
	Girls	11	11	11
	Total	20	20	22
Percentage of pupils At NC level 4 or above	School	91(78)	91(96)	100(96)
	National	75(70)	72(69)	85(78)

Teachers' Assessments		English	Mathematics	Science
Numbers of pupils at NC level 4 and above	Boys	9	9	9
	Girls	11	11	11
	Total	20	20	20
Percentage of pupils At NC level 4 or above	School	87(83)	87(91)	87(96)
	National	70(68)	72(69)	80(75)

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

Ethnic background of pupils

	No of pupils
Black – Caribbean heritage	3
Black – African heritage	0
Black – other	0
Indian	1
Pakistani	0
Bangladeshi	0
Chinese	0
White	162
Any other minority ethnic group	1

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	1	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 – Y4

Total number of qualified teachers (FTE)	8
Number of pupils per qualified teacher	24.6
Average class size	28.1

Education support staff: YR – Y4

Total number of education support staff	4.5
Total aggregate hours worked per week	135

Financial information

Financial year	1999/2000
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Total income	295878
Total expenditure	302275
Expenditure per pupil	1680
Balance brought forward from previous year	9515
Balance carried forward to next year	3118

Results of the survey of parents and carers

Questionnaire return rate

Number of questionnaires sent out	197
Number of questionnaires returned	167

Percentage of responses in each category

	Strongly agree	Tend to agree	Tend to disagree	Strongly disagree	Don't know
My child likes school.	57	37	4	1	0
My child is making good progress in school.	46	46	5	1	2
Behaviour in the school is good.	50	46	1	1	4
My child gets the right amount of work to do at home.	34	52	11	3	0
The teaching is good.	54	42	2	0	2
I am kept well informed about how my child is getting on.	32	51	13	2	0
I would feel comfortable about approaching the school with questions or a problem.	66	31	3	0	1
The school expects my child to work hard and achieve his or her best.	60	40	0	0	1
The school works closely with parents.	43	47	9	1	1
The school is well led and managed.	68	29	1	0	2
The school is helping my child become mature and responsible.	53	43	2	1	1
The school provides an interesting range of activities outside lessons.	48	37	8	1	5